



OUR LANGUAGES

TEACHER GUIDE
7 UNITS FOR INTRODUCING NEW VOCABULARY



Government of
Northwest Territories



NOTE: Photo credits and names of individuals will be inserted with final version.

5 ACKNOWLEDGEMENTS

MATERIALS / RESOURCE LIST

CENTERS

STRATEGIES

ASSESSMENT

6 UNIT DESCRIPTION

11 UNIT 1 - GREETINGS

35 UNIT 2 - BIOGRAPHICAL INFORMATION

53 UNIT 3 - MEETING GUESTS

67 UNIT 4 - MY FAVOURITE ACTIVITIES

85 UNIT 5 - CLOTHING

101 UNIT 6 - CELEBRATION

113 UNIT 7 - FALL HARVEST

131 GAMES

CONTENTS

ACKNOWLEDGEMENTS

The Department of Education, Culture and Employment wishes to acknowledge the contributions of many people who have helped develop Our Languages curriculum teacher's guide draft resource. These contributions and the process of development reflect the desire of the Department to listen to community members who have stressed the importance of language learning.

PILOT EDUCATORS THAT CONTRIBUTED TO THE RESOURCE AND PILOTED DELIVERY

We particularly thank the pilot educators who contributed immeasurable time in the development of the resource as well as piloting the delivery for the first time. We know we still have a lot of work to do and we are grateful for all your guidance and dedication.

Sharon Allen, Bernice Gargan, Cathryn Bertrand, Margaret Lacorne, Corrine Sassie, Diana Gargan, Charlotte Canadien, Nimisha Bastedo and Pricilla Moses.

PRINCIPALS AND BOARD STAFF

We also thank the principals and board staff who supported the teachers. Teamwork is crucial.

Terry Jaffray, Neil Barry, Leanne Jose, Terry Davidson, Greg Reardon, Lois Philipp, Brad Carrier, Theresa Bonnetrouge, Kim Hardisty, Blair Sellars and Brian Jaffray.

STUDENTS

We would also like to thank the students of the Dehcho region for their continued efforts to learn the language of their ancestors.

PHOTO CARDS

Several families and schools helped out by being models for the photo cards. We want to thank:

Philip and Ethel Liske, Elizabeth and Lawrence Nayalle, Taven and Lawson Liske-Nayalle, Morgan Ranseth, Cambria and Beyla Oulette-Landry, Ava Modeste, Jen, Kai and Sadee Walden, Staff and students from K'aleme Dene school in particular, Principal Eileen Erasmus, Julieuna Mackenzie, Xander Beaulieu, Jayla Field, Taylor Jones, Keysha Delorme and Autumn Batumn.

CONSULTANTS

We would also like to thank Andy Norwegian and David Macfarlane for their leadership and wisdom.

UNIT DESCRIPTION

Units are divided into sequences. Each sequence allows learners to acquire a number of sentences that are needed for the final project. Each sequence will take varying amounts of time. As well, each sequence provides many opportunities for learners to use and re-use the sentences needed (as well as others). Only move to a new sequence when you are satisfied that most of the learners are at ease in using the sentences they have acquired. It will probably take two to three classes for learners to acquire and be able to use the sentences spontaneously.

EACH CLASS SHOULD LOOK LIKE THIS

(BASED ON A FIFTY-MINUTE PERIOD; TIMES SUGGESTED ARE APPROXIMATE):

- a) **Entry routine.** (3 minutes)
- b) **Daily routine*.** (5 minutes)
- c) **Self-regulation activities.** (? minutes)
- d) **Warm-up review of previous period.** (3 – 4 minutes)
- e) **Introduction of new sentence(s), using the 8 strategies.**
(15 – 20 minutes)
- f) **Activity (game, song, etc., done orally).** (3 – 5 minutes)
- g) **Review of the day's sentences (interaction among learners)** (5 minutes)
- h) **Homework** (2 min)
- i) **Exit routine** (2 – 3 minutes)

* The daily routine will be introduced partway through the first unit, once learners have acquired some language.

As learners progress, the daily routine should be led by a learner (a different learner each day).

As learners progress, activities may be led by them.

NOTE: There are a number of sentences that will need to be heard and used by the learners to carry out the exercises and activities. These should be introduced gradually, as needed. Always provide a model.

PLANNING AND SETTING UP YOUR CLASSROOM

ENTRY ROUTINE

It is very important to establish a routine so that when students enter your classroom they know they are to be thinking and speaking in the Indigenous language. The routine at the beginning of the day – be it a greeting, a question about how they are or what they did the day before help to remind them.

