

Lesson 1: Greetings

1. Greetings (good morning/day/afternoon/evening/night/See you later

- say/listen with pictures
- say to students, students reply with "a"
- yes/no (group / individual)
- either/or (group / individual)
- choral repeat
- greet students, students reply with same expression
- hold up picture, students greet partners according to picture

2. How are you? I am fine/tired/sick.

- say/listen with gestures/sounds
- say/listen with pictures
- yes/no with pictures (group & individuals)
- choral repeat with pictures
- either/or with pictures (group & individuals)
- choral repeat w/ gestures/sounds
- ask "how are you?", students answer first w/ fine
- repeat above with tired, then sick
- ask students "how are you?", student answer as they wish
- choral repeat question, "How are you?"
- ask-the-teacher, answer using all three answers with gesture/sounds
- students ask partner question, answer as they wish
- dialog in front of group

- a: Hello, good evening.
- b: Hello, good evening.
- a: How are you?
- b: I'm f/s/t. How are you?
- a: I'm f/s/t. See you later.
- b: See you later.

3. What's your name? My name is...

- say/listen "my name is ____"
- do for self, then pretend you are each student and say phrase
- choral repeat "My name is..."
- ignore the question with individuals
- model, ask, answer
- ask-the-teacher
- students ask partners, answer accordingly

Dialog

- a: Hello, good evening.
- b: Hello, good evening.
- a: What is your name?

b: My name is _____. What is your name?

a: My name is _____. See you later.

b: See you later.

4. Review All

-choral repeat times of day

-choral repeat How are you? and responses

-choral repeat What is your name? and response

a: Hello, good evening/morning/afternoon/night.

b: Hello, good evening/morning/afternoon/night.

a: What is your name?

a: My name is _____. What is your name?

b: My name is _____.

a: How are you?

b: I am _____. How are you?

a: I am _____. See you later.

b: See you later.

-choral repeat with times of day and see you later

-choral repeat How are you? and responses

-Name-it with times of day and I am ___ responses.

Lesson 2: Numbers and Age

1. Numbers 1-5

- say/listen counting on fingers
- say/listen, students put up fingers also (no speaking)
- yes/no (group / individual)
- either/or (group / individual)
- count together on fingers

2. Numbers 6-10

- repeat as per above

3. Numbers Song

4. Numbers 10-100

- write out 10-100 on board, both numeral and Salish words
- say/listen while pointing to numerals
- yes/no (group / individual)
- concentration-memory game
 - ask for card with numbers 1-10 in two COLOR groups
- either/or (group / individual)
- choral repeat 10-100
- count together 10-100

5. Numbers for student ages

- find out student ages and write on board in numeral form
- repeat as per numbers 1-5 above, point to number when saying

6. How old are you? I am

- say/listen "I am ___ years old."
 - do for yourself, then pretend you are each student and say it
- choral repeat "I am ___ years old." with numbers 1, 2 and ages
- ignore the question with individuals
 - model answer, ask, student responds with age
- choral repeat question, "How old are you?"
- ask-the-teacher
- ask-each-other

7. Dialog

- a: Hello, good evening.
- b: Hello, good evening.
- a: How old are you?
- b: I am ___ years old. How old are you?
- a: I am ___ years old. See you later.
- b: See you later.

8. Choral Repeat 1-10, 10-100, ages

9. Name it! (group) 1-10, 10-100, ages

Lesson 3: Food 1

1. First group of foods
 - tell meaning of picts
 - say/listen
 - say-n-lay (get from students with “I want ___”)
 - 1/2
 - pointers
 - swatters
 - choral repeat
 - either/or
 - choral repeat

2. Next group of foods
 - repeat as per above

3. I want (use gesture when you say “want”)
 - explain meaning of “I want ___”
 - say/listen all foods with “I want ___” and gesture for “want”
 - yes/no (grp and indiv)
 - choral repeat each food with “I want...”
 - ignore the question with individuals (Do you want ___? I want ___.)
 - model the answer, ask, student answers
 - choral repeat each food with “I want ...”

4. I don't want (use gesture when you say “I don't want”)
 - explain meaning of “I don't want ___”
 - say/listen all foods with “I don't want ___”
 - choral repeat all foods with “I don't want ___”
 - ignore the question (Do you want ___? I don't want ___.)
 - model the answer, ask, student answers
 - ask-n-answer
 - model positive and negative responses, they answer as they wish

5. Do you want?
 - explain meaning of “Do you want ___?”
 - choral repeat question with foods
 - ask-the teacher
 - pass out foods to students, take food when they ask and you answer

6. Dialog with pictures
 - teacher does dialog with each student first
 - then students cycle through both A and B
 - a: Hello, good evening.
 - b: Hello, good evening.
 - a: Do you want ___?
 - b: Yes, I want ___. Do you want ___?

- a: No, I don't want ___. See you later.
b: See you later.

7. Choral Repeat all foods

Lesson 4: Physical Description 1

1. First group of words
 - tell meaning of pictures
 - say/listen with pictures
 - say-n-lay (get back with "I am ___")
 - 1/2
 - pointers
 - swatters
 - choral repeat
 - either/or
 - choral repeat
2. Second group of words
 - repeat as per above
3. All 11 words together
 - concentration memory game with picts and words
 - numbers & two colors to call for picts
 - choral repeat all words
4. I am
 - tell meaning of "I am ___"
 - say/listen with all words
 - yes/no all words w/ "I am"
 - choral repeat all words with "I am"
 - ignore the question with individuals
 - model, ask, student answers with "I am ___."
5. I am not
 - tell meaning of "I am not ___"
 - say/listen with all words
 - choral repeat with all words
 - ignore the question with individuals
 - model, ask, student answers with "I am not ___."
 - ask-n-answer
 - model positive & negative responses, they answer as they wish
6. Are you?
 - say/listen with all words
 - choral repeat question with all words
 - ask-the-teacher
 - pass out picts, student asks teacher, "Are you ___?"
 - teacher answers alternating "yes..." and "no..."
 - if say "yes...", take pict from student
 - if say "no...", don't take pict
 - go back and say "yes..." for previous "no..." answers
7. Either/Or Charades

- write question and answer forms on board
- teacher shows pict to student, student acts out pict word
- teacher says two possible words
- other student asks, "Are you ___?"
 - if correct, say "Yes, I am ___"
 - if wrong say, "No, I am not ___"
- correct guesser does next charade

8. Dialog

- a: Hello, good evening.
- b: Hello, good evening.
- a: Are you ___? (with pict)
- b: No, I am not ___. I am ___. Are you ___? (with pict)
- a: No, I am not ___. I am ___. See you later.
- b: See you later.

9. Choral Repeat all words

Lesson 5: Personality 1

1. First group of words

- tell meaning of pictures
- say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I am ___" with the action (example, say "cn sisyus" while pointing to your head to show U R smart)
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
- 1/2 with individuals (use two different colors instead of one and two)
- 1/2 with group (use two different colors instead of one and two)
- stick game pointers with group
- stick game pointers with individuals
- swatters
- choral repeat
- either/or charades
- choral repeat

2. Second group of words

- repeat as per above

3. Review "I am ___" "I am not ___" "Are you ___?"

- write above phrases on board
- say and tell meanings
- choral repeat all twelve with "I am ___" and "I am not ___"
- ask and answer with "Are you ___?"
 - ask students, they answer as they wish "I am..." or "I'm not..."
- choral repeat all 12 "Are you ___?"
- ask-the-teacher
 - pass out pict; take one's you say yes to, go back for "no"s

4. Either/Or Pictionary

- write "Are you ___?", "I am ___" and "I am not ___" on board
- show student pict, as they draw, say two words
- other students asks "Are you ___?" with correct word
- artist answers with phrase "I am ___" or "I am not ___"

5. Dialog

- use opposites

- a: Hello, good ___
b: Hello, good ___
a: Are you ___? (with pict)
b: I am not ___. I am ___. Are you ___?
a: I am not ___. I am ___. See you later.

b: See you later.

6. Choral repeat all words.

Lesson 06: Family 1

**Family visual shows people. You can put a sticky note name for each person being studied.

1. Girl's Family

- go over visual, point out relationships to be taught and tell what words are different for a boy or a girl
- take on the girl's identity
 - say/listen relationship words as you point to people
 - point out girl's relations and say their names
 - "I am Mary. ___ is my mom. ___ is my dad. etc."
- yes/no from girl's point of view with group
- yes/no from girl's point of view with individuals
- 1/2 with numbers on stickies with individuals
- 1/2 with group
- pointing
 - call student to board, say relationship, student points to person
- naming with group
 - say relation word for girl, students say that person's name
- naming with individuals
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat relation words

2. Boy's Family

- take on the boy's identity
 - say/listen relationship words as you point to people
 - point out boy's relations and say their names
 - "I am ___. ___ is my mom. ___ is my dad. etc."
- yes/no from boy's point of view with group
- yes/no from boy's point of view with individuals
- 1/2 with numbers on stickies with individuals
- 1/2 with group
- pointing
 - call student to board, say relationship, student points to person
- naming with group
 - say relation word for boy, students say that person's name
- naming with individuals
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat relation words

3. Naming Relations

- explain and write on board "I don't have ___" (tam cn epl ___)
- explain and write on board "___ is my ___"
 - explain dropping the "n" in front of "s" and barred L
- model the phrase from both the girl and boy's perspectives

- ask-n-answer (name only)
 - model name of your relation
 - ask students, "Who is your ___?"
 - students answer with **NAME** of their relation only
- ask-n-answer (full phrase)
 - same as above
 - students answer with "___ is my ___" or "I don't have ___."
- choral repeat question, "Who is your ___?" with all words
- ask-the-teacher
 - teacher takes on identity of either the boy or the girl in the visual
 - model question, "Who is your ___?"
 - student asks, "Who is your ___?"
 - teacher responds with visual, "___ is my ___"

4. Family Song (to the tune of ABC song)

- teacher sings 5-6 times with examples from the family visual
- do 3-4 times with the teacher as the individual
- when student is individual, before singing allow them to tell the family word they want to be asked about to ensure that they will have an answer

swit a(n) ___ iskwists ? (all sing)

i(n) ___ i?_skwists (individual sings)

5. Choral Repeat all relation words (from both girl and boy's perspective)

Lesson 07: Family 2

**Family visual shows people and has a name for each person being studied

1. First 5 words (grandparents and cousin)

- take on girl's identity (I am Mary.)
- say/listen lesson 23 words with “__ is my __”
- say/listen 4 grandparents and cousins with “__ is my __”
- yes/no from girl's point of view with group
- yes/no from girl's point of view with individuals
- 1/2 with numbers on stickies with individuals
- 1/2 with group
- pointing
 - call student to board, say relationship, student points to person
- naming with group
 - say relation word for girl, students say that person's name
- naming with individuals
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat relation words

2. Next 5 words (aunts, uncles, niece/nephew)

- repeat as per above

3. Names of family

- write on board and review/repeat:
 - “Who is your __”, “__ is my __”,
 - “I don't have a __”
- teacher takes on girl's identity:
 - points to a person and says the relationship word with, “This is my ____.”
 - individual student asks, “What is your __'s name?”
 - teacher answers “My __'s name is ____.”
 - teacher then asks same student, “What is your __'s name?”
 - student tells name of that relation for them or says “I don't have __”

4. Introduce the phrase for expressing age

- write on board, “i(n) __ __ spintk.”
- write numeral and word for numbers 10-100 & review compound numbers
- write numeral for each student's mother's age on board & choral repeat
- model phrase with aunts, uncles, cousin, mom, dad, etc
 - “My dad is __ years old, My uncle is __ years old, etc.”
 - use ages of students' mothers
- choral repeat phrases with age numbers
 - “my mom is __ years old (in tum' __ spintk)
 - “my mom is __ years old (iskw'uy __ spintk)
- student tells name of mom, teacher asks their age
 - student: “Claudia is my mom”

- teacher: "How old is your mom?"
- student: "My mom is ___ years old"

5. "How old is your ___?"

