

## Unit 2: Shapes

P.S 82 Dance- Ms. Reppert-

### Grade: 1 and 2

**UNIT TOPIC AND LENGTH:** THIS IS 8-9 WEEK UNIT THAT INTRODUCES STUDENTS TO THE CONCEPT OF SHAPES. STUDENTS EXPLORE HOW TO SHOW STILLNESS, CREATE SHAPES, DEVELOP MOVEMENT FROM THESE SHAPES, AND CONNECT SHAPES WITH A PARTNER. BY THE END OF THE UNIT, STUDENTS WILL COMPOSE "MOVEMENT SENTENCES" BY LINKING TOGETHER DIFFERENT SHAPES. IT EXPLORES A DEEPER UNDERSTANDING FOR THE SHAPES OUR BODIES MAKE WHEN WE DANCE.

#### COMMON CORE CONTENT STANDARDS:

**NYS: CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5**

**NYS: Kindergarten**

**Capacities of the Literate Individual**

**Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

**Speaking and Listening**

**Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

1b. Continue a conversation through multiple exchanges.

**Language**

**Vocabulary Acquisition and Use**

**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

**NYC: Arts Blueprints: Dance**

**NYC: Grade 2**

**Dance Making**

**Develop Skills and Techniques:**

**Through participation in dance classes, students achieve the ability to:**

articulate body parts, shapes and actions.

control traveling and freezing, starting and stopping.

understand personal and general space.

**Improvise:**

**Students explore dance movement through improvisation, demonstrating the ability to:**

work with focus and concentration.

respond to musical mood, tempo and beat.

**Choreograph:**

**Students contribute to a class dance, demonstrating the ability to:**

cooperate with a partner or small group.

**Perform:**

**Students perform, demonstrating the ability to:**

understand entering and leaving the performance space.

understand appropriate performer and audience behavior.

### **Developing Dance Literacy**

#### **Understand Dance as a Means of Expression and Communication:**

**Students understand that dance is a special way of expressing and communicating, demonstrating the ability to:**

speculate on why music makes people want to dance.

#### **Apply Dance Vocabulary, Terminology and Symbols:**

**Students develop a basic dance vocabulary, demonstrating the ability to:**

respond to action words and symbols with appropriate movement.

name dance professions (e.g., dancer, choreographer, dance teacher).

### **Making Connections**

#### **Connect Dance to Health and Well-Being:**

**Through participating in and reflecting on dance, students will demonstrate that they:**

understand the value of a dance warm-up and cooldown.

understand personal space and its relation to safety and well-being.

### **Community & Cultural Resources**

#### **Share Dance Experiences in and Between Schools:**

**Through in-school experiences in dance class, between classes or with visiting schools, students will:**

understand that dance is part of the school day.

### **Exploring Careers & Lifelong Learning**

#### **Value Dance as a Source of Enjoyment and Lifelong Learning:**

**Through participating in dance in school on an ongoing basis, students will:**

express enjoyment of dance.



<p><b>BIG IDEAS/ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"><li>- Creative Choice-making</li><li>- Collaboration</li><li>- Multiple representations</li><li>- Shape making promotes body and spatial awareness</li></ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"><li>➤ How can shapes inform our dancing?</li><li>➤ What shapes can our bodies make?</li><li>➤ How can shape making help us to clarify an idea we are trying to express?</li><li>➤ How can a shape be represented in multiple ways? On different bodies?</li><li>➤ How can we work together to make shapes to represent an idea?</li></ul>
<p><b>CONTENT:</b></p> <p>A. Dance Making: Skills and Techniques</p> <ul style="list-style-type: none"><li>• body parts and shapes</li><li>• control</li><li>• personal and general space</li></ul> <p>B. Dance Making: Improvisation</p> <ul style="list-style-type: none"><li>• focus and concentration.</li><li>• musical mood and tempo</li></ul> <p>C. Dance Making: Choreography</p> <ul style="list-style-type: none"><li>• partnering</li><li>• sequence</li></ul>	<p><b>SKILLS:</b></p> <p>A. Dance Making: Skills and Techniques</p> <p>A1. <u>Identify</u> body parts.</p> <p>A2. <u>Traveling and freezing</u>.</p> <p>A3. <u>Starting and stopping</u>.</p> <p>A4. <u>Recognize</u> personal and general space.</p> <p>B. Dance Making: Improvisation</p> <p>B1. <u>Explore</u> with focus and concentration.</p> <p>B2. <u>Respond</u> to musical mood and tempo.</p> <p>C. Dance Making: Choreography</p> <p>C1. <u>Cooperate</u> with a partner.</p> <p>C2. <u>Practice</u> a sequence.</p>

