



Grade: 8th grade - Designated ELD & The Arts

Unit: Communication: The Power of Communication and Expression

Language Functions: Description, Explanation/Informing and Compare & Contrast

How does communication *actually* take place?

Student Facing Materials

This column contains the student facing materials.

Teacher Notes

This column contains the teacher facing materials.

0 | Introduction

In order to continue with your development of academic English, you will engage in the language of explaining, describing, informing, and compare and contrast. You will interact with other students in pairs, groups, and as a whole class to complete various tasks requiring your listening, speaking, reading and writing skills. Our learning will be centered around the following essential question:

- How does communication *actually* take place?



Source: Pixabay

This module is divided into separate lessons that can take multiple days to complete. The lessons should be completed in order, as the progression builds the language needed to be successful in descriptive and informational writing.

In order to build into English Language Arts content instruction, during designated ELD we will preview and amplify the language of explaining, describing, informing, and compare and contrast. Students will interact in pairs, groups and as a whole class to develop academic registers of English. Through the different tasks and structures provided, students will strengthen their listening, speaking, reading and writing skills in order to develop academic English.

This module addresses the following cross-curricular standards:

California ELD Standards:

ELD.PI.8.1; ELD.PI.8.2; ELD.PI.8.4; ELD.PI.8.6a; ELD.PI.8.9;
ELD.PI.8.10



We will do this by examining what a folk song, a poem, a theme song, and a dance have in common.

By the end of this module, you will reflect on the following statements.

1. I can contribute to class, group, and partner discussions.
2. I can adjust language choices according to social settings and audience.
3. I can explain ideas based on close reading of articles and viewing of videos.
4. I can plan and deliver an oral presentation.
5. I can write an informative/explanatory text collaboratively and independently.
6. I can link ideas in my writing.
7. I can expand noun phrases in order to enrich and add details to my writing.
8. I can expand sentences with adverbials to provide details to my writing.
9. I can combine clauses to make connections between and to join ideas in my writing.

Below are sentence frames to support your learning and participation. Use them as needed throughout the module. These statements are differentiated by proficiency level: emerging, expanding, and bridging. Choose your proficiency level.

Emerging: _____ and _____ both have _____.

ELD.PII.8.1; ELD.PII.8.2b; ELD.PII.8.4; ELD.PII.8.5; ELD.PII.8.6

ELA Standards:

RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

RI 8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI 8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCR Anchor Standard for Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

W 8.2: Write informative/explanatory texts, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W 8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W 8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



Expanding: _____ is different than _____ because _____.

Bridging: Although _____ and _____ both have _____, they are also different because _____.

In this module there are several symbols you will see that will help you know what to do:



Read text/article or **watch** a video to build understanding



Talk with a partner, share with a group, or participate in a class discussion



Investigate a topic



Write, reflect, or answer questions



Listen to an audio file/piece of music



Follow a procedure or **complete** a project

W 8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

L 8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

L 8.3: . Use knowledge of language and its conventions when writing, speaking, reading, or listening

Science Standards:

Influence of Science, Engineering, and Technology on Society and the Natural World

All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

California Environmental Principles & Concepts:

Principle 2 - People Influence Natural Systems

The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies.

California Arts Standards for Dance:



Think about a question or idea

Materials needed:

Journal
Pen or pencil
Colored pencils or markers
Computer or tablet

8.DA.Cr1a. Implement movement from a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

8.DA:Re7a. Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.

8.DA:Re7b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

California Arts Standards for Music:

8.MU:Pr4.2a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

8.MU:Pr4.2c. Identify how personal, social, cultural, and historical context inform performances and result in different music interpretations.

8.MU:Pr4.3 Perform contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as articulation/style and phrasing).

8.MU:Cn10 Examine and demonstrate how personal interests, knowledge, and ideas relate to choices and intent when creating, performing, and responding to Music.

Language objectives addressed in this module:

1. Students will be able to contribute to class, group, and partner discussions.
2. Students will be able to adjust language choices according to



	social setting and audience. - Students will be able to explain ideas, processes, and text relationships based on close reading of articles and viewing of multiple media. - Students will be able to plan and deliver an oral presentation. - Students will be able to write an informative/explanatory text collaboratively and independently. - Students will be able to link ideas in their writing. - Students will be able to expand noun phrases in order to enrich the meaning of sentences and add details to their writing. - Students will be able to expand sentences with adverbs to provide details to their writing. - Students will be able to combine clauses to make connections between and join ideas in their writing.
Today we are going to learn some dance and music vocabulary.  Watch this video to learn more about the Elements of Music. Write a definition for each of the elements in your own words. You can draw an image to help you remember each of the elements. - Beat - Rhythm - Melody - Harmony - Dynamics - Timbre - Pitch	Introduce students to the dance and music terms through the videos and written exercises, as well as partner and whole class discussion. Students will continue to use these terms throughout the module.