- teacher models the question 4-5 times
- choral repeat the question with all new family words
- ask-the-teacher (model question, student asks, teacher answers)

6. Age practice

- teacher takes on girl's identity
- points to a person on visual and says the relationship sentence for that person, "___ is my ___"
- individual student asks, "How old is your ___?"
- teacher answers "My ___ is ___ years old."
- teacher then asks same student, "How old is your ___?"
- student tells age of that relation for them or says "I don't have ___"

7. Choral repeat new family words

8. Family Song (to the tune of ABC song)

- teacher sings 5-6 times with examples from the family visual
- do 3-4 times with the teacher as the individual
- when student is individual, before singing allow them to tell the family word they want to be asked about to ensure that they will have an answer

swit a(n) ___ iskwists ? (all sing)

i(n) ___ ___ i?_skwists (individual sings)

Lesson 8: States of Being

1. First group of words

- tell meaning of pictures
- say/listen with pictures
- yes/no with individuals
- yes/no with group
- 1/2 with group
- 1/2 with individuals
- swatters
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. I am

- tell meaning of "I am ___", give a few examples
- choral repeat all words with "I am"
- ignore the question. For each student:
 - model answer (I am __.)
 - ask (Are you __?)
 - student answers (I am __.)

5. I am not

- tell meaning of "I am not ___", give a few examples
- choral repeat with all words
- ignore the question with individuals
 - model, ask, student answers with "I am not ___."

6. I am / I am not

- ask-n-answer
 - model positive & negative responses, they answer as they wish

7. Are you?

- tell meaning of "I am ___", give a few examples
- choral repeat question with all words
- ask-the-teacher
 - pass out pics,
 - go to each student and
 - model question for student, "Are you ___?"
 - student asks teacher, "Are you ___?"
 - teacher answers alternating "yes..." and "no..."
 - if say "yes...", take pict from student
 - if say "no...", don't take pict
 - go back and say "yes..." for previous "no" answers

7. Either/Or Charades

- write question and answer forms on board
- teacher shows pict to student, student acts out pict word

- teach says two possible words
- other student asks, "Are you ___?"
 - if correct, say "Yes, I am ___"
 - if wrong say, "No, I am not ___"
- correct guesser does next charade

8. Dialog

- a: Hello, good (evening).
- b: Hello, good (evening).
- a: Are you ___? (with pict)
- b: No, I am not __. I am __. Are you ___? (with pict)
- a: No, I am not __. I am __. See you later.
- b: See you later.

9. Second group of words
-repeat as per above

10. Choral Repeat all words

Lesson 9: Places to Go

1. Introduce first 5 words

- tell meaning of pictures
- say/listen with pictures
- yes/no with group
- yes/no with individuals
- 1/2 with group
- 1/2 with individuals
- stick game pointers with group
- stick game pointers with individuals
- pass it
- swatters
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. Introduce second 5 words

- repeat step 1 from above

3. Introduce the phrase "I am going to ___"***

- model the phrase with 4-5 of the places
- play Memory (concentration)
 - use colors and numbers for groupings
 - when you flip a picture, say "I am going to ___" to tell what it is
- choral repeat all places with "I am going to ___"
- ignore the question with individuals
 - model the phrase, "I am going to ___"
 - ask the question, "Where are you going?"
 - student answers same as teacher's model, "I am going to ___"
- ask the teacher
 - model the question, "Where are you going?" 4-5 times
 - choral repeat the question 3-4 times
 - teacher cycles thru pictures as individual students ask, "Where are you going?" Teacher says, "I am going to ___".

4. Introduce the phrase, "I am NOT going to ___?"

- model the phrase with 4-5 of the places
- choral repeat all places with "I am not going to ___"
- ignore the question with individuals
 - model the phrase, "I am not going to ___"
 - ask the question, "Are you going to ___?"
 - student answers, "I am not going to ___"
- ask the teacher
 - model the question, "Are you going to ___?" 4-5 times
 - choral repeat the question with all 10 places
 - teacher cycles thru pictures as individual students ask,

“Are you going to ___?” Teacher says, “I am not going to ___”.

5. Ask-each-other

- pass out pictures
- call on individual students
- when called on, student 1 asks another student if they are going to the place that is in the picture held by student 1
- student 2 responds with either, “I am going to _” or “I’m NOT going...”
- student 2 then asks another student, etc., etc.
- collect all picts by saying, “pass me ___”
- choral repeat all 10 places with “I am going” and “I am not going”

6. Dialog

A: Hello, good morning/day/evening.

B: Hello, good morning/day/evening.

A: Where are you going?

B: I am going to ___? Are you going to ___? (both w/ picture B has)

A: No, I’m not going to ___. I am going to ___. See ya. (pict B, then A)

B: See ya.

7. What’s missing?

8. Choral repeat all 10

Lesson 10: Colors

1. First group of words
 - tell meaning of pictures
 - say/listen
 - memory / concentration (use two ANIMALS to label the two groups of words; use number to label individual pictures)
 - pass it
 - yes/no with group
 - yes/no with individuals
 - swatters
 - choral repeat
 - either/or with group
 - either/or with individuals
 - choral repeat
2. Repeat with second group of words
3. Introduce phrase "That is ____."
 - model phrase with 3-4 colors
 - choral repeat phrase with all colors
 - ignore the question with individuals
 - hold up a color and state "That is ____."
 - ask a student, "What color is this?"
 - student answers, "That is ____."
4. Introduce the question, "What color is this?"
 - model the question 4-5 times
 - choral repeat the question 4-5 times
 - pass out color pics to students so that each has one
 - for each student
 - model the question for them (What color is this?)
 - student will ask teacher the question
 - teacher will answer the question with "That is ____."
 - at the end, collect the color pics back by saying "That is ____." When students hear their color, they pass it to you
5. Introduce the question, "What color is THAT?"
 - model the question 4-5 times, say that only the last word is different
 - choral repeat the question 4-5 times
 - have a volunteer hold the color pics at the front to the side
 - for each student
 - model the question for them (What color is that?)
 - student will ask teacher the question
 - teacher will answer the question with "That is ____."
6. Choral repeat all colors
7. What's missing with all colors with group

8. Choral repeat all colors

****play or sing new colors song from LaRae**
or, maybe arrange a guest appearance!!!!**

Lesson 11: Food 2

1. Introduce first 5 words

- tell meaning of pictures and do say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I want ___" with the food (example, say "in xrink te qaqxwelx" while acting like a fish; carrot=act like rabbit
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
- 1/2 with individuals (use two different colors instead of one and two)
- 1/2 with group (use two different colors instead of one and two)
- say-and-lay
 - choose 3-4 people who sit next to each other facing class for this activity
 - place the 5 objects on the floor or table in front of them, say the words as you place the objects
 - first have all 3-4 of them point to the word that you say
 - have individuals point to the words
 - tell individuals to pick up the foods when you say "I want ___"
 - tell individuals to give you the foods when you say "I want ___"
 - REPEAT this process with a different group of 3-4 students
- swatters
- choral repeat
- either/or charades with same gestures as TPR
- choral repeat

2. Introduce last 5 words

- repeat step 1 above

3. Introduce the phrase, I am eating ____.

1. model the phrase with pictures, students listen
2. ki / lut with phrase and pictures with group
3. ki / lut with phrase and pictures with individuals
4. choral repeat the phrase
5. ignore the question
 - teacher goes to student
 - teacher models the answer, I am eating ____.
 - teacher asks, What are you eating ?
 - student gives answer, I am eating ____.

4. Introduce the question, What are you eating ?

1. model the question with pictures, students listen
2. choral repeat the question
3. ask-the-teacher
 - teacher goes to student
 - teacher models the question, What are you eating ?
 - student asks teacher the question

-teacher gives answer, I am eating ____ with picture

5. Introduce the phrase I am not eating ____

1. model the phrase with pictures, students listen
2. choral repeat the phrase with 4-5 pictures, more if they need more practice
3. ignore the question

-same as above, but the question is Are you eating ____ ? and the answer is negative

6. Introduce the question, Are you eating ____ ?

1. model the question with pictures, students listen
2. choral repeat the question
3. ask-the-teacher

-teacher goes to student

-teacher models the question, Are you eating ____ ? with picture

-student asks teacher the question

-teacher gives answer, I am not eating ____ with picture

7. Choral Repeat all Foods

****Do a dialog when you review this lesson**

Lesson 12: Actions 1

1. Introduce first 4 words

- tell meaning of pictures and do say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I like to ___" with the action (example, say "inxast i?_snkwnim" then sing; cook=flip a burger)
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
- thumbs up TPR
- 1/2 with individuals pictures (use two different colors instead of one and two)
- 1/2 with group pictures (use two different colors instead of one and two)
- Pass it
- swatters
- choral repeat
- either/or charades with same gestures as TPR
- choral repeat

2. Introduce last 4 words

- repeat step 1 above

3. Introduce the phrase I like to ____.

1. model the phrase with pictures, students listen (point out that they add an -s-)
2. ki / lut with phrase and pictures with group
3. ki / lut with phrase and pictures with individuals
4. choral repeat the phrase
5. ignore the question
 - teacher goes to student
 - teacher models the answer, I like to ____.
 - teacher asks, Do you like to ____ ?
 - student gives answer, I like to ____.

4. Introduce the phrase I don't like to ____

1. model the phrase with pictures, students listen
2. choral repeat the phrase with 4-5 pictures, more if they need more practice
3. ignore the question
 - same as above, but now they say lut
4. answer for real
 - ask the question again, but now they can answer with their real opinion using either ki or lut

5. Introduce the question, Do you like to ___ ?

1. model the question with pictures, students listen
2. choral repeat the question
3. ask-the-teacher

- teacher goes to student
- teacher models the question, Do you like to ___ ?
- student asks teacher the question
- teacher gives answer, Yes, I like to ___ **or** I don't like to ___

4. ask-each-other

- call on a student and have them ask another student the question, Do you like to ___?
- other student answer with Yes, I like to ___ **or** I don't like to ___
- when students are speaking, you should model what they are saying if they need it

6. Dialog

- each student has a picture of what they like to do

A: Hello, good morning/day/afternoon/evening

B: Hello, good morning/day/afternoon/evening

A: How are you?