<p>D. Dance Making: Performance</p> <ul style="list-style-type: none"> <li>• performance space</li> <li>• performer and audience behavior</li> <li>• movement sequence</li> </ul> <p>E. Developing Dance Literacy: Understand Dance as a Means of Expression and Communication</p> <ul style="list-style-type: none"> <li>• music and dance</li> </ul> <p>F. Developing Dance Literacy: Apply Dance Vocabulary, Terminology, and Symbols</p> <ul style="list-style-type: none"> <li>• action words and appropriate movement</li> <li>• dance professions (e.g., dancer and dance teacher)</li> <li>• basic elements</li> </ul> <p>L. Making Connections: Connect Dance to Health and Well-Being</p> <ul style="list-style-type: none"> <li>• feelings</li> <li>• personal space, safety and well-being</li> </ul> <p>O. Working with Community and Cultural Resources: Share Dance Experiences in and Between Schools</p> <ul style="list-style-type: none"> <li>• dance concepts</li> <li>• dance in the school day</li> <li>• photographs and dance images</li> </ul> <p>R. Exploring Careers and Lifelong Learning: Value Dance as a Source of Enjoyment and Lifelong Learning</p> <ul style="list-style-type: none"> <li>• enjoyment of dance</li> <li>• value dance</li> </ul>	<p>D. Dance Making: Performance</p> <p>D1. <u>Entering</u> and <u>leaving</u> the performance space.</p> <p>D2. <u>Show</u> appropriate performer and audience behavior.</p> <p>D3. <u>Repeat</u> movement sequence.</p> <p>E. Developing Dance Literacy: Understand Dance as a Means of Expression and Communication</p> <p>E1. <u>Speculate</u> on why music makes people want to dance.</p> <p>F. Developing Dance Literacy: Apply Dance Vocabulary, Terminology, and Symbols</p> <p>F1. <u>Respond</u> to action words.</p> <p>F2. <u>Name</u> dance professions (e.g., dancer and dance teacher).</p> <p>F3. <u>Demonstrate</u> different shapes, dynamics, directions, and pathways.</p> <p>L. Making Connections : Connect Dance to Health and Well-Being</p> <p>L1. <u>Express</u> personal feelings about a dance.</p> <p>L2. <u>Define</u> personal space and general space.</p> <p>L3. <u>Apply</u> dance concepts to the world outside the classroom.</p> <p>O. Working with Community and Cultural Resources: Share Dance Experiences in and Between Schools</p> <p>O1. <u>Come to class prepared</u> to dance.</p> <p>O2. <u>Share</u> dance learning with family</p> <p>O3. <u>Use</u> photograph and dance images as a resource.</p> <p>R. Exploring Careers and Lifelong Learning: Value Dance as a Source of Enjoyment and Lifelong Learning</p> <p>R1. <u>Express</u> enjoyment of dance through participation and effort.</p> <p>R2. <u>Value</u> dance as an integral part of life.</p>
<p><b>VOCABULARY/KEY TERMS:</b></p> <ul style="list-style-type: none"> <li>• alphabet</li> <li>• audience</li> <li>• behavior</li> <li>• connected (or sticky) shape</li> <li>• curvy (and round) shape (curve)</li> <li>• dynamics</li> <li>• linear shape (line)</li> <li>• participation</li> <li>• performer</li> <li>• shape</li> <li>• stillness</li> <li>• twisted shape (twist)</li> <li>• traveling</li> <li>• movement</li> <li>• ➤ improvisation</li> </ul>	

**ASSESSMENT EVIDENCE AND ACTIVITIES: PICTURES, VIDEO, OBSERVATION, NOTES, CHECKLIST, DISCUSSION**

**LEARNING PLAN & ACTIVITIES:**

**LESSON 1: SHAPES WE MAKE**

SHAPES CAN BE MADE TO REPRESENT MANY DIFFERENT IDEAS. HOW CAN OUR BODIES MAKE SHAPES THAT REPRESENT IDEAS OR IMAGES? HOW CAN WE REPLICATE SHAPES THAT WE SEE?

