

Student to Teacher Communication

CO-TEACH
PLAY # 51



Partner A is asking students which level of a grading system they plan to achieve and how they will reach their goal. Partner B writes pattern sentences on the board (In this case, “I want to achieve level _____. To do this I will”). Partner A encourages students to use the visual prompt as they respond.



ACTION: Guide student verbal responses with visual cues.

No coordination and/or advanced planning required.

Play # 51

This strategy, frequently used in written language, provides students with weaker expressive language skills a framework for formulating and initiating their verbal responses. This can also save time making responses more easily understood by other students. When both partners support the strategy, students may be more likely to use it.

Also impacted

2c Student to Teacher Communication

Most impacted

1a Student Engagement
4a Management of the Learning Environment