B: I am ___. How are you?

A: I am ___. Do you like to ___?

B: No, I don't like to ___. I like to ___. Do you like to ___?

A: No, I don't like to ___. I like to ___. See ya.

B: See ya.

7. Choral Repeat all 10 words

8. What's missing?

Lesson 13: Biographical Information

BEFORE YOU START, FIND OUT THE NAME OF THE ROAD THAT EACH STUDENT LIVES ON.

THE LESSON HAS MANY SMALL ACTIVITIES. YOU WILL NEED TO KEEP YOUR PACE UP IN ORDER TO COVER IT ALL.

1. Model phrase, I live in/at ____.

1. teacher models 4-5 places where people live (Deer Park, Spokane, Omak, Inchelium, etc.)

2. choral repeat those same 4-5 places

3. ignore the question

-teacher models her answer (I live in/at ____.)

-teacher asks student the question, Where do you live?

-student answers with, I live in/at ____.

2. Introduce the question, Where do you live?

-teacher models the question 4-5 times

-choral repeat the question

-ask-the-teacher

-teacher models the question for student

-student asks teacher the question

-teacher answers the question with, I live in/at ____.

-question circle

-teacher asks question to first student, who then answers

-first student then asks second student who answers and then asks third student

-continue until last student asks teacher the question

-teacher helps students with question and answer so that they do not become frustrated

VI. Introduce the phrase, She or he lives in/at ____.

1. model the phrase with 4-5 examples

2. point out the difference between I live and she lives

-write the two sentences on the board

3. ask-and-share

-teacher asks a student, Where do you live?

-student answers with, I live in/at ____.

-teacher tells the other students where the first student lives with, S/he lives in/at

____.

4. are-you-listening?

-teacher asks a student, Where do you live?

-student answers with, I live in/at ____.

-teacher then asks a second student where the 1st student lives with, Where

does s/he

live?

-second student tells where 1st student lives with the phrase, S/he lives in/at ____.

VII. Introduce the question, Where does s/he live?

1. model the question 4-5 times
2. point out the difference between Where do you live? and Where does she live?
 - write the two questions on the board
3. choral repeat the question 3-4 times
4. ask-the-teacher (where does she or he live?)
 - teacher models the question for student. Where does s/he live?
 - student asks teacher the question while pointing to another student
 - teacher answers with, S/he lives in/at ____.
 - if teacher has forgotten where someone lives, she asks them in nselxcin

VIII. Introduce the phrase, I live on ____ road.

1. model the phrase with 5-6 common road names including those where students live
2. choral repeat the phase with 5-6 road names
3. ignore the question
 - teacher goes to student
 - teacher models the answer, I live on ____ road.
 - teacher asks student, What road do you live on?
 - student answers with the phrase and the name of their road/street

IX. Introduce the question, What road do you live on?

1. model the question 4-5 times
2. choral repeat the question 4-5 times
3. ask-the-teacher
 - teacher models the question for a student
 - student asks teacher the question, What road do you live on?
 - teacher answers
4. question circle
 - teacher asks question to first student, who then answers
 - first student then asks second student who answers and then asks third student
 - continue until last student asks teacher the question
 - teacher helps students with question and answer so that they do not become frustrated

X. Summarize the what road question and answer for he / she

1. Write both questions on the board
 - point out differences and similarities
2. write both answers on the board
3. choral repeat the she/he question and answer 2-3 times

Lesson 14: Classroom Objects

It is great to use real object for some of these activities, especially for the FIRST 6 words

1. Introduce first 6 classroom words
 1. model each word with picture 4-5 times
 2. ki / lut with group and then with individuals
 3. red / green (like 1/2, but with colors) with group and then with individuals
 4. pass it
 5. Laser Pointers
 6. choral repeat all words
 7. either / or with group and individuals
 8. choral repeat all words
2. Introduce last 6 words
 1. repeat steps 1-8 as above
3. Here and There
 1. write the question, Where is my _____? on the board and tell what it means
 2. write the words for here and there on the board (here and there) and tell what they mean
 3. choral repeat here and there a few times
 4. put half of the 12 pictures face up on the floor in front of students
 5. tape other half of pictures at front of room
 6. Where is my ____?
 - teacher asks group where an object is with, Where is my ____?
 - students point and answer *here* if it is on the floor and *there* if it is up at front
 - do this first as a group, then call on individuals
4. Introduce the phrase, I have ____
 - teacher models the phrase with objects- pen, pencil, paper, marker, eraser, chair, table
 - choral repeat the phrase with all objects
 - ignore the question
 - teacher models the answer for student, Yes, I have ____
 - teacher gives object to student or points to their chair or table
 - teacher asks student the question, Do you have ____?
 - student answers with, Yes, I have ____
 - if necessary, teacher gets object back with the phrase, Pass me ____.
5. Introduce the phrase, I don't have ____.
 1. model the phrase with pictures of words not used above (desk, whiteboard, etc.)
 2. choral repeat with pictures
 3. -ignore the question
 - teacher models the answer for student, I don't have ____
 - teacher shows picture and asks student the question, Do you have ____?
 - student answers with, I don't have ____.
6. Introduce the question, Do you have ____?
 1. model the question with all 12 pictures (once for each)

2. choral repeat the question with all 12 pictures (once for each)

4. ask-the-teacher

picture -teacher models the question for student (Do you have ___?) while showing

-student asks teacher the question

-teacher answers with, Yes, I have ___ **or** I don't have ___

7. Choral repeat all 4 words with “I have ___” and “I do not have ___”

8. What's missing?

Lesson 15: Drinks

1. Introduce first four words

- say/listen with actual objects (bring in actual drinks in cans/bottles)
- ask-and-answer with individuals
 - approach a student with one of the drinks
 - ask the student, "do you want ___?"
 - student answers with either "ki" or "lut" (DO NOT MAKE THEM RESPOND WITH A SENTENCE, JUST YES OR NO)
- pass it
- 1/2 with group but with colors instead of numbers
- 1/2 with individuals but with colors instead of numbers
- stick game pointers
- swatters (hit the actual drink in its can or bottle)
- choral repeat
- either/or with group
- either/or with individuals
- ask-and answer with individuals
 - approach a student with one of the drinks
 - tell if you want it with "I want ___" or "I don't want ___"
 - ask the student, "Do you want ___?"
 - student answers with a full sentence (I want or I don't want)
- choral repeat

2. Repeat with second group of words

3. Introduce the phrase, "I am drinking ___."

- model the phrase with all 8 drinks
- choral repeat the phrase with all 8 drinks
- ignore the question with individuals
 - hold up a drink and model the answer, "I am drinking ___"
 - ask the student, "What are you drinking?"
 - student answers as the teacher modeled, "I am drinking ___"
- ask the teacher
 - model the question, "What are you drinking?" 3-4 times
 - choral repeat the question 3-4 times
 - teacher holds up a drink and models the question for a student
 - student asks teacher the question, "What are you drinking?"
 - teacher answers, "I am drinking ___."
- choral repeat all 8 drinks with the phrase, "I am drinking ___"

4. Introduce the phrase, "I am not drinking ___"

- model the phrase with 3-4 drinks
- choral repeat the phrase with all 8 drinks
- ignore the question with individuals
 - hold up a drink and model the answer, "I am NOT drinking ___"
 - ask the student, "Are you drinking ___?"
 - student answers as the teacher modeled, "I am not drinking ___"

- ask the teacher
 - model the question, “Are you drinking ___?” with 3-4 drinks
 - choral repeat the question with all 8 drinks
 - teacher holds up a drink and models the question for a student
 - student asks teacher the question, “Are you drinking ___?”
 - teacher answers, “I am NOT drinking ___.”
- choral repeat all 8 drinks with the phrase, “I am NOT drinking ___”

5. Heads Up Seven Up

- write the question, “Are you drinking ___?” on the board
- also write the answers, “I am drinking ___” & “I am not drinking ___”
- if students are asked the question, they answer with the phrases

6. Choral repeat all 8 drinks

7. What’s missing? with all 8 drinks with group

Lesson 16: Body Parts

**sing song: Head Shoulders Knees and Toes

1. Introduce the first 8 body parts
 - say/listen while pointing to your body part
 - concentration-memory game
 - ask for card with numbers COLORS in two ANIMAL groups
 - yes/no with group
 - yes/no with individuals
 - 1/2 with group
 - 1/2 with individuals
 - sequence
 - bring three brave students to the front of the room
 - say the phrase “point to your ___ with from 1 to 5 body parts after it
 - students must listen, then point to the body parts in the order they were said without looking at other students
 - if they mess up, they sit down and a new student gets up
 - repeat with a new group of students
 - pointing to body parts
 - model the phrase, “point to your ___”
 - go thru the 8 words with the phrase with students pointing to themselves
 - MasterMind with body parts
 - need at least 6 little cards for each body part
2. Introduce last 8 words
 - repeat step 1 from above
3. Simon says with all 16 words
 - play Simon says: if you say “Coyote says, touch your___” then they touch that body part. If you just say, “touch your ___” they should not move
4. Choral repeat all 16 body parts
5. Name it with model (person)

Lesson 17: Health and Sickness

1. Introduce first 6 expressions
 - tell meaning of pictures
 - say/listen with pictures
 - TPR action/sound
 - set picture aside!
 - act out each expression with sound/action (example, say "I have a headache" while groaning and holding your head)
 - do the actions/sounds with expressions again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
 - TPR Quiz with group and individuals
 - stick game pointers with group (cycle thru words to get all 7 in there)
 - stick game pointers with individuals
 - swatters
 - choral repeat
 - either/or charades with group
 - show actor a pict, they act it out while you say two possible words
 - students say word that matches actor
 - choral repeat
2. Introduce next 5 expressions
 - as above
3. Introduce last 5 expressions
4. Choral Repeat all 16 expressions
5. Introduce the question, "What is the matter?"
 - ignore the question
 - model answer with picture and action
 - ask student question, "What is the matter?"
 - student answers as per model
 - ask the teacher
 - choral repeat the question, "What is the matter?"
 - student asks teacher question
 - teacher answers with action only (no pict)
6. Dialog
 - A: Hello, good morning/day/afternoon/evening
 - B: (not well) Hello, good morning/day/afternoon/evening. How are you?
 - A: (concerned) I am good. How are YOU?
 - B: I am sick.
 - A: What's wrong?
 - B: I have ___ / My ___ hurts. See ya.
 - A: See ya.