PART 1: TEACHER WILL SHOW STUDENTS A RANGE OF DIFFERENT IMAGES (EX. BANANA, PRETZEL, LETTER A, CIRCLE) WITH EACH IMAGE, THE TEACHER WILL ASK THE STUDENTS TO USE THEIR WORDS TO DESCRIBE THE SHAPE THEY SEE.

PART 2: STUDENTS WILL IMAGINE THAT THEY ARE IN A "SHAPE MUSEUM." TEACHER WILL ASK HALF OF THE CLASS TO FIND THEIR SPACE BUBBLE IN THE GENERAL SPACE. TEACHER WILL SHOW STUDENTS A VARIETY OF DIFFERENT SHAPES (ABSTRACT AND LITERAL) ON CARDS OR SMART BOARD. STUDENTS WILL BE ASKED TO TRANSLATE THESE 2D IMAGES ONTO THEIR 3D BODY. ENCOURAGE STUDENTS TO TRY THEIR BEST TO IMITATE THE SHAPES. ENCOURAGE STUDENTS TO MAKE THEIR OWN SHAPES AND NOT TO IMITATE THEIR FRIEND. STUDENTS THAT ARE OBSERVING, WILL ENTER THE "SHAPE MUSEUM" AND MIRROR SHAPES THAT THEY SEE. GROUPS WILL SWITCH ROLES.

DIFFERENTIATION FOR DIVERSE LEARNERS/ELL:

PART 1: RECORD STUDENT ANSWERS AND DESCRIBING WORDS WHEN STUDENTS ARE DESCRIBING THE SHAPES. ECHO BACK STUDENTS ANSWERS TO REINFORCE DESCRIPTIVE LANGUAGE.

PART 2: CALL OUT DESCRIPTIVE WORDS FROM DISCUSSION THAT WERE ASSOCIATED WITH EACH SHAPES TO HELP STUDENTS THINK ABOUT HOW TO MAKE THE SHAPE.

**LESSON 2: LINEAR SHAPES**

WHAT DOES LINEAR MEAN? WHAT ARE REAL LIFE EXAMPLE OF LINEAR SHAPES? HOW CAN OUR BODIES MAKE LINEAR SHAPES? HOW CAN LINEAR SHAPES MOVE THROUGH SPACE?

GRADE 1-5: TEACHER WILL GUIDE STUDENTS THROUGH DIFFERENT WAYS OF MAKING THEIR BODY STRAIGHT/LINEAR. TEACHER WILL DEMONSTRATE AND/OR DISPLAY DIFFERENT TYPES OF LINEAR SHAPES. STUDENTS WILL EXPLORE MAKING LINEAR SHAPES WITH THEIR BODY AND AS A WHOLE GROUP.

**GRADE 1/2:** STUDENTS WILL PLAY THE “LINE GAME,” STUDENTS WILL MOVE FROM THEIR FLOOR SPOTS INTO A STRAIGHT LINE AS A WHOLE CLASS. STUDENTS WILL BEGIN WITH 20 COUNTS TO MAKE A LINE AND TIME WILL DECREASE AS THE GAME MOVES ALONG. FOR EXAMPLE, 20 COUNTS, 16, 14, 12 10,5!

