

We all Work Together

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 month unit 21 is about working together in the classroom. This unit gives examples like waiting in line, sharing things, helping and listening to each other. The next story is about generating ideas of things to do and then voting on those things as a group to do together. This unit also explores simple addition and exploring groups of things to count. The unit will also direct students to an experiment to make butter from warm cream and cold cream. This will demonstrate the effect of time and temperature to graph their experiment. Lastly, the unit will help to make a timeline and develop a schedule.

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
together work wait share vote	What do you have to wait for? What things do you share with others? What do you like to do alone and with others? Why do you vote? What do you think will happen?	I agree Great thinking Way to go! Nicely done You're right	I think... Let's see Tell me more What else What's next

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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 today about working together? Why is working together important? What are the things that you can do to work together in the classroom? Why do we vote on things in the classroom? Why is it important to hear from everyone? What did you learn from our experiment with warm cream and cold cream to make butter? Why did you make a graph? Tell me about how to make a timeline. How do we use a timeline everyday?

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:

Talk about working together.	Why is it important to be heard/ voting?	What are some ways you can show others the results of your experiment?
<ul style="list-style-type: none"> take turns all play together we need to do the same like everyone work on help wait for them 	<ul style="list-style-type: none"> all we have say we get what we need all not some be all same all can do it together 	<ul style="list-style-type: none"> make pictures to show results show and tell point to it draw a picture