EXIT ROUTINE

Just as important as the entry routine, always plan an exit routine – sometimes called, Ticket Out the Door. This reinforcement of the language is a great way of reviewing the new phrases and also reminding them of the phrases they have already learned. This is a great review. When the students know that they don't leave until they've answered or completed what you've established in the routine they are very motivated.

PROJECTS

Each unit should be designed with the end in mind. A suggested project is listed at the beginning of each unit but teachers should plan what makes sense for their students at different ages and stages. Projects extend and enhance learning by providing students with different opportunities and experiences through which

they can interact in their language. Projects promote differentiation and encourage students to accept risks and extend their learning through activities that have high appeal and match their interests, learning styles and strengths. Projects promote core competencies such as problem-solving, collaboration, communication and creativity. Often projects serve as a means to showcase student learning in a public setting which adds greatly to the authenticity of the project itself.

LEARNING CENTRES

Carefully crafted learning centers are an excellent supplement to language programming. Centres can help ensure a focus on the language during student-work times. They are easily differentiated according to student need and can be personalized to the content of the unit being taught. The ideal assortment of centres offer a mix of activities and tasks designed to consolidate newly introduced sentence structures as well as review vocabulary from past experiences. They engage learners in an array of activities that help authenticate the language learning experience.

The following are just a few ideas -

LEARNING CENTRE IDEAS

CENTRE	ACTIVITIES	MATERIALS	IDEAS	OLC FOCUS
GAMES CENTRE	Go Fish – card game	Deck of Go Fish cards	Students play Go Fish but cards contain images related to the theme. Encourage students to use the sentence scripts modelled and practiced in the lessons.	EM 3.1 EM 4.1
	Board Game	File Folder or already prepared game	Students design and create their own board game on a file folder (or use one already prepared) that is focused on the theme. Encourage students to use the sentence scripts modelled and practiced in the lessons.	EM 4.3 EM 5.7 EM 5.9 EM 7.1 EM 7.2
	Concentration	Set of Picture cards	Students arrange cards and try to match pairs. Encourage students to use the sentence scripts modelled and practiced in the lessons.	EM 7.3

PLANNING AND SETTING UP YOUR CLASSROOM

LEARNING CENTRE IDEAS CONTINUED

CENTRE	ACTIVITIES	MATERIALS		OLC FOCUS
PUPPET CENTRE	Puppet Play	Puppet Stage and assorted puppets	Students create a short puppet play or engage in a Q-R dialogue with a focus on theme vocabulary	EM 7.1 EM 7.2 EM 7.3
E-GAMES CENTRE	Concentration	Computer and Smart Board	Students match cards using the PPT.	EM 3.1 EM 7.1
	Aboriginal Language App	iPad or tablet and Aboriginal Language app	Students quiz each other on the vocabulary found in the AL App	EM 7.2 EM 7.3
FIVE SENSES CENTRE	Taste Test	Assorted berries / blindfold	One student is blindfolded and must guess the type of berry placed in their mouth.	EM 3.1 EM 7.1
	Touchy Feely	Assorted blindfold	One student is blindfolded and must identify objects by touch alone	EM 7.2 EM 7.3
ART CENTRE	Scratch and Sniff	DIY Scratch n' Sniff paint Card stock Paint brushes	Students create pictures of Fall Harvest images using the scratch and sniff paint. These may serve as invitations to an Harvest Tea.	EM 3.1 EM 7.4
LISTENING CENTRE	Practicing audio provided	Songs, audio books, videos	Students are encouraged to listen to the songs, audio books and other resources to practice listening and speaking.	
FILM STUDIO	Be The Star	iPads, tripods, animation app or movie making app	Student groups write and produce their own short film (live action or animated) or trailer with a focus on unit phrases and sentences.	EM 1.2 EM 3.1 EM 4.3 EM 7.2 EM 7.3 EM 7.4
STORY CENTRE	My Story	Paper and writing and drawing material	Students are encouraged to write and illustrate their own stories related to the theme	EM 2.3
	I Can Read	Assorted books related to the theme	Students select from an array of books with vocabulary and themes they are familiar with. Apps featuring interactive books may be used as well.	EM 5.2 EM 7.4

DAILY ROUTINE

DAILY ROUTINE

Once learners have become comfortable with introducing themselves (this may take several classes), you should begin introducing a routine that will be used at the beginning of each period. It will take a number of periods for learners to catch on. Once they do, the routine should be led by a learner. Each period, a different learner leads the class.