Watch [this video](#) to learn more about the Elements of Dance. Explore the elements of dance with the video and then write a definition for each of the elements in your own words. You can even draw an image to help you remember each of the elements.

- Space
- Time
- Energy



Now you are going to apply what you have learned about the elements of dance and music. Choose one of the elements of music and one of the elements of dance. Watch [this video](#) and notice how the elements of dance and music you chose are being used.



Share what you noticed about the elements of dance and music with a partner. As a class, create a list showing how each of the elements of dance and music were used in the performance.

1 | Describe a Picture: ELPAC Like Task Types and Formative Assessment-Based Instruction



Look at the picture and read the bold sentences below. Follow the directions to make additions and edits to the sentences to make them better.

Direct students to look at the picture and read and respond to the sentences below the photograph. *Teachers, please note the spelling and grammatical errors in the student task are intentional.*

Use the [ELPAC rubric](#) below to score written responses.



(Source: Pixabay)

1. **The turtle is walking.** Rewrite the sentence using more details.
2. **The turtle are goin towards the water.** The sentence has TWO errors. Rewrite the sentence correctly.
3. **The turtles haves for legs.** The sentence has THREE errors. Rewrite the sentence correctly.
4. **The turtle is on the beach. The turtle is walking towards the sea.** Combine the two sentences into one sentence.
5. Write a sentence to describe what the turtle might do next.

Score	Descriptors
2	- The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next). - Grammar and word choice are appropriate.
1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. - There are errors in grammar and word choice.
0	Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

- For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)

2 | Group Discussion



Your teacher will lead you through a group discussion based on the written responses from the previous lesson.

Use student written responses from the previous lesson to develop lesson two. Looking at the language patterns produced by students, customize lesson two to support the language skills needed to be addressed.

3 | Preview Key Vocabulary



In this lesson, you will be learning about conservation efforts happening to protect sea turtles.

- Find a partner.



- Read, highlight and discuss the article about the Kemp's ridley sea turtle, with your partner. Your teacher will provide the article for you to read.
- Watch the video about the Kemp's ridley sea turtle. Your teacher will provide the video for you to watch.
- Once you've completed your reading and watching, discuss these questions with your partner:
 - Why do you think that the populations of sea turtles have declined so much during the past fifty years?
 - What evidence do scientists have that the turtles they have introduced are coming back each year?
 - Discuss humans' responsibility to preserve animals such as the Kemp's ridley turtle.



- What movements did you read about or see from the Kemp's ridley sea turtles?

Have a whole class discussion on sea turtle conservation.

Explain how informative/explanatory texts are organized to express ideas and to support comprehension.

Please preview each of these articles to determine which one(s) will best meet the needs of your students as they work to understand conservation efforts to protect sea turtles:

- [Increasing Turtle Nests Along the Texas Coast](#)
- [Kemp's Ridley Turtle](#)
- [The Kemp's Ridley Sea Turtle background essay](#)

Please preview each of these videos to determine which one(s) will best meet the needs of your students as they work to understand conservation efforts to protect sea turtles:

- [The Kemp's Ridley Sea Turtle](#)
- [Kemp's Ridley Sea Turtle Saving A Species](#) (Please note, this video has a short segment, from 4:00-4:56, referring to the idea that eating turtle eggs increases virility. The rest of the video is relevant and is a more modern video.)

Direct students to find a partner. With their partner, have them read, highlight, and discuss the article(s) about sea turtle conservation. Then have students watch the video(s) about the Kemp's Ridley Sea Turtle.

Have students complete a reflection on what they have learned in their journals.



- How could you create some of these movements on your own? Review the definitions you wrote about the elements of dance (space, time, and energy).
- Work alone or with a partner to create movements to represent the Kemp's ridley sea turtles.



In your journal, complete a reflection on what you learned.

4 | Descriptive Language



You will engage in a discussion about a folk song from the Cayman Islands.

- Let's explore a Caymanian Folk Song called "The Turtles' Alphabet". You can find the [lyrics here](#) and the [recording here](#).



- In your journal, write down the vocabulary words you discussed and draw a sketch for each word.
- Listen to the song again and focus on the elements of music this time. Write down how each of the elements of music (beat, dynamics, harmony, melody, pitch, rhythm, and timbre) are used in the song.