**GRADES 1-5:** STUDENT WILL EXPLORE MAKING THESE LINEAR SHAPES MOVE THROUGH MIRRORING WITH A PARTNER. PARTNER A AND B WILL TAKE TURNS BEING THE LEADER AND MAKING LINEAR SHAPES. REMIND STUDENTS TO TAKE TIME TO MAKE LINEAR SHAPES, SO THEIR PARTNER CAN MIRROR THEIR MOVEMENT. IN MIRRORING PARTNERSHIPS, STUDENTS WILL

**EXTENSION ACTIVITY: DRAWING “ROBOTS.”** IN PARTNERSHIPS, STUDENTS WILL TAKE TURNS MAKING LINEAR SHAPES WITH THEIR BODIES AND DRAWING THEIR PARTNERS LINEAR SHAPES, SO THAT THEY LOOK LIKE STICK FIGURES OR ROBOTS. IF TIME, STUDENTS WILL EXPLORE MOVES THROUGH SPACE WITH THEIR LINEAR SHAPED BODY PARTS

**DIFFERENTIATION FOR DIVERSE LEARNERS/ELL:** PRIOR TO LESSON, SHOW STUDENTS A VARIETY OF LINEAR SHAPES ABSTRACT AND REAL LIFE OBJECTS. PEER TO PEER TEACHING AND FOLLOWING.

### **LESSON 3: CURVY/CIRCULAR**

HOW IS A CURVY SHAPE DIFFERENT FROM A LINEAR SHAPES? WHAT MAKES A SHAPE ROUND OR CURVY? HOW CAN WE TRAVEL MAKING A CURVY FLOOR PATTERN?

**PART 1:** IN THEIR SPACE BUBBLES STUDENTS WILL EXPLORE MAKING CURVY SHAPES USING DIFFERENT PARTS OF THEIR BODY. TEACHER WILL INSTRUCT STUDENTS TO MAKE CURVY SHAPES USING THEIR ARMS, LEGS, HAND, TORSO (UPPER BODY), BOTTOM HALF, STANDING UP, LYING ON THE FLOOR.

**PART 2: (GRADES 2-5)** STUDENTS WILL EXPLORE MAKING CURVY SHAPES WHILE MOVING ACROSS THE FLOOR.

**(GRADES 1)** “CIRCLE GAME” STUDENTS WILL PRACTICE MAKING A CIRCLE AS A WHOLE GROUP. STUDENTS WILL BEGIN IN THEIR FLOOR SPOTS AND MOVE TOWARDS MAKING A CIRCLE AS A WHOLE GROUP IN 20 COUNTS. THE TEACHER WILL COUNT DOWN THE COUNTS FROM 20 TO 0. BY THE COUNT OF 0 ALL STUDENTS SHOULD BE MAKING A CIRCLE WHILE HOLDING HANDS. GAME WILL BE REPEATED WITH DECREASING COUNTS. FOR EXAMPLE: 16,14,12,10, AND 5! THIS GAME CAN BE PLAYED ASKING STUDENTS TO MAKE A LINE OR DIFFERENT SHAPES.

**DIFFERENTIATION FOR DIVERSE LEARNERS/ELL:** INCORPORATE PICTURES OF SHAPES THAT ARE CIRCULAR AND CURVY TO PROVIDE A VISUAL EXAMPLE.

### **LESSON:4 TWISTED SHAPES**

- What is a twisted Shape? What might make our body need to twist? Is it easier to twist with straight legs or bent knees?
- Can we create interesting shapes by twisting different parts of our bodies while keeping other parts curvy and/or straight?
- Part 1: Students will explore making twisted shapes using different parts of the their bodies. Arms ,legs, torso... After students explore creating twisted shapes in their space



bubbles, ask students explore transitioning from a linear shapes to a twisted shape, a curvy shapes to twisted shape, linear to a curvy. Explain to students that dancers and choreographers use all different shapes to make movements.

Grade: 1: Students will explore making animal shapes that are twisted, curvy and linear. Visuals will be used to support shape making and class discussion.

- Part 2: (Grades 2-5) Movement Sentences: As a whole class, ask students what they think a movement sentence could be? Provide students with the definition and provide a visual of a how a movement sentence works. For example. Twisted Shape + Linear Shape + Circular Shape= Movement Sentences. Demonstrate an example of what a movement sentence may look like using these three type of shapes. Have students guess the order of your movement sentence.
- Composing: Students will create a movement sentence “choreography” in groups of 3 or 4 by making a movements that transition from curvy to linear to twisted. Students will create a group name. Students may compose their movement sentence in any order of their liking. The whole group must agree on each movement shape and perform it in unison as a group. Encourage students to use different body parts, different levels and different speeds. Students will perform their “shape sentences” for each other.
- Sharing: Take 5 minutes at the end for each group to show their work-in-progress movement sentence. Have students verbally state their movement sentence order. Ask students if they would like you to support their sharing by calling out the order of their movement sentence. At the end of each sharing, students will applaud to show support for each groups work.