6. Choral repeat all expressions

Lesson 18: Places in the City

1. Introduce first 5 words

- tell meaning of pictures
- say/listen with pictures
- yes/no with group
- yes/no with individuals
- 1, 2, 3 Sequence Pick with group and individuals
- stick game pointers with group and individuals
- pass it
- Mexican tag
 - swap out one word after each round
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. Introduce second 5 words

- repeat step 1 from above

3. Introduce the phrase "I went to ___"***

- model the phrase with 4-5 of the places
- choral repeat all places with "I went to ___"
- ignore the question with individuals
 - model the phrase, "I went to ___"
 - ask the question, "Where did you go?"
 - student answers same as teacher's model, "I went to ___"
- ask the teacher
 - model the question, "Where did you go?" 4-5 times
 - choral repeat the question 3-4 times
 - teacher cycles thru pictures as individual students ask, "Where did you go?" Teacher says, "I went to ___".

4. Introduce the phrase, "I didn't go to ___?"

- model the phrase with 4-5 of the places
- choral repeat all places with "I didn't go to ___"
- ignore the question with individuals
 - model the phrase, "I didn't go to ___"
 - ask the question, "Did you go to ___?"
 - student answers, "I didn't go to ___"
- ask the teacher
 - model the question, "Did you go to ___?" 4-5 times
 - choral repeat the question with all 8 places
 - teacher cycles thru pictures as individual students ask, "Did you go to ___?" Teacher says, "I did not go to ___".

6. Dialog

A: Hello, good morning/day/evening.

B: Hello, good morning/day/evening.

A: Where did you go?

B: I went to ___? Did you go to ___? (both w/ picture B has)

A: No, I didn't go to ___. I went to ___. See ya. (pict B, then A)

B: See ya.

7. What's missing?

8. Choral repeat all 10

Lesson 19: Physical Descriptions 2

1. Introduce all first 6 words words
 - tell meaning of pictures
 - say/listen
 - first time thru just the word
 - second time thru with “I have” and “I don’t have”
 - yes/no with group
 - yes/no with individuals
 - 1/2 with group and individuals (use animals or colors rather than 1/2)
 - stick game pointers (rotate them out so that all 7 get practiced)
 - swatters
 - choral repeat
 - Laser Hunt the Word
 - either/or with individuals
 - choral repeat
2. Introduce last 6 words
 - as per above
3. Review “I am”, “I am not” and “Are you?”
 - model each one with 2-3 picts
 - choral repeat all 12 words with “I am”, “I am not” and “Are you?”
 - ask-n-answer with individuals
 - go to a student w/ pict and ask them, “Are you ___?”
 - student answers with either “I am ___” or “I am not ___”
4. “Does s/he have ___?” & “Yes, s/he has ___” with Magazine People

**For this activity, you several full page pictures of people. Using celebrities from magazines works well. You should get pictures that show all 12 of the words being taught.

- model the phrase “s/he has ___” with all 12 words and the magazine people
 - choral repeat the phrase “s/he has ___” with all 12 words
 - ignore the question with individuals and magazine people
 - model the positive answer, “yes, s/he has ___”
 - ask student the question, “Does s/he have ___?”
 - student answers as teacher modeled
 - model the question with 3-4 words and the magazine people
 - choral repeat the question, “Does s/he have ___?” with all 12 words
 - ask the teacher with individuals and magazine people
 - model the question, “Does s/he have ___?”
 - student asks teacher question
 - teacher answers, “Yes, s/he has ___”
5. “No, s/he does not have ___” with magazine people
 - model the phrase “s/he doesn’t have ___” with all 12 words and mag. people
 - choral repeat the phrase “s/he doesn’t have ___” with all 12 words
 - ignore the question with individuals and magazine people

- model the positive answer, "No, s/he doesn't have ___"
- ask student the question, "Does s/he have ___?"
- student answers "No, s/he doesn't have ___"

6. Question Circle

- choral repeat all 12 words with...
 - "S/he has ___"
 - "S/he doesn't have ___"
 - "Does s/he have ___?"
- do question circle. Pass magazine people as questions are answered
 - Does s/he has green eyes? Yes, s/he has green eyes. Pass pict. Ask.
 - Does s/he has long hair? No, s/he doesn't have long hair. Pass. Ask.
 - etc.

7. What's missing?

8. Choral repeat all words with magazine people

- "S/he has ___"
- "S/he doesn't have ___"

Lesson 20: Days of the week

1. Introduce the 7 days of the week

- say/listen
 - teacher says days of week while pointing to the squares on the first strip. The second strip (with words) is NOT up yet.
 - point out the days that are related to numbers
- yes/no with group and individuals
- 1/2 with group & Individuals (use sticky notes to place 1 and 2 on different days)
- menu with group and individuals
 - tape a pict of a different food onto each day
 - review the food names that have been taped up
 - teacher says a day, students say the food served on that day
- actions with group and individuals
 - tape a picture of a different action onto each day
 - review the action words
 - teacher says a day, students say what action was done on that day
- swatters
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. Introduce days of the week song

- sing the song at least 5 times by yourself (or play CD!)
 - students are welcome to join in on the highly repetitious part, but are welcomed to just listen during these first 5 times thru
- after singing, go thru the meaning of the song
- choral repeat the words from the song, word by word or line by line, depending on how difficult it is for the students
- ”sing repeat” the lines from the song
 - teacher sings a line from the song, students sing that line after you
 - this is like choral repeat, except that you are singing a whole line
- sing song together

3. Introduce phrase, “Today is ___”

- model the phrase with all 7 days
- choral repeat the phrase with all 7 days
- ignore the question with individuals
 - teacher points to a day and says phrase, “Today is ___”
 - teacher points to same day and asks student, “What day is today?”
 - student answers, “Today is ___”

4. Introduce the question, “What day is today?”

- model the question 2-3 times referring to the song
- choral repeat the question 2-3 times
- ask the teacher
 - teacher points to a day and says, “What day is today?”
 - student asks teacher, “What day is today?”

-teacher responds, "Today is ___"

5. Introduce "Tomorrow is ___" and "What day is tomorrow?"
 - repeat steps 3 and 4 from above with new phrase and question
6. Introduce "Yesterday was ___" and "What day was yesterday?"
 - repeat steps 3 and 4 from above with new phrase and question
7. What day?
 - put the second strip up showing the spellings of the days of the week
 - teacher will say a sentence like, "Today is Monday"
 - teacher will then ask a question like, "What day is tomorrow?"
 - if today is Monday, then tomorrow is Tuesday, so students say "Tomorrow is Tuesday"
 - Other examples:
 - Tomorrow is Wednesday. What day is today?
 - Yesterday was Saturday. What day is today?
 - Tomorrow is Friday. What day was yesterday?
 - do this with the group first, then with individuals
8. Sing days of weeks song

Lesson 21: Having a Meal

1. Introduce first 6 words (use actual objects and pictures)
 - say/listen
 - say-and-lay
 - choose 4-5 people who sit next to each other for this activity
 - place the 5 objects on the floor or table in front of them, say the words as you place the objects
 - first have all 4-5 of them point to the word that you say
 - have individuals point to the five words
 - tell individuals to pick up the objects
 - tell individuals to give you the objects
 - REPEAT this process with a different group of 4-5 students
 - say/listen with pictures
 - stick game pointers with group (with pictures) and individuals
 - swatters
 - choral repeat
 - either/or with group and individuals
 - choral repeat
2. Introduce last 8 words (use actual objects & pictures)
 - repeat step 1 from above
3. Introduce phrase "Pass me ___"
 - model the phrase with 4-5 words
 - choral repeat the phrase with all 14 words
 - "pass me ___" with individuals
 - take an object and go to a student
 - model the phrase, "Pass me ___"
 - student says phrase, give them the object, go to next student
 - when all objects are passed out, go back to individuals and collect the objects by saying, "Pass me ___"
 - Passing circle
 - take an object and go to a student
 - model the phrase, "Pass me ___"
 - student 1 says phrase, give them the object
 - student 2 next to student 1 says phrase and receives object
 - object continues down the row until teacher get it from last one

7. Dialog: Having a meal together...

- A: way. (hey)
- B: way (hey)
- A: ha k^w_k^wɬk^wpcintn** ? (Do you have a fork?)
- B: ki. axá? inɬk^wpcintn. ha k^w_k^wɬk^wpcintn ? (Yes, here is my fork. Do you have a fork?)
- A: lut. kən_kɬurɪn**. (No, I have a spoon.)
- B: ha anxmínk tə_ɬk^wpcintn ? (Do you want a fork?)
- A: ki, k^wu_ctx^warɬt i?_ɬk^wpcintn. (Yes, pass me a fork.)

B: (passes fork)

A: way limlmt. (Thanks)

B: way (Okay)

** substitute spoon and knife

8. Choral repeat all 14 *having a meal* words

Lesson 22: Animals 1

1. Introduce first 5 words with pictures
 - say/listen
 - yes/no with group and individuals
 - 1/2 with group and individuals
 - laser pointers
 - swatters
 - choral repeat
 - either/or with group and individuals
 - choral repeat
 2. Repeat step 1 with next 4 words (don't re-teach deer)
 3. Introduce the phrase "A ___ eats ___"
 - model the phrase "A ___ eats ___" with each of the first 5 animals
 - use: deer=grass; bear=berries; cougar=deer, owl=mouse, chipmunk=seeds
 - choral repeat the phrase for each of the first 5 animals
 - ignore the question with individuals
 - teacher models phrase "A ___ eats ___"
 - teacher asks student, "What does a ___ eat?"
 - student answers as per model, "A ___ eats ___"
 - model the question, "What does a ___ eat?" with the first 5 animals
 - choral repeat the question
 - ask-the-teacher
 - teacher models question, "What does a ___ eat?"
 - student asks teacher the question
 - teacher answers with phrase, "A ___ eats ___"
 4. Introduce the phrase, "A ___ does NOT eat ___."
 - model the phrase "A ___ does NOT eat ___."
 - choral repeat the phrase with animals and foods
 - ignore the question
 - Teacher- A ___ does not eat ___.
 - Teacher- Does a ___ eat ___?
 - Student- A ___ does not eat ___.
 5. Ask and Answer
 - choral repeat the phrase "Yes, a ___ eats ___" with the first 5 animals
 - choral repeat the phrase "No, they don't eat ___" with the first 5 animals
 - ask and answer with individuals students
 - teacher asks "Does a ___ eat ___?"
 - student responds with either phrase depending on question correctness
 6. Choral repeat all 9 words
- If time.....
7. Memory (concentration): Predator and Prey

- put the first 5 animals in the top row- these are the predators
- put deer, nuts, berries, grass and mouse in the bottom row- these are prey
- students must match predator to prey according to the following:
deer=grass; blk bear=nuts; grizzly=berries, cougar=deer, owl=mouse

Lesson 23: Animals 2

1. Introduce first 5 words
 - say/listen with pictures
 - TPR action/sound
 - set picture aside!
 - act out each expression with sound/action (example, say "I have a headache" while groaning and holding your head)
 - do the actions/sounds with expressions again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
 - TPR Quiz with group and individuals
 - stick game pointers w/ picts
 - choral repeat
 - laser sequence say
 - choral repeat
2. Repeat step 1 next 5 words
3. Review the phrase "A ___ eats ___"
 - model the phrase "A ___ eats ___" with each of the first 5 animals & their foods (bat=mosquito; bird=grasshopper, wolf=rabbit, coyote=squirrel, eagle=fish)
 - choral repeat the phrase for each of the first 5 animals
 - Ask and Answer
 - teacher asks "Does a ___ eat ___?" with a matching animal and food
 - student responds with, "Yes, a ___ eats ___."
4. Introduce the phrase "I eat ___."
 - model the phrase "I eat ___." with all 10 words
 - choral repeat the phrase for each vocab word
 - ignore the question with individuals
 - teacher models phrase, "I eat ___."
 - teacher asks student, "Do you eat ___?"
 - student answers as per model, "Yes, I eat ___"
 - model the question, "Do you eat ___?" with 5-6 words
 - choral repeat the question with all 10 words
 - ask-the-teacher
 - teacher models question, "Do you eat ___?"
 - student asks teacher the question
 - teacher answers with phrase, "Yes, I eat ___."
4. Introduce the phrase, "I do NOT eat ___."
 - model the phrase "I do NOT eat ___."
 - choral repeat the phrase with 10 words
 - ignore the question
 - Teacher- I do not eat ___.
 - Teacher- Do you eat ___?

