**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 itWe say it togetherThey say it with a partnerThey 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 upQuick 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 |