Differentiation for Diverse Learners/ELL: Incorporate images of twisted shapes, have students look at “shape” wall to recall the difference between twisted, curvy and linear shapes. Visuals will be provided of movement sentences

### **Lesson 5, Part 2: Guess our movement sentence (Continued for Grades 2-5):**

What is a movement sentence? How can we make our shapes move?

Introduce the lesson by reviewing the definition of a movement sentence. Ask students to consider different ways that they would change their movement sentence. Making it slower? Having it happen on the ground? On the knees? After brainstorming some ideas as a whole class, Students will revisit making their movement sentences. Ask that students repeat their movement sentence twice. Continue to encourage students to use different body parts, levels and speeds. Provide students with time to practice their movement sentences so that it connects and that each group member has an opportunity to remember the order.

Sharing: Teacher will provide students with a choice of two types of music. One slow and one fast. When each group shares their movement sentence they will be asked to select the song they would like to dance to. Students will perform their movement sentence. At the end of each group performance, the class will guess the order of their movement sentence. The whole class will applaud after each group has shared to show support.

Feedback: Implement “Dance Feedback Protocol” Teacher will model dance feedback language. At the end of the each group’s sharing, the class will share 2 comments about what they liked and 2 comments that suggest something the group could do to improve their movement sentence.

## **LESSON 6: MOVING SHAPES**

HOW CAN SHAPES TRAVEL IN SPACE?

**PART 1:** STUDENT WILL REVISIT THE IDEA OF CONNECTING SHAPES. FOR EXAMPLE, MAKING A TWISTED SHAPE INTO A LINEAR SHAPE. STUDENTS WILL THINK ABOUT HOW THEY CAN MAKE THESE SHAPES MOVE OR TRAVEL ACROSS THE SPACE.

**PART 2: (GRADES 2-5)** USING THE MOVEMENT SENTENCES FROM THE PREVIOUS CLASS, STUDENTS WILL BEGIN TO THINK ABOUT HOW THEY CAN MAKE THEIR MOVEMENT SENTENCE MOVE MORE. FRONT? BACK? SIDE? STUDENTS WILL CONTINUE WORKING IN THEIR GROUPS TO MAKE THEIR MOVEMENT SENTENCE MOVE.

**SHARING:** AT THE END OF THE CLASS STUDENTS WILL SHARE THEIR MOVEMENT SENTENCE AND ENGAGE IN PROVIDING FEEDBACK USING THE "DANCE FEEDBACK PROTOCOL."

**GRADE 1:** CIRCLE, TWIST, STRAIGHT- FREEZE!!!! STUDENTS WILL EXPLORING MAKING CHOICES ABOUT THE DIFFERENCES BETWEEN DIFFERENT SHAPES BY PLAYING "CIRCLE, TWIST, STRAIGHT- FREEZE!!!" STUDENTS WILL MOVES THEIR BODIES IN GENERAL SPACE, WHEN THE MUSIC STOPS TEACHER WILL CALL OUT "CIRCLE," "TWISTED," "STRAIGHT" OR "FREEZE." STUDENTS WILL MAKE THE SHAPES THAT IS INDICATED. REMIND STUDENTS TO NOT POP THEIR SPACE BUBBLE/ PERSONAL SPACE. TEACHER MAY ASK SELECTED STUDENTS TO ASSIST IN CALLING OUT DIFFERENT DIRECTIONS.

## **LESSON 7: CONNECTING SHAPES TO MAKE LETTERS/ WORDS:**

HOW CAN WE CONNECT SHAPES TO MAKE LETTERS/CREATE A MESSAGE? HOW DO WE WORK TOGETHER TO MAKE A WORD? WHAT SORT OF SHAPES ARE NEEDED TO MAKE CERTAIN LETTERS?