Student- I do not eat ____.

5. Ask and Answer

-choral repeat the phrase "Yes, I eat ___" with 5 words

-choral repeat the phrase "No, I do not eat ___" with the the other 5 animals

-ask and answer with individuals students

-teacher asks "Do you eat ___?"

-student responds with either phrase depending preference

Lesson 24: Weather

1. Introduce first 7 weather words

- tell meaning of pictures
- say/listen
- memory (concentration- animals and numbers for row/column labels)
- yes/no with group and individuals
- 1/2 with group and individuals
- swatters
- choral repeat
- laser hunt the word with group and individuals
- choral repeat

2. Introduce phrase "Today it is ___"

- model phrase with all 7 words
- choral repeat phrase with all 7
- ignore the question with individuals
 - model answer (Today it is ____.)
 - ask, "What is the weather like today?"
 - student answers as per model
- ask the teacher
 - model the question with all 7
 - choral repeat the question with all 7
 - with individuals, model the question, they ask you, you answer

3. Repeat step 2 with the phrase "Yesterday was ___" and the question, "What was the weather like yesterday?"

**Save "What's the weather going to be like tomorrow?" and "Is it ___ today?" for review lessons

4. Dialog

Talking on the phone... (get two play phones if possible)
One person is in Connecticut, the other is at Omak

- A: Hello, good evening
B: Hello, good morning
A: How are you?
B: I'm good, how are you?
A: I'm tired/sleepy/etc.. What's the weather like today there (ilii)?
B: It is __. What's the weather like today there (ili)?
A: It is __. Good evening.
B: way.

4. Repeat 1-3 above with the last 7 words

5. Sing the *Weather Song*

Lesson 25: Past Actions

1. Introduce first 4 action words with pictures
 - tell meaning of pictures
 - say/listen
 - yes/no with group and individuals
 - TPR action/sound
 - set picture aside!
 - act out each word and say "I am ___"
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
 - stick game pointers with group and individuals
 - pass it
 - choral repeat
 - either/or TPR with group and individuals
 - choral repeat
2. Introduce last 4 action words
 - repeat step 1 from above
3. Introduce the phrase "Yesterday I ___"
 - model the phrase "Yesterday I ___" with 3-4 words
 - choral repeat the phrase with all 8 words
 - ignore the question with individuals
 - teacher models phrase "Yesterday I ___"
 - teacher asks student, "What did you do yesterday?"
 - student answers as per model, "Yesterday I ___"
 - model the question, "What did you do yesterday?" 4-5 times
 - choral repeat the question 4-5 times
 - ask-the-teacher
 - teacher models question, "What did you do yesterday?"
 - student asks teacher the question
 - teacher answers with phrase, "Yesterday I ___"
4. Introduce the phrase "Last night I ___" as per step 3 from above
5. Introduce the phrase "Last weekend I ___" as per step 3 from above
5. Charades
 - individual student comes to board, is shown a picture and must act it out
 - if students know what is being acted, they raise hand
 - when called on, they say "Did you ___?" (ha kw_ ___?)
 - if they are right, actor says, "ki, ken_ ___.", if they're wrong actor says "lut ken t'e ___."
 - correct guesser is the next actor
6. Choral Repeat all words with "Yesterday I ___." phrase

Lesson 26: Locations

1. Introduce first 5 location WORDS with coyote and sweathouse
 - model each location with your coyote and sweathouse and say English word
 - say/listen
 - pass out a coyote and sweat house to each student
 - say/mimick (students listen and move there coyote along with you)
 - **students now set their coyotes and sweats down under their chairs**
 - yes/no with group and individuals
 - 1/2 with group and individuals (Grahm and Jake each have a coyote and a sweat and each does a location. One of them says a location. Students say name of person doing that location.
 - choral repeat
 - either/or with group and individuals with teacher showing a coyote and a sweat
 - choral repeat
2. Introduce the phrases that answer, "Where is Coyote?"
 - model the phrase with first 5 locations
 - yes/no with phrase and first 5 locations
 - choral repeat the phrase with all 5 locations
 - ignore the question with individuals
 - teacher says phrase, "He is ___ the sweathouse." and shows coyote and sweat
 - teacher asks student, "Where is Coyote?"
 - student responds, "He is ___ the sweathouse."
3. Repeat step 2 with last five locations
*****need to get the phrase: "He is under the sweathouse." from Samtica? and include it**
4. Where is Coyote?
 - write the 10 basic location words on the board
 - teacher writes a location on a slip of paper such as "under" or "on"
 - teacher calls on students who then make guesses about where Coyote is by saying one of the basic location words
 - teacher shows that location with coyote and sweathouse and models the whole phrase, "He is ___ the sweathouse"
 - choral repeat with class using their coyotes and sweats to show that location
 - teacher responds with "yes" or "no" depending if guess matches location on paper
 - student who finally guesses where Coyote is gets to write down where he is for the next round
5. Choral repeat all 10 locations 2-3 times with "He is ___ the sweathouse"
 - everyone shows what is being said with their coyotes and sweats

Lesson 27: Actions 3

1. Introduce first 5 words with pictures
 - tell meaning of pictures
 - say/listen
 - yes/no with group and individuals
 - TPR action/sound (picture aside!)
 - act out and say each word
 - do the actions with words again and have the students do the action with you (they don't say the word!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
 - 1, 2, 3 Sequence Pick
 - choral repeat
 - pictures either/or with group and individuals
 - TPR either/or with group and individuals
 - choral repeat
2. Introduce last 5 words as per step 1 above
3. "I am going to ___ tomorrow."
 - model the phrase "I am going to ___ tomorrow." with all 10 words
 - choral repeat phrase with all words
 - ignore the question with individuals
 - teacher models answer, "I am going to ___ tomorrow"
 - teacher asks student, "Are you going to ___ tomorrow?"
 - student answers, "I am going to ___ tomorrow"
4. "I am NOT going to ___ tomorrow"
 - model the phrase "I am NOT going to ___ tomorrow" with 5-6 words
 - choral repeat phrase with all 10 words
 - ignore the question with individuals
 - teacher models answer, "I am NOT going to ___ tomorrow"
 - teacher asks student, "Are you going to ___ tomorrow?"
 - student answers, "I am NOT going to ___ tomorrow"
5. "Are you going to ___ tomorrow?"
 - model the question 3-4 times
 - choral repeat the question with all 10 words
 - ask-the-teacher with picture
 - teacher models the question, "Are you going to ___ tomorrow?"
 - student asks teacher the question
 - teacher answers the question with yes or no
6. Ask-and-Answer
 - teacher models positive and negative, then asks, "Are you going to ___ tomorrow?"
 - student answer with positive or negative as desired
8. Choral repeat all with "I am going to ___ tomorrow" and "I am not going to ___ tomorrow"

Lesson 28: Family 3

**You will need a big family tree chart for this lesson. The chart should show a main character who has a spouse and is a grandparent in the family. That character should have a married son and a married daughter both of whom have children. All the people in the chart should have names.

1. Teach these 5 words from point of view of main character who is a grandparent:

son, daughter, grandchild, son-in-law, daughter-in-law

-go over visual, point out relationships to be taught

-take on the main character's identity

-say/listen relationship words as you point to people

-point out characters relations and say their names

-”I am Mary. ___ is my daughter. ___ is my son. etc.”

-yes/no from character's point of view with group and individuals

-1/2 with numbers on stickies with individuals and group

-laser pointers

- say relationship word of main character, student points to person

-teacher says, Yes, ___ is my ___.

-naming with group and individuals

-say relation word for character, students say that person's name

-choral repeat

-either/or with group and individuals

-choral repeat relation words

2. Teach another 4 words from point of view of the main character's daughter-in-law

husband, brother/sister-in-law, mother-in-law, father-in-law

-as per step 1 above, but with daughter-in-law character

3. Teach **husband** and review words from point of view of the main character's son-in-law

wife, brother/sister-in-law, mother-in-law, father-in-law, son, daughter

-as per step 1 above, but with son-in-law character

4. Family Song (to the tune of ABC song)

-teacher sings 5-6 times with examples from the family visual

-do 3-4 times with the teacher as the individual

-when student is individual, they answer according to their fantasy family

swit a(n) ___ iskwists ? (all sing)

i(n) ___ ___ i?_skwists (individual sings)

or

lut ken_t'a_kll_____.

5. Choral Repeat all relation words showing relationship on family chart

6. Teach all 5 attribute words (helpful, etc.)

-tell meaning of picts

-say/listen

-yes/no

- 1/2
- stick game pointers
- swatters
- choral repeat
- either/or
- choral repeat

7. Teach phrase, "My ___ is ___."

- model each attribute with 2-3 family relationship words
- choral repeat each attribute with 2-3 family relationship words
- choral repeat the phrase, "I don't have a ____" (lut ken_t'a_kll___.)
- ignore-the-question
 - teacher models some possible answers with different attributes
 - teacher asks student, "What is your ___ like?"
 - student answers, "My ___ is ___."
- ask-the-teacher
 - model the question, "What is your ___ like?"
 - choral repeat the question 4-5 times
 - teacher models question
 - student asks teacher question
 - teacher answer with an attribute

**use vocab carefully. Don't ask Grandma Rose about her husband. Try to give them things they have if possible.

Notice their homework assignment. You may want to have them present their family chart to the class the next day or during a review time.

