**Aboriginal Language Daily Plan**

**Date:**

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| Grade Grouping Outcomes: | | | |
| Lesson Topic | | | |
| Review vocabulary | | New Vocabulary | |
| Time | Description of what students are doing…. | | Teacher Expectation |
| 2 min | Greetings: Students enter and greet each other | | All students will greet others |
| 4 min | Partner Talk: students engage each other in conversation | | All students will participate and engage in conversations about various topics using known vocabulary and known sentence scripts |
| 2min | Establish purpose for lesson and discussing connections and value: | |  |
| 10 min | New Vocabulary Activity  Activity: | | Activity to engage learners and uses a  Gradual Release model-  I say it – you listen to it  We say it together  They say it with a partner  They say it independently |
| 15 min | Repeat and Review Activities (2-3 activities)  1)  2) | | Varied and engaging full class activities that encourage repetition.  -Games (circle games)  -Puppet plays  -Mystery Hat  -Word Spinner  -I spy (I see…) |
| 15 min  (if time permits) | Seatwork / small group Activity - Project work with a language focus. This allows time for Guided Instruction with small groups   * Mystery Hat – students feel objects, guess it/ describe it, make sentence using word * Spinner – students spin spinner and create sentence using picture prompt * Game – * Centres – | | -students will stay in their language  -students will respect the equipment  - students will clean up their areas  - students will cooperate with each other  - |
| 2 min | Exit Routine – Ticket out the Door as students line up  Quick review activity: | | Students use new vocab in a sentence or respond to a question using old vocab |
| After class | Assessment Notes | | Observations on student language development, participation and next steps for new groupings and language structures |