### Context
- Real world situation
- Connected to students’ lives
- Connected to other content
- Connected to other subject areas
- Create a reason for communication
- Telling a story
- Conduct a simulation or demonstration

### Question Stems
- Do you have...?
- Do you like...?
- Do you want...?
- Do you know...?
- Do you see...?
- Do you prefer...?
- Do you need...?

### Describing
- It is...
  - A thing that
  - A person who
  - A place where
  - The process of
  - A machine that
  - Used for
  - Made of
  - When
  - An object that
  - Looks like

### Reminders
- Keep it in the target language
- Use gestures, visuals, manipulatives, movement
- Model directions/task
- Keep learner anxiety low
- Manageable language chunks
- Rephrase, restate, simplify, substitute
- Use wait time/think time
- Pay attention to teacher vs. student talk
- Expect output on level or one level above

### Planning Checklist
- Visuals
- Manipulatives
- Gestures
- Movement
- Model sentences
- Sentence starters
- Student supports

### Scaffolded Questions to Check for Understanding
- Yes/No
- Either/Or
- What? Who?
- When? Where?
- Why? How?
- What else?

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### Student Engagement
- Tell your partner
- Ask your partner
- Raise your hand if...
- Show me
- Give an example
- Describe it in another way
- Tell me more
- Draw it
- Act it out
- Stand if