SELECTING LEAD LEARNER

At this point, you should introduce a system for selecting learners randomly. Write their names on a stir-stick, for example. Keep all the stir-sticks in a glass or other container. When the time comes to choose a learner for an exercise or an activity, you simply pull out one of the stir-sticks and the learner whose name is on the stick is “it”. Place this name in a separate container until everyone has had a turn, then you can start over.

The routine is fairly simple at the beginning. As the learners progress in acquiring language, new sentences will be added. Add to the routine slowly, and only as learners become comfortable with using their new sentences.

SENTENCES THAT WILL BE INTRODUCED INITIALLY

I’m feeling fine.

I’m feeling bad.

How are you?

Today is ____.

It is sunny.

It is cloudy.

It is warm.

It is hot.

It is cool.

It is cold.

It may take more than two periods for learners to feel comfortable with “*I’m feeling fine. I’m feeling bad.*” and using “*How are you?*”

Only introduce the “authentic” weather. Do not have learners say “*It is cloudy*” if it isn’t!

Teacher may add a simple sentence describing the weather as needed.



RESOURCES

- Illustrations that show the weather (no words on them).
- Emotion cards.
- Weather cards.
- A calendar-type board that shows the days of the week (and a space for the month).

UNIT 1 – GREETINGS

FINAL PROJECT

Oral presentation in front of family/community members

DURATION

5 – 6 weeks (150 min/week)

SENTENCES THAT LEARNERS NEED TO ACQUIRE FOR THEIR FINAL PROJECT.

My name is...

I am ___ years old.

I live in/on ___ (part of community/street).

My house is ___ (colour).

I have ___ older brothers.

I have ___ younger brothers.

I have ___ older sisters.

I have ___ younger sisters.

I am an only child.

I like ___ (favourite activity).

NOTE: Only choose those sentences that are appropriate for that child.

QUESTIONS AND ANSWERS THAT LEARNERS WILL NEED TO USE AND RE-USE TO PARTICIPATE IN INTERACTIVE CLASSROOM ACTIVITIES

Nice to See you.

Who was working with you?

I was working with ____.

What's your name?

What's his/her name?

How old are you?

How old is he/she?

What's the colour of his/her house?

His/her house is ____.

How many older brothers do you have?

How many older sisters do you have?

How many younger brothers do you have?

How many younger sisters do you have?

How many older brothers and sisters does he/she have?

How many younger brothers and sisters does he/she have?

Who is your friend?

My friend is ___ (name).

What's your favourite activity?

What's his/her favourite activity?

SELF-REGULATION SENTENCES

Go select an object.

UNIT 1 – GREETINGS

SENTENCES FOR CLASSROOM MANAGEMENT

How do you say__?

May I go to the bathroom?

May I have a drink of water?

Listen.

Sit down.

Stand up.

Come and sit near me.

Good or very good.

High five (with appropriate hand gesture).

Pick-me.

REMEMBER –

- Always use the SAME sentence as variations only confuse learners.
- Always use FULL sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak the Aboriginal Language. If you use English, learners' brains will "disconnect" and become lazy.
- During the first unit do not have anything written on the walls or on the road. Only when learners are at ease with the sentences can they be written. We will introduce reading and writing in Unit 2.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell. After a few periods (perhaps two or three), learners should be encouraged to respond with the same expressions.

UNIT 1 – GREETINGS



SEQUENCE 1

Sentences to be acquired: In English	Sentences used in your language
Nice to see you (comprehension only).	
Listen carefully (comprehension only).	
Stand up (comprehension only).	
Sit down (comprehension only).	
Very good (comprehension only).	
Come and sit near me.	
My name is _____.	
What is your name?	
I will shake your hand.	
What's his or her name?	
Numbers up to the ages of your students.	
How do I say _____?	
May I go to the washroom?	
May I have a drink of water?	

RESOURCES










- Number cards (playing cards, or cards made up by the teacher), with ONLY the number on it (no words, no illustrations). Ideally, numbers will be in different colours (to be used later on).