Lesson 29: Clothes 1

1. Introduce first 5 words with pictures or objects (using real clothes is fun)
 - say/listen
 - yes/no with group
 - yes/no with individuals
 - 1/2 with group
 - 1/2 with individuals
 - stick game pointers with group
 - stick game pointers with individuals
 - pass it
 - swatters
 - choral repeat
 - either/or with group
 - either/or with individuals
 - choral repeat

2. Introduce last 4 words
 - repeat step 1 from above

3. Introduce the phrase, "I am wearing ___"
 - model the phrase with 3-4 words
 - choral repeat the phrase with all 9 words
 - ignore the question with individuals
 - model the answer, "I am wearing ___"
 - ask student, "What are you wearing?"
 - student responds as per model

5. Introduce the question, "What are you wearing?"
 - model the question 4-5 times
 - choral repeat the question 4-5 times
 - ask-the teacher with individuals
 - teacher models the question, "What are you wearing?"
 - student asks the teacher the question
 - teacher answers according to picture

6. Introduce phrase, "I am not wearing ___"
 - model the phrase with 3-4 words
 - choral repeat the phrase with all 9 words
 - ignore the question with individuals
 - model the answer, "I am NOT wearing ___"
 - ask student, "Are you wearing ___?"
 - student responds with "I am NOT wearing ___"

7. Introduce the question, "Are you wearing ___?"
 - model the question 3-4 times
 - choral repeat the question with all 9 words
 - ask-the teacher with individuals
 - teacher models the question, "Are you wearing ___?"

- student asks the teacher the question
- teacher answers either "I am wearing ___" or "I am not wearing ___"

8. Pictionary

- write "Are you wearing ___?", "Yes, I am wearing ___" and "NO, I'm not wearing ___" on the board
- student artist is shown an article of clothing and must draw it
- other students guess with a phrase from the board
- correct guesser is the next artist

9. Choral repeat all 9 words with "I am wearing ___" and "I am not wearing ___"

Lesson 30: Clothes 2

1. Introduce first 5 words with pictures or objects (using real items is fun)

- say/listen with the phrases from lesson 29
 - "I am wearing ___" and "I am not wearing ___"
- yes/no with group
- yes/no with individuals
- 1/2 with group
- 1/2 with individuals
- laser pointers with group and individuals
- pass it
- swatters
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. Introduce last 5 words

- repeat step 1 from above

3. "Is s/he wearing ___?" & "Yes, s/he is wearing ___" with Magazine People

**For this activity, you need 3-4 full page pictures of people. Using celebrities from magazines works well. You should get pictures that show all 8 of the words being taught.

- model the phrase "s/he is wearing ___" with all 8 words and the mag people
- choral repeat the phrase "s/he is wearing ___" with all 8 words
- ignore the question with individuals and magazine people
 - model the positive answer, "yes, s/he is wearing ___"
 - ask student the question, "Is s/he wearing ___?"
 - student answers as teacher modeled
- model the question with 3-4 words and the magazine people
- choral repeat the question, "Is s/he wearing ___?" with all 8 words
- ask the teacher with individuals and magazine people
 - model the question, "Is s/he wearing ___?"
 - student asks teacher question
 - teacher answers, "Yes, s/he is wearing ___"

4. "No, s/he isn't wearing ___" with magazine people

- model the phrase "s/he isn't wearing ___" with all 8 words and mag. people
- choral repeat the phrase "s/he isn't wearing ___" with all 8 words
- ignore the question with individuals and magazine people
 - model the positive answer, "No, s/he isn't wearing ___"
 - ask student the question, "Is s/he wearing ___?"
 - student answers "No, s/he isn't wearing ___"

5. Question Circle

- choral repeat all 8 words with...
 - "S/he is wearing ___"

-”S/he isn’t wearing ___”

-”Is s/he wearing ___?”

-do question circle. Pass magazine people as questions are answered

-Is s/he wearing a cap? Yes, s/he is wearing a cap. Pass pict. Ask.

-Is s/he wearing glasses? No, s/he isn’t wearing glasses. Pass. Ask.

-etc.

8. Choral repeat all words with magazine people

-”S/he is wearing ___”

-”S/he isn’t wearing ___”

Lesson 31: States of Being 2

At the beginning of this lesson, give each student a cut out of a person. This will be their personal friend that they are referring to when they say “we are” or “we are not”

1. First 6 words (singular)
 - tell meaning of pictures
 - say/listen with pictures
 - yes/no with individuals and group
 - 1/2 with individuals and group
 - swatters
 - choral repeat
 - ask-and-answer with, "Are you ___?" , "Yes, I am ___", "No, I am not ___"
 - choral repeat
2. Second 5 words (singular)
 - as per step 1 above
3. All 11 words plural forms
 - say/listen with pictures
 - yes/no with group and individuals
 - choral repeat
 - either/or with group and individuals
 - choral repeat
4. Phrase, "We are ___."
 - say/listen phrase with 4-5 plural forms
 - choral repeat all plural forms of words with “we are”
 - ignore the question. For each student:
 - model answer (we are __.)
 - ask (Are you guys _?)
 - student answers (we are __.)
5. Phrase, "We are not ___".
 - say/listen phrase with 4-5 plural forms
 - choral repeat with all words
 - ignore the question with individuals
 - model, ask, student answers with “we are not ___.”
6. We are / We are not
 - ask-n-answer
 - model positive & negative responses
 - ask, “are you guys _?”
 - students answer as they wish ("We are ___" or "We are not ___")
7. Are you guys?
 - model question, “Are you guys ___” with 4-5 plural forms
 - choral repeat question with all words
 - ask-the-teacher (teacher has a cut-out person with them)

- pass out picts to students so each has one to ask about,
- go to each student and
 - model question for student, "Are you guys ___?"
 - student asks teacher, "Are you guys ___?"
 - teacher answers alternating "yes..." and "no..."
 - if say "yes...", take pict from student
 - if say "no...", don't take pict
 - go back and say "yes..." for previous "no" answers

9. Dialog with pictures

- teacher does dialog with each student first
- then students cycle through both A and B
- a: Hello, good (evening).
- b: Hello, good (evening).
- a: Are you guys___? (with pict)
- b: No, we are not ___. We are ___. Are you guys ___? (with pict)
- a: No, we are not ___. We are ___. See you later.
- b: See you later.

11. Choral Repeat all words

When you do a review of this lesson, you could do this:

Charades

- write "Are you guys _?", "We are _" and "We are not _" on board
- individual student comes to board w/ cut-out friend, is shown a picture
- if students know what is being acted, they raise hand
- when called on, they say "Are you guys ___".
- correct guesser comes to the board

Lesson 32: Shopping

1. Introduce first 5 words

- say/listen with pictures
- yes/no with individuals and group
- 1/2 with group but with colors instead of numbers
- 1/2 with individuals but with colors instead of numbers
- ask-and-answer with individuals
 - approach a student with a picture
 - ask the student, "Do you want ___?"
 - student answers with either "ki" or "lut" (DO NOT MAKE THEM RESPOND WITH A SENTENCE, JUST YES OR NO)
 - give out all the pictures to those who say "yes"
- pass it
- choral repeat
- ask-and-answer with individuals
 - approach a student with a picture
 - ask the student, "Do you want ___?"
 - student answers with either "Yes, I want ___" or "No, I don't want ___"
 - give out all the pictures to those who say "yes"
 - get pictures back using "Pass me ___"
- choral repeat

2. Repeat with remaining words

3. Introduce the phrase, "We need ___."

- model the phrase with all 10 words
- choral repeat the phrase with all words
- ignore the question with individuals
 - show picture and model the answer, "We need ___"
 - ask the student, "What do we need?"
 - student answers as the teacher modeled, "We need ___"
- ask the teacher
 - model the question, "What do we need?" 5-6 times
 - choral repeat the question 4-5 times
 - teacher holds up a picture and models the question for a student
 - student asks teacher the question, "What do we need?"
 - teacher answers, "We need ___."
- choral repeat all 9 objects with the phrase, "We need ___"

4. Introduce the phrase, "We do not need ___"

- model the phrase with 3-4 objects
- choral repeat the phrase with all 10 picts
- ignore the question with individuals
 - hold up a pict and model the answer, "We do NOT need ___"
 - ask the student, "Do we need ___?"
 - student answers as the teacher modeled, "We do not need ___"
- ask the teacher
 - model the question, "Do we need ___?" with 3-4 words

- choral repeat the question with all 10 words
- teacher holds up an object and models the question for a student
- student asks teacher the question, "Do we need ___?"
- teacher answers, "We do not need ___."
- choral repeat all 10 words with the phrase, "We do NOT need ___"

5. Choral repeat all 10 words

When you review this lesson, you could do this:

Heads Up Seven Up

- write the question, "Do we need ___?" on the board
- also write the answers, "We need ___" & "We do not need ___"
- if students are asked the question, they answer with the phrases

Lesson 33: Food 3

1. First 6 foods

- tell meaning of picts
- say/listen
- 1/2 with group and individuals
- ask-and-answer with individuals
 - approach a student with one of the foods
 - ask the student, "Do you like ___? (ha anxast i? ___?)"
 - student answers with either "ki" or "lut" (DO NOT MAKE THEM RESPOND WITH A SENTENCE, JUST YES OR NO)
- laser pointers
- choral repeat
- either/or with group and individuals
- ask-and answer with individuals
 - approach a student with one of the foods
 - tell if you like it with "I like ___" or "I don't like ___" (inxast i? ___ / lut inxast i? ___)
 - ask the student, "Do you like ___?" (ha anxast i? ___ ?)
 - student answers with a full sentence (I like or I don't like)
- choral repeat

2. Next 6 foods

- repeat as per above

3. I bought

- say/listen all foods with "I bought ___"
- choral repeat each food with "I bought..."
- ignore the question with individuals (What did you buy? I bought___.)
 - model the answer, ask, student answers
- choral repeat each food with "I bought..."

4. What did you buy?

- model question 5-6 times
- choral repeat question with 5-6 times
- ask-the teacher
 - pass out food picts to students
 - model question, students asks teacher, teacher responds
 - take food from student when you answer

5. Dialog with pictures

- teacher does dialog with each student first
- then students cycle through both A and B

- a: Hello, good day.
- b: Hello. (entering the scene with grocery bag)
- a: Where did you go__?
- b: I went to the store. (pointing to bag)
- a: What did you buy? (kind of looking into bag)

b: I bought ___ and ___. (taking items from the bag)
a: Good! I like ___. See you later.
b: See you later.

6. Choral repeat all foods with "I bought ___"

When you review, introduce the question and phrase, "What do you like to eat?", "I like to eat.", "Do you like to eat ___?" and "I don't like to eat."

Lesson 34: Actions 4

1. Introduce first 5 words

- say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I want to ___" with the action (example, say "inxmink i?_s___." then draw, chat, study, etc)
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
- thumbs up TPR
- 1,2, 3 sequence pick with pictures, group and individuals
- laser pointers
- choral repeat
- either/or charades with same gestures as TPR
- choral repeat

2. Introduce last 5 words

- repeat step 1 above

3. Introduce the phrase, They are ___ing.

1. model the phrase with pictures, students listen
2. ki / lut with phrase and pictures with group and individuals
3. choral repeat the phrase
4. ignore the question
 - teacher goes to student
 - teacher models the answer, They are ___ing.
 - teacher asks, What are they doing ?
 - student gives answer, They are ___ing.