**PARTS1:** TEACHER WILL INTRODUCE THE LESSON BY SHOWING STUDENTS PICTURES FROM PILOBOLUS' "THE HUMAN ALPHABET." TEACHER WILL ASK STUDENTS TO IDENTIFY THE LETTERS THEY SEE, SHAPES, CHARACTERISTICS OF THE SHAPES AND THE WAYS THE DANCERS ARE USING THEIR BODIES TO FORM THE LETTERS.

**PART 2: (GRADES 1-3)** STUDENTS WILL BEGIN BY MIRRORING THE SHAPES DISPLAYED ON THE SMARTBOARD BY PILOBOLUS DANCERS. THE TEACHER WILL FIRST DEMONSTRATE HOW THIS WILL WORK BY SHOWING HOW ONE MAY MAKE THE LETTER A WITH A PARTNER. TEACHER WILL REMIND STUDENTS THAT THEY DON'T NEED TO BE STANDING UP TO MAKE A LETTER. FOLLOWING REFLECTING SHAPES, STUDENTS WILL WORK TOGETHER IN PARTNERSHIPS TO FORM A LETTER OF THEIR CHOICE. TEACHER WILL TAKE PHOTOS OF STUDENT LETTERS TO DOCUMENT THEIR WORK AND TO USE IN A WHOLE GROUP DISCUSSION AT THE END OF THE LESSON/NEXT LESSON (IF TIME).

**PART 2: (GRADES 4-5)** STUDENTS WILL WORK IN SMALL GROUPS OF 7-8 STUDENTS TO MAKE A SHORT WORD. ENCOURAGE STUDENTS TO CONSIDER HOW MANY BODIES THEY HAVE BEFORE CHOOSING THE WORD THEY WANT TO MAKE. TEACHER WILL TAKE PICTURES TO DOCUMENT STUDENT WORK.

**PART 3: IN A WHOLE GROUP, TEACHER WILL DISPLAY PHOTOS OF STUDENTS' LETTERS/WORDS. THE FEEDBACK PROTOCOL WILL BE USED TO REFLECT ON STUDENT WORK. STUDENTS WILL BE ASKED TO CONSIDER WHAT THEY NOTICE, WHAT THEY LIKE AND WHERE THERE IS ROOM FOR IMPROVEMENT.**

**DIFFERENTIATION FOR DIVERSE LEARNERS/ELL: PAIR AND GROUP STUDENTS OF VARIED SPATIAL AWARENESS AND LEARNING ABILITIES, SO THAT STUDENTS CAN SUPPORT ONE ANOTHER. PROVIDE EACH GROUP WITH A PAPER TO WRITE OUT THEIR LETTER OR WORD**

**Additional Support Strategies:**

**MATERIAL AND TOOLS SUPPORTS –**

ADAPTIVE DANCE MAKING MATERIALS INCLUDE ADJUSTING THE VOLUME OF THE MUSIC, INSTRUMENTS FOR THE STUDENTS TO PLAY, SPOTS, COLORED TAPE, LABAN MOTIF SYMBOLS, LABELING OBJECTS AND AREAS IN THE ROOM.

**COMMUNICATION SUPPORTS –**

USE PICTURE SYMBOLS, TEACHING VISUALS, TECHNOLOGY DEVICES, OR OTHER COMMUNICATION METHODS APPROPRIATE FOR YOUR STUDENT'S DISABILITIES TO COMMUNICATE WITH YOUR STUDENTS. PROVIDE MATERIALS FOR YOUR STUDENTS TO COMMUNICATE WITH YOU AND THEIR PEERS.

**ADAPTATIONS AND SCAFFOLDING FOR DANCE MAKING –**

BREAK LESSONS AND ASSESSMENT INTO MULTIPLE STEPS, TO SUPPORT RETENTION AND BUILD SKILLS.

STUDENTS SHOULD BE ASSESSED AT EACH STEP AND LESSONS MAY NEED TO BE REPEATED TO ENSURE STUDENTS ARE UNDERSTANDING AND DEVELOPING SKILLS.

**ADAPTATION AND SCAFFOLDING FOR COMMUNICATION –**

MODEL DIALOGUES BEFORE ASKING STUDENTS TO SPEAK. ENCOURAGE STUDENTS TO USE VISUALS AND/OR TECHNOLOGY WHILE TALKING WITH PEERS AND TEACHER.