Discuss the [lyrics of the Caymanian Folk Song called "The Turtles' Alphabet"](#).

Students can learn more about folk music by reading [this article](#). If you are asked for a code to access the Britannica resources please use the Access ID/Passcode that was sent to your district. If you need further help please email edsupport@eb.com.

To introduce parts of speech, use rhythm and rhyme to help students discover how language works and experience the structural pattern of poetry and lyrics. Use [these song lyrics](#) and [this recording](#) to start the process. Use the following steps:

- Listen to the song with students.
- The first time, let them follow along with the lyrics.
- Play it again and ask them to sing along with the recording
- Use gestures while singing to support comprehension.
- Process the lyrics by asking students what words are unknown



- Share your responses about the elements of music with a partner.
- Sing the lyrics as a class along with the recording and focus on one of the elements of music as you sing. Feel free to move along to the music as you sing.



- Folk songs, like “The Turtles’ Alphabet”, are pieces of music that are created by an individual and passed on through a community of people by word of mouth. Folk songs have often been used while people are working to pass the time. What job do you think the people singing the “The Turtles’ Alphabet” might have? What folk songs do you know? What songs have been passed on to you through your family and your community?

to them. Provide [the lyrics on Google slides](#) for visual support to help students understand the words they identify.

- Have students write and sketch the words discussed in their journal.

5 | Parts of Speech



Find your digital or physical copy of the [Sea Turtles Here, There, and Everywhere poem](#).



- Chant the poem with your classmates.

To introduce parts of speech, use the poem to discuss nouns, adjectives, verbs, adverbs, and prepositional phrases.

- Students will need to interact with the [poem document](#) for this lesson. Each student will need either a physical copy or a digital copy of the poem.
- Chant the poem together. Have students underline the nouns in black throughout the poem.
- **Have students underline all adjectives in red.**
- **Have students underline all verbs in green.**



- Find the nouns and underline them with a black marker or in black font.
- Read the lyrics again.
- Find the adjectives and underline them in red.
- Read the lyrics again
- Find the verbs and underline them in green.
- Read the lyrics again
- Find the adverbs and underline them in orange.
- Read the lyrics again
- Find the prepositional phrases and underline them in purple.
- Find a partner.



- With your partner, find five images about the poem and add them to your copy or sketch them on your poem.

- Have students underline all adverbs in orange.
- Have students underline all prepositional phrases in purple.
- In pairs, have students find five images to illustrate the poem.

6 | Descriptive Writing and Sentence Structure

- Find your digital or physical copy of the [Sea Turtles Here, There, and Everywhere poem](#).



- Find a partner and discuss what you know about turtles.
- Brainstorm adjectives with your partner. Use the poem as a support, if needed.
 - Next, brainstorm verbs
 - After that, brainstorm adverbs

To teach parts of speech, use a chart to help students see patterns in writing. [Here is an example](#) of what the completed chart could look like by the end of this lesson.

Use the [parts of speech chart](#) to complete this process by following these steps:

- Direct students to find a partner and discuss what they know about Turtles and Caymanian Turtlers. Use the [parts of speech chart](#) and the [Sea Turtles Here, There, and Everywhere poem](#).
- Start the lesson in the second column of the [parts of speech](#)



- Lastly, brainstorm prepositional phrases

- After your class completes the [parts of speech chart](#), copy it in your journal. You will need it later for a writing assignment.



- With your partner, use the words on the chart to write three sentences.
- With your partner, create dance movements to accompany each of your three sentences. Review the elements of dance (energy, time, and space) for ideas.
- Share your dance movements with another pair of students. Explain how you used the elements of dance to represent each of your sentences.

[chart](#) using black font. Next to the word noun, write what a noun is (person, place, thing, or idea). In the next row, the noun **turtles** has been provided for you. Unlike the other columns, this column will only contain one word (turtles).

- Move to the first column. Use a red font color to write “Adjectives,” add definition (describes noun), provide a prompt (“**Look at those turtles, they are so _____. Listen to those turtles, they sound so _____. Feel those turtles, they feel so _____. ”**) Use gestures for scaffolding, have students/partners discuss to brainstorm vocabulary. Write the adjectives they think of on the chart in red font.
- In the third column, write “Verbs” in green, add definition (action), provide prompt (“**What do turtles do?**”), use gestures, have students discuss together to brainstorm vocabulary. Write the verbs they think of on the chart in green font.
- In the fourth column, write “Adverbs” in orange, add definition (**tells how, most end in -ly**), model the difference between well (an adverb) and good (an adjective), use gestures, have students discuss to brainstorm vocabulary. Write the adverbs they think of on the chart in orange font.
- In the fifth column, write “Prepositional Phrases” in purple, add definition (prepositions tell us **where and when**), incorporate gestures for in, on, over under, etc., have students discuss to brainstorm vocabulary. Write the prepositional phrases they think of on the chart in purple font.
- Provide a copy of the completed chart to the students.
- Model how to use the chart to create a sentence.



