

Move It!



1

Introduce the Unit and Key Vocabulary

Talk with students about what they will learn from the Unique Learning System Unit. Introduce key vocabulary to them using the descriptive teaching method.

Example: This unit looks at the way things move, including movement of the body. Students will learn that movement can be described in many ways, such as up and down or fast and slow. This unit provides multiple opportunities for students to engage and manipulate various types of movement through a kinesthetic approach to learning. Read about Betsy and her friends as they move in dance class. Sherita and Shaun show how they move in different ways, and that's okay. Read a story about Oscar and the cricket and how the ball moves across different things in the story. Lastly, we talk about food that gives you energy to move and simple math to purchase.

Read Passages While you TAAP

As you read the passages within each unit with students, remember to

TAAP: Talk about it, Ask a question, Acknowledge via response, and

Propel the conversation or Predict!

(View the TAAP resource on the AAC Language Lab to learn more about the TAAP strategy!)

2

Sample TAAP words/phrases:

Talk About It	Ask Questions	Acknowledge via Response	Propel the Conversation or Predict
move/ movement fast slow up down across	Why is moving so important? How can you move things? What makes things go fast/ go slow? Tell/show me ways how you can move. What do you like to do to get moving?	I agree Got it! Nice move Get going Tah Dah!	Tell me more and what else? What's next another idea? I think...



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3

Talk About What you Learned

Summarize the unit with students and talk about what they learned. Ask open-ended questions to discuss what everyone thought, and to get them thinking about and reflecting on what they read.

Sample questions for discussion:

What did you learn about why it is important to move in anyway you can? What ways can you move and make it fun? What are some ways that Betsy and her friends moved in the story? What are some cool dance moves? What do you do to exercise? What do you like to do during recess? What did Sherita and Shaun do to make things move in their story? How did the bikes move? What do you eat to keep up your energy?

Discussion for Comprehension

4

After reading and summarizing the unit with students, use descriptive testing to further discuss the students' understanding of the unit or passage. Pose questions in a way that allows the student to answer the question using any word on their device.

Sample Descriptive Testing Questions and responses:

Why is it important to move your body?	What some ways you can move?	What are some ways to get energy?
<ul style="list-style-type: none">• good to keep happy• look up/ look down• be like you• want to be happy• not be sad/ sick	<ul style="list-style-type: none">• more out (outside)• go fast• dance happy• be read(y) to play• get help to go	<ul style="list-style-type: none">• eat good food• go to sleep on time• not stay up late• eat slow• drink water• stop eat bad food