4. Introduce the question, What are they doing?

1. model the question 5-6 times
2. choral repeat the question 4-5 pictures
3. ask-the-teacher
 - model question for student, "What are they doing?"
 - students asks teacher the question
 - teacher responds with, "They are ___ing."

5. Question Circle

1. teacher models response with picture, "They are ___ing."
2. teacher asks student 1 with picture, "What are they doing?"
3. student 1 answers as per model, "They are ___ing."
4. teacher passes pict to student 1
5. student 1 asks student 2, "What are they doing?"
6. student 2 answers as per model, "They are ___ing."
7. students continue asking and answering around the circle

6. Dialog

-each student has a picture

A: Hello, good afternoon

B: Hello, good afternoon

A: How are you?

B: I am __. How are you?

A: I am __. What are they doing __?

B: They are __ing. What are THEY doing?

A: They are __ing. See ya later.

B: See ya later.

7. Choral Repeat all 10 words in basic form and in "They are ___ing." form

When you review this, you can introduce, "Are they ___ing?" and "They are not ___ing."

Lesson 35: Physical Descriptions 3

1. Introduce first 6 words

- tell meaning of pictures
- say/listen
 - first time thru just the word
 - second time thru with "I am" and "I'm not" (ken/lut ken t'e,)
- yes/no with group & individuals
- turn-to-the-word
- 1/2 with group & individuals
- swatters
- choral repeat words
- choral repeat with "I am" and "I'm not"
- ask-n-answer
 - ask students, "Are you ___?"
 - they respond with either "I am ___" or "I am not ___".
- choral repeat words

2. Remaining 5 words

- repeat step 1 from above

3. "Is s/he ___?" & "Yes, s/he is ___" with Magazine People

**For this activity, you need 3-4 full page pictures of people. Using celebrities from magazines works well. You should get pictures that show all of the words being taught. Your local library may have magazines they are giving away.

- model the phrase "s/he is ___" with all words and the magazine people
- choral repeat the phrase "s/he is ___" with all words
- ignore the question with individuals and magazine people
 - model the positive answer, "yes, s/he is ___"
 - ask student the question, "Is s/he ___?"
 - student answers as teacher modeled
- model the question with words and the magazine people
- choral repeat the question, "Is s/he ___?" with all words
- ask the teacher with individuals and magazine people
 - model the question, "Is s/he ___?"
 - student asks teacher question
 - teacher answers, "Yes, s/he is ___"

4. "No, s/he is not ___" with magazine people

- model the phrase "s/he is not ___" with words and mag. people
- choral repeat the phrase "s/he isn't ___" with all words
- ignore the question with individuals and magazine people
 - model the positive answer, "No, s/he isn't ___"
 - ask student the question, "Is s/he ___?"
 - student answers "No, s/he isn't ___"

5. Question Circle

-choral repeat all words with...

- "S/he is ___"

- "S/he isn't ___"

- "Is s/he ___?"

-do question circle. Pass magazine people as questions are answered

-Is s/he bald? Yes, s/he is bald. Pass pict. Ask.

-Is s/he big? No, s/he isn't big. Pass. Ask.

-etc.

6. Choral repeat all words with magazine people

- "S/he is ___"

- "S/he isn't ___"

Lesson 36: Animals 3

1. Introduce first 5 words words
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1/2 with group & individuals
 - stick game pointers with group & individuals
 - swatters
 - choral repeat
 - either/or with group
 - either/or with individuals
 - choral repeat
2. Next 5 words
 - repeat step 1 from above
3. Do you eat ___?
 - model 5-6 words with the phrase, "I eat ___." from lesson 23
 - choral repeat all 10 words with the phrase, "I eat ___."
 - model 5-6 words with the phrase, "I don't eat ___." from lesson 23
 - choral repeat all 10 words with the phrase, "I don't eat ___."
 - ask-n-answer
 - teacher shows pict and model answers, "I eat ___" and "I don't eat ___"
 - teacher asks students, "Do you eat ___?"
 - student answers with either, "I eat ___" or "I don't eat ___."
4. A ___ swims.
 - explain the phrase and model with animals that DO swim
 - choral repeat with swimming animals
 - ignore the question with individuals, "Does a ___ swim?"
 - model the answer, "Yes, a ___ swims"
 - ask student, "Does a ___ swim?"
 - student answers, "Yes, a ___ swims"
5. A ___ doesn't swim.
 - explain phrase and model with 2-3 non-swimming animals
 - choral repeat with all non-swimming animals
 - ignore the question with, "Does a ___ swim?" and "No, a ___ doesn't swim"
6. Does a ___ swim?
 - explain question and model with 3-4 animals (swimmers and non-swimmers)
 - choral repeat the question with 4-5 animals
 - ask-the-teacher with individuals
 - teacher models question, "Does a ___ swim?"
 - student asks teacher, teacher answers
7. Fly
 - repeat steps 3, 4 and 5 with the verb "fly"

8. Choral repeat all animals with “A ___ swims” or “A ___ flies”

Here is a review activity:

Charades

- write question “ha kw ___?” and answers “ken ___”, “lut ken t'e ___” on board
- teacher shows pict to student, student acts like animal (use sound)
- other student asks, “Are you ___?”
 - if correct, say “Yes, I am ___”
 - if wrong say, “No, I am not ___”
- correct guesser does next charade

Lesson 37: People

For this lesson, each student needs a people hand-out that shows their new family, friends, and enemy. Make a standard sheet on the computer that can be printed, then paste in pictures from magazines for the people's faces. Each student and the teacher needs one. When you hand them out to students, ask them to name each person on their hand out.

1. First 6 words

- tell meaning of pictures
- say/listen
- yes/no with group & individuals
- 1/2 with group & individuals
- pass it
- laser pointers with group & individuals
- turn-to-the-word
- choral repeat
- laser hunt the word
- choral repeat

2. Last 5 words

- repeat step 1 from above

3. "My ___'s name is ___."

- explain and model the phrase with 4-5 words
- choral repeat with all 11 words
- ask-n-answer using people hand-out
 - model answer, ask student, student responds

4. "What is your ___'s name?"

- model the question with 4-5 words
- choral repeat question with all 11 words
- ask-the-teacher
 - model question, "What is your ___'s name?"
 - student asks question
 - teacher answers with people hand-out

5. "S/he is my ___."

- model the phrase with 3-4 words
- choral repeat the phrase with all words
- ignore-the-question with individuals "Is s/he your ___?" (student holds up people hand-out that teacher is asking about)
 - teacher models answer with their own people hand out
 - teacher asks student question, "Is s/he your ___?"
 - student answers with "S/he is my ___."

6. "S/he is not my ___."

- model the phrase with 3-4 words
- choral repeat the phrase with all words

-ignore-the-question with individuals "Is s/he your ___?" (student holds up people hand-out that teacher is asking about)

-teacher models answer with their own people hand out

-teacher asks student question, "Is s/he your ___?"

-student answers with, "She is not my ___."

7. "Is s/he your ___?"

-model question with 3-4 words

-choral repeat question with 5-6 words

-ask-the-teacher

-teacher models question about person on their people hand-out

-student asks teacher question

-teacher answers

8. Dialog with pictures

-teacher does dialog with each student first

-then students cycle through both A and B

**use handouts for answers. Each partner asks about the same person. Change who is asked about as each new group comes up

A: Hello.

B: Hello.

A: Is s/he your ___?

B: Yes, s/he is my __. Is s/he your ___?

A: Yes, s/he is my __. What is your __'s name?

B: My __'s name is __. What is YOUR __'s name?

A: My __'s name is __. See you later.

B: See you later.

9. Choral repeat all 11 words

Lesson 38: Plants

1. Introduce first 5 berries
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1/2 with group & individuals
 - swatters
 - choral repeat
 - ask-n-answer
 - model, ask, answer with "Do you like ___?", "I like ___", "I don't like ___."
 - choral repeat berries
2. First 5 plants
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1, 2, 3 sequence say with group & individuals
 - laser pointers
 - choral repeat
 - laser hunt the word
 - choral repeat
3. Next 5 plants
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1, 2, 3 sequence say with group & individuals
 - laser pointers
 - choral repeat
 - laser hunt the word
 - choral repeat
4. Five places where things grow
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1/2 with group & individuals
 - choral repeat
 - either/or with group & individuals
 - ignore the question with individuals
 - teacher shows a plant picture and picture for where it grows
 - teacher models answer of where it grows (In the water grows cattails. etc.)
 - teacher asks student, "Where does ___ grow?"
 - student answers as per model (in the water, in the mountains, etc.)
 - choral repeat places where things grow
5. Where does ___ grow?
 - model the question with 4-5 plants

- choral repeat the question with all plants
- ask-the-teacher
 - teacher shows plant pict and place it grows pict
 - teacher models question, where does ___ grow
 - student asks teacher the question and teacher answers

6. Dialog

- teacher does dialog with each student first (teacher A, student B)
- then students cycle through both A and B in front of group

A: Hello, good ___.
B: Hello, good ___.
A: Where does ___ grow?
B: ___ grows ___. Where does ___ grow?
A: ___ grows ___. See ya later.
B: See ya later.

7. Choral repeat all berries, plants and places where they grow

Lesson 39: Personality 2

1. First 6 words

- tell meaning of pictures
- say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I am ___" with the action (example, say "cn xest" while patting someone on the head or doing a nice thing)
 - do the actions with sentences again and have the students do the action with you (they don't say the sentence!)
 - show pict, say word, students do gesture
 - say word, students do gesture, show pict and do gesture after them
- 1/2 with individuals (use two different colors instead of one and two)
- 1/2 with group (use two different colors instead of one and two)
- stick game pointers with group
- stick game pointers with individuals
- swatters
- choral repeat
- either/or charades
- choral repeat

2. Next 6 words

- repeat as per above

3. "They are ___"

- explain and model the phrase with 4-5 words
- choral repeat with all 12 words
- ignore the question with individuals "What are they like?" "They are ___"
 - model answer, ask student, student responds

5. "They are not ___"

- explain and model the phrase with 2-3 words
- choral repeat with all 12 words
- ignore the question with individuals "Are they ___?" "They are NOT ___"

6. "Are they ___?"

- explain and model the question with 3-4 words
- choral repeat the question with all words
- ask-the-teacher with individuals "Are they ___?" with picture
 - model question, student ASKS question, teacher answers

7. Dialog with pictures

- teacher does dialog with each student first
- then students cycle through both A and B
- use opposites

a: Hello, good ___

b: Hello, good ___

- a: Are they ___? (with pict)
b: They are not ___. They are ___. Are they ___?
a: They are not ___. They are ___. See you later.
b: See you later.