- Have students work in pairs to write three sentences using the words from the chart.
- Have students work with their partner to create dance movements to accompany each sentence they write.

7 | Create a Digital Poster



(Source: Pixabay)



- Find a partner.
- With your partner, review the article(s) you have read about sea turtles.

Direct partners to review the article(s) they have read about sea turtles, and to create a digital pictograph poster using [this template](#).



- Create a pictograph poster with your partner.
 - Select one powerful idea from the text.
 - Create a [digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language
 - Images that represent the descriptive language
 - Signatures of you and your partner

8 | Read and Highlight



- Find a partner.
- Read, highlight, annotate, and discuss the poem *She Was Fed Turtle Soup* with your partner. Your teacher will share this poem with you.



- As you read, take notes in your journal.

Direct students to find a partner. With their partner, have students read, highlight, and discuss the poem [She was Fed Turtle Soup](#). Teachers will need to share the poem with students.

Teachers may wish to share [this information](#) with students about the poet, Lois Red Elk.

9 | Watch Turtle Dreams



(Source: Pixabay)



- Watch and listen to this [short excerpt](#) from Meredith Monk's "Turtle Dreams".



- As you view the video, take notes in your journal about the elements of dance and the elements of music. What do you notice that is the same as other dance and music you've experienced before? What is different? Use the elements to describe the similarities and differences. What is the purpose of this song?

Introduce your students to Meredith Monk's "Turtle Dreams". Have them watch the short excerpt [found here](#) or the entire piece [found here](#).

After the students have watched the video at least one time, feel free to discuss the description with them.

Program Description

"Turtle Dreams," 1983, was created by the dance/theater artist and composer Meredith Monk. The video is a collage-style work that juxtaposes minimalist movement phrasing and vocal work with images of a live turtle traversing various terrains. The turtle is pictured both in an outdoor natural habitat and roaming through constructed sets (the moon's surface, a city block), which play with scale to make the turtle seem gigantic. The performers execute shifting movements and sing repetitive sounds against a spare backdrop. Close-ups of their features and hands appear. (Source: *Open Vault WGBH*)



- Share your notes with a partner. Did you have the same thoughts about the elements or did you have different ideas? Why do you think this happened?



- Write a reflection in your journal!

10 | Create a Digital Poster



- Find a partner.
- With your partner, review the performance piece you watched in the previous lesson called “Turtle Dreams”

Direct partners to review the short excerpt from the video “Turtle Dreams”, [found here](#), and then create a digital pictograph poster using [this template](#).



(Source: Pixabay)



- Create a pictograph poster with your partner.
 - Select one powerful idea from the text.
 - Create a [digital pictograph poster](#) that includes:
 - Title of the text
 - Paraphrase of the main idea
 - 2-3 bullets of significant facts or details containing descriptive language
 - Images that represent the descriptive language
 - Signatures of you and your partner

11 | Compare and Contrast



Source: Pixabay



Watch [this video](#) and sing along with the lyrics. Notice how each of the elements of music are used in the song. Feel free to move with the music as you sing and watch the video. What is the purpose of this piece of music? What do you notice about the lyrics in this song? How are the lyrics similar to and different from the lyrics of “The Turtles’ Alphabet” and “Turtle Dreams”?



- Find a partner.
- Review the two digital pictograph posters you created in the previous lessons with your partner. Then review your notes about the video you just watched.



- Using the information from the pictograph posters and your notes,

Ask students to watch this final music video and sing along with the words on the screen. Students can then write their observations about the song.

Direct students to find a partner and use the two digital pictograph posters they created in the previous lessons. These posters will help them complete the [compare/contrast assignment](#).

They will be comparing three different songs and pieces about turtles



complete the [compare/contrast assignment](#).



- Watch this [video](#) to help with the next lesson.

12 | Write Whole Class Essay



Source: Pixabay



- Actively engage in the highlighting of the key words in the topic sentence. This will help you keep your writing focused on the topic.
- With your group, review the [compare/contrast thinking organizer](#) you completed in the previous lesson.



- Using your assigned group font color, write a group paragraph supporting the topic sentence on the [whole class essay template](#).

Share the [whole class essay template](#) and as a group, highlight key points from the topic sentence.

Model how to use the compare/contrast graphic organizer to assist in writing informational text. Provide the [compare/contrast thinking organizer](#) as an alternate graphic organizer for this assignment.

Divide students into groups of three or four.

Assign a font color to each group. Have each group use the whole class essay template to write a supporting paragraph to the topic sentence provided.



- Topic Sentence:
Song and dance are important communication tools.

13 | Revise and Edit



(Source: Pixabay)



As a class, you will review and complete the [Revision, Editing, and Organization Checklist](#). This process will help you enhance your writing skills as you see how your class essay gets modified right before your eyes.

Once each group has completed their supporting paragraph, model the writing process for the whole group by completing the [Revision, Editing, and Organization Checklist](#) to enhance the class essay.

Model how to use the [parts of speech chart](#) to enrich writing with descriptive language.

14 | Independent Writing



- Select a topic related to dance or music to write about. Remember that you will be writing an explanation/informative essay, so choose a topic that interests you.

Direct students to write an explanation/informative essay independently on a topic of their choice.

When done, ask them to pair up and use the [Revision, Editing, and Organization Checklist](#) to enhance their writing.



- Write your essay.
- Use the [Revision, Editing, and Organization Checklist](#) and the [parts of speech chart](#) to enhance your writing.

Remind students they can also use the parts of speech chart to enrich writing with descriptive language.

15 | Present and Discuss Information: ELPAC Like Task Types and Summative Assessment



- You will view a chart that provides information and respond to two questions about the chart. Your teacher will read the questions to you. Take notes to help you answer the questions.
- Study the bar and circle charts below.

In this task type, you will need to meet individually with each student. The student views a graph, chart, or image that provides information. The student is then asked to respond to two questions about the information. The questions are read aloud to the student, and they also appear with the image in their materials. During an actual ELPAC administration of this task, students may take notes in their Test Book.

- Show the bar and circle charts.
- Tell the student: “I am going to ask you to talk about a chart. Look at the chart. You can write in your journal if it is helpful.”
- “Students at a school were asked if they would attend a school play or not. The chart shows different methods of recording students’ responses.”
- Ask the following questions:
 - “What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.”
 - “Is the following claim supported or not supported based on the information in the chart?”
 - Claim: More students will attend the play than



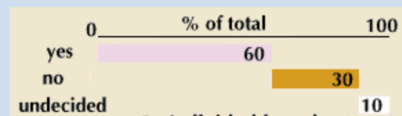
100% Bar and Circle Charts

	number of children	percent of total	degrees
yes	30	60	216
no	15	30	108
undecided	5	10	36
total	50	100	360

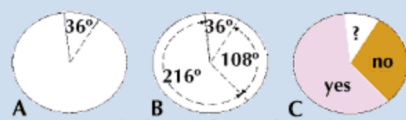
How many students will attend the school play?

yes	no	?
60%	30%	10%

1. A rectangle, or component bar, chart



2. A divided bar chart



3. A circle graph, or chart

100% bar and circle charts

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those who will not.

- Give details from the chart to support your answer.”

- Use the [ELPAC rubric](#) below to score oral language production for presenting and discussing information.

Score	Descriptors
3	- Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. - Speech is fairly smooth and sustained.
2	- Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. - Speech may be slow, choppy, or halting.
1	- Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. - Errors in grammar, word choice, pronunciation, or intonation often impede meaning. - Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.
0	- Response is not relevant. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

- Use the data gathered to inform future lessons.
- For more ELPAC practice, refer to the [ELPAC Grade 6-8 Practice Test](#)

- The teacher is going to ask you to talk about the chart. You can write in your journal if it is helpful.
- Students at a school were asked if they would attend a school play or not. The chart shows different methods of recording students’



responses. Take some time to read the different charts by yourself.

- What does the chart show about how many students plan to attend the play? Include details from the chart in your answer.
- Is the following claim supported or not supported based on the information in the chart?
 - Claim: More students will attend the play than those who will not.
 - Give details from the chart to support your answer.

16 | Reflection/Self-Assessment



Review and complete the [Self-Reflection on "I Can" statements](#).

Direct students to review and complete the [Self-Reflection on "I Can" Statements](#).



Think about the music and dance you explored throughout this module. Using the language skills you've learned in this module respond to at least one of the reflection prompts listed below.

- Which dance or music activity did you enjoy the most? What about the activity did you like?
- Which dance or music activity did you find the most challenging and why?
- Which dance or music do you think you will use again? When would you use this?
- How do the dance or music activities connect to other interests you have?