8. Choral repeat all words.

Lesson 40: Occupations

1. First 6 occupation words
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1/2 with group & individuals
 - pass it
 - stick game pointers with group & individuals
 - swatters
 - choral repeat
 - either/or with group & individuals
 - choral repeat
2. Next 5 occupation words
 - as step 1 above
3. "My friend is a ___"
 - model the phrase "My friend is a ___" with 4-5 occupations
 - choral repeat phrase with all 11 occupations
 - ignore the question with individuals
 - teacher models answer, "My friend is a ___"
 - teacher asks student, "What does your friend do?"
 - student answers, "My friend is a ___"
4. "What does your friend do?"
 - model the question 4-5 times
 - choral repeat the question 4-5 times
 - ask-the-teacher with picture
 - teacher models the question
 - student asks teacher the question
 - teacher answers the question
5. "My friend is NOT a ___"
 - model the phrase with 2-3 occupations
 - choral repeat phrase with all 11 occupations
 - ignore the question with individuals
 - teacher models answer, "My friend is NOT a ___"
 - teacher asks student, "Is your friend a ___?"
 - student answers, "My friend is NOT a ___"
6. "Is your friend a ___?"
 - model the question 4-5 times
 - choral repeat the question 4-5 times
 - ask-the-teacher with picture
 - teacher models the question, "Is your friend a ___?"
 - student asks teacher the question
 - teacher answers the question with yes or no

7. Either/or Pictionary

- write question and answer forms on board
- teacher shows pict to student, student draws word
- teacher says two possible words
- other student asks, "Is your friend a ___?"
 - if correct, say "Yes, my friend is a ___"
 - if wrong say, "No, my friend is not a ___"
- correct guesser does next charade

8. Choral repeat all words

Lesson 41: Places to Go 3

****Each student needs a "friend" figure to hold during this lesson so that they can respond with "we".**

1. First 6 places

- say/listen with pictures
- ki/lut
- 1, 2, 3 sequence
- laser pointers
- walk-to-the-word
- choral repeat
- model 2-3 with "I went to ___ yesterday."
- choral repeat all with "I went to ___ yesterday."
- model 2-3 with "I did not go to ___ yesterday."
- choral repeat all with "I did not go to ___ yesterday."
- ask-n-answer
 - teacher models positive and negative responses as needed
 - teacher asks, "Did you go to ___ yesterday?"
 - student answers either yes or no
- choral repeat all places

2. Last 5 places

- as per step 1 above

3. Phrase, "We went to ___."

- model phrase with 5-6 places w/ picts
- choral repeat phrase with all 11 places w/ picts
- ignore-the-question with picts
 - model answer w/ pict
 - ask student, "Where did you guys go?"
 - student answers, "We went to ___."

4. Question, "Where did you guys go?"

- model question 3-4 times
- choral repeat question 3-4 times
- ask-the-teacher
 - teacher models question, "Where did you guys go?"
 - student asks teacher question
 - teacher answers with picture

5. Phrase, "We did not go to ___."

- model phrase with 4-5 places w/ picts
- choral repeat phrase with all 11 places w/ picts
- ignore-the-question with picts
 - model answer w/ pict
 - ask student, "Did you guys go to ___?"
 - student answers, "We didn't go to ___."

6. Question, "Did you guys go to ____?"

-model question 3-4 times

-choral repeat question 3-4 times

-ask-the-teacher

-teacher models question, "Did you guys go to ____?" with pict

-student asks teacher question

-teacher answers with picture

7. Dialog (with their "friend" figures and place pictures)

A: Hi. Good afternoon.

B: Hi. Good afternoon.

A: Did you guys go to ____?

B: No, we did not go to _____. We went to _____. Did you guys go to ____?

A: No, we did not go to _____. We went to _____. See you later.

B: See you later.

8. Choral repeat all 11 places

Lesson 42: Bodily Functions

1. First 4 words

- tell meaning of pictures
- say/listen with pictures
- TPR action/sound
 - set picture aside!
 - act out each word and say "I ___ed" with the action (ken_ ____.)
 - do the actions/sounds with sentences again and have the students do the action/sounds with you (they don't say the sentence!)
 - show pict, say word, students do gesture/sound
 - say word, students do gesture/sound, show pict and do gesture after them
- 1/2 with individuals (use two different colors instead of one and two)
- 1/2 with group (use two different colors instead of one and two)
- swatters
- choral repeat
- either/or with group and individuals
- choral repeat

2. Last 4 words

- as per step 1 above

3. Either/or Charades with "ha kw ___?", "ken ___.", and "lut ken_t'e ___"

- choral repeat 4-5 words with question and both answers
- write question and both answers on board
- show student pict, they act out, students guess with question
- actor answers yes or no with phrases

4. "I am going to ___"

- explain and model the phrase "I am going to ___" with 4-5 words
- choral repeat all 8 words with phrase
- ignore-the-question
 - teacher models answer, "I am going to ____."
 - teacher asks student, "Are you going to ___?"
 - student answers, "Yes, I am going to ____."

5. "I am not going to ___"

- explain and model the phrase "I am NOT going to ___" with 4-5 words
- choral repeat all 8 words with phrase
- ignore-the-question
 - teacher models answer, "I am NOT going to ____."
 - teacher asks student, "Are you going to ___?"
 - student answers, "No, I am NOT going to ____."

6. "Are you going to ___?"

- explain and model the question "Are you going to ___" with 4-5 words
- choral repeat all 8 words with question
- ask-the-teacher
 - teacher models question, "Are you going to ___?"

-student asks teacher, "Are you going to ___?"

-teacher answers either, "Yes, I am going to ___." or "No, I am NOT going to ___."

7. Dialog

A: Hi, _____. How are you?

B: I am good. How are you?

A: I am good. Are you going to _____?

B: No, I'm not going to _____. I am going to _____. Are you going to _____?

A: No, I'm not going to _____. I am going to _____. Bye. See you later.

B: Bye. See you later.

8. Choral repeat all words

Lesson 43: House 1

1. First 5 words (just teach one of the bathroom words)
 - tell meaning of pictures
 - say/listen
 - yes/no with group
 - yes/no with individuals
 - 1/2 with group
 - 1/2 with individuals
 - pass it
 - stick game pointers with group
 - stick game pointers with individuals
 - swatters
 - choral repeat
 - either/or with group
 - either/or with individuals
 - choral repeat
2. Next 5 words
 - repeat step 1 from above
3. "My house has a ___"
 - model the phrase "My house has a ___" with 4-5 words
 - choral repeat phrase with all 10 rooms
 - ignore the question with individuals
 - teacher models answer, "My house has a ___"
 - teacher asks student, "Does your house have a ___?"
 - student answers, "My house has a ___"
4. "My house does NOT have a ___"
 - model the phrase with 4-5 words
 - choral repeat phrase with all words
 - ignore the question with individuals
 - teacher models answer, "My house does NOT have a ___"
 - teacher asks student, "Does your house have a ___?"
 - student answers, "My house does NOT have a ___"
5. "Does your house have a ___?"
 - model the question 3-4 times
 - choral repeat the question with all words
 - ask-the-teacher with picture
 - teacher models the question, "Does your house have a ___?"
 - student asks teacher the question
 - teacher answers the question with yes or no
6. Dialog with pictures

-teacher does dialog with each student first
-then students cycle through both A and B

a: Hello, good ___

b: Hello, good ___

a: Does your house have a ___? (with pict)

b: Yes, my house has a ___. Does your house have a ___? (w/ pict)

a: No, my house does not have a ___. See you later.

b: See you later.

7. Choral Repeat all words

Lesson 44: House 2

1. First 5 words (teach alternate form of table since they have had first form before)
 - tell meaning of pictures
 - say/listen
 - yes/no with group & individuals
 - 1/2 with group & individuals
 - Mexican Hand Tag
 - plays like Mexican tag, but with seated partners
 - partners sit facing each other with hand extended, touching each other on the finger tips
 - teacher says one of three words: 1st word = don't move; 2nd word = student 1 tag student 2's hand; 3rd word=student 2 tag student 1's hand
 - simple ask-n-answer
 - teacher models question, "Where is my ___?" and the answers, "Here" & "There"
 - some pictures of objects are up on the board, others on floor by students
 - teacher asks, "Where is my ___?", students answer "Here" or "There"
 - choral repeat
 - either/or with group & individuals
 - choral repeat
2. Next 4 words
 - repeat step 1 from above
3. Next 4 words
 - repeat step 1 from above
4. What color?
 - **you will need pictures of furnishing in houses for this activity. Decorating and architectural magazines are the best source for these.
 - choral repeat colors
 - show a magazine picture that has vocab items in it
 - ask the question, "What color is the ___?" (c'aknilxw i?_ ___?)
 - students respond with "The ___ is red." (kwil i?_ ____.)
5. "Put the ..."
 - pass out house floor plans and small picts of lesson 44 words
 - say/listen rooms of the house on plan
 - choral repeat rooms of the house on plan
 - choral repeat lesson 44 words
 - students put objects in rooms on their plan according to teacher directions
 - "Put the chair in the living room", etc., etc.
6. Choral Repeat all words

Lesson 45: Household Chores

1. Introduce 7 household chores

- say/listen
- yes/no with group & individuals
- 1/2 with group & individuals
- pass it
- swatters
- Mexican hand tag
- choral repeat
- either/or with group
- either/or with individuals
- choral repeat

2. Introduce the 3 times

- as per step 1 above

3. "I never ____." ****omit "take out the garbage"**

- model the phrase, "I never ___" with 6 chores (no take out garbage)
- choral repeat the phrase with 6 chores
- ignore the question with individuals
 - hold up a pict and model the answer, "I never ____."
 - ask the student, "How often do you ___?"
 - student answers as the teacher modeled, "I never ___"

4. "Sometimes I ____." ****omit "take out the garbage"**

- model the phrase, "Sometimes I ___" with 6 chores (no take out garbage)
- choral repeat the phrase with 6 chores
- ignore the question with individuals
 - hold up a pict and model the answer, "Sometimes I ____."
 - ask the student, "How often do you ___?"
 - student answers as the teacher modeled, "Sometimes I ___"

5. "Every day I ____." ****omit "take out the garbage"**

- model the phrase, "Every day I ___" with 6 chores (no take out garbage)
- choral repeat the phrase with 6 chores
- ignore the question with individuals
 - hold up a pict and model the answer, "Every day I ____."
 - ask the student, "How often do you ___?"
 - student answers as the teacher modeled, "Every day I ___"

6. ask the teacher

- model the question, "How often do you ___?" w/ 6 chores
- choral repeat the question w/ 6 chores
- teacher holds up a pict and models the question for a student
- student asks teacher the question, "How often do you ___?"
- teacher answers, "I never __. / I sometimes __. / Everyday I ____."

7. Dialog

A: Hi, good afternoon.

B: Hi, good afternoon.

A: How often do you ____? (with their pict)

B: I ____ _____. How often do you ____? (with their pict)

A: I ____ _____. Bye. See you later.

B: Bye. See you later.

8. Choral repeat all chores and times

On a review day, run through the various times and phrases with "take out the garbage".