UNIT 1 – GREETINGS




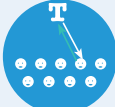


Classroom Activity	Principle	Detailed Instructions/ Ideas
GREETINGS		
Nice to see you.		<p>If you have a classroom dedicated to *AL, have the learners line up in the hallway. As learners come in, greet each one. Do not expect or insist that learners respond; this will come later.</p> <p>If the teacher travels from class to class: go around to each learner, shake hands and say <i>Welcome</i>, or perhaps, <i>I'm glad to be here</i> (or other appropriate comment). Do not introduce yourself yet. Do not expect or insist that learners respond; this will come later.</p>
CLASSROOM COMMANDS		Learners must become aware of certain classroom commands. This is essential , as you will be using only the AL with them.
Listen.		Adopt a gesture to indicate that learners should listen carefully (for example, tug on your ear-lobe). Say the command that you will use for “Listen” or “Listen carefully”.
Stand up.		Then, ask the learners to stand up, using a gesture to ensure understanding.
Sit down.		Then ask them to sit down, again using a gesture to ensure understanding.
Excellent! (or Good)		When they have reacted correctly to any of your commands, congratulate them by saying <i>Excellent</i> (or other term), using an appropriate gesture. For example, a “thumbs up” or a “high-5”.
Repeat this sequence several times.		<ul style="list-style-type: none"> • Always use the “listen” gesture before saying one of the other commands. • Do not expect or insist that learners repeat the requests; this will come later. • Each time the learners carry out the commands correctly, congratulate them.
Come and sit near me. Excellent!		Once you have carried this out several times, invite the learners to come and sit in a semi-circle in front of you. With younger learners, it is appropriate to have them sit on the floor (especially if there is a designated area for this in the classroom). With older learners, either have them sit in chairs near you, or simply stand in a semi-circle.

****AL = Aboriginal Language**

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/ Ideas
INTRODUCTIONS		
My name is ____.	  	<p>Face the class, ensuring that all learners can see and hear you. Use the Listen gesture to ensure that learners are paying attention. Then, point to yourself and say clearly “My name is ____” (use the name by which you wish the learners to call you). Do this several times (you do not need to repeat the <i>Listen</i> gesture every time). Make sure that you speak clearly and fluently (not word by word, but using a natural flow).</p>
What’s your name?		<p>Approach a learner and say, pointing to yourself, “My name is ____.”</p> <p>Then, pointing at the learner ask, “What’s your name?” Make sure that you use an interrogative tone with the question.</p>
I will shake your hand. Or Heh eh.	 	<p>If the learner responds correctly, shake hands and say “I will shake your hand.” Or heh eh or whatever is appropriate in your language.</p> <p>Move on to another learner and repeat the process. If the learner does not respond correctly, repeat the process until he/she does). Alternatively, return to the learner who did respond correctly, repeat the process with him/her, and then return to the learner who is experiencing difficulty. You may prefer to invite each learner to the front of the class (this serves as a model for the next step).</p> <p>Do not pose the question to each learner in the class, just with a few learners and not in a particular order. That way the learners have to pay attention as they don’t know if they are next.</p>
My name is ____. What’s your name? Heh eh.		<p>Then invite two learners to the front of the class. Have them repeat the sequence.</p>
		<p>Then ask all the learners, in pairs, to repeat the sequence.</p>
		<p>The learners should then move from learner to learner, repeating the sequence.</p> <p>Good to have them up and moving around the class.</p>

UNIT 1 – GREETINGS


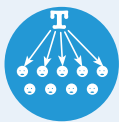
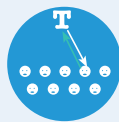
Classroom Activity	Principle/Strategy	Detailed Instructions/ Ideas
Play a number game such as, Magic Circle. See appendix for instructions.		NOTE: You will need to teach the numbers up to 10 by the end of the sequence. Ensure that older learners, who will catch on more quickly, acquire the numbers up to at least their age (14, 15, etc.)
Re-use and addition.		Have the learners go through the introduction process once more. The teacher begins with one learner to give a model example. (If there is no time at the end of a class, don't worry, you can do this at the beginning of the next class with this group).
My name is ____. What's your name? I will shake your hand. What's his name? What's her name?	 	Once this repeat of introduction has been done, face the class (you may ask them to sit in a semi-circle around you). Then choose a learner who seems to have had no difficulty with acquiring the sentences and say: <i>"My name is _____. Your name is _____. His/her name is _____."</i> Repeat this a few times. Make sure that you use a normal flow of language (not word by word). Then, still speaking with the same learner, point to another learner and ask <i>"What's his/her name?"</i> If the sentences <i>What's his name?</i> and <i>What's her name?</i> are different, then you need to use both versions.
	 	Then have the learners, in pairs, do the same thing.
End of period/ sequence.		Line up the learners (or whatever process you normally use, depending on the age of the learners) and thank them. Learners may "catch on" and thank you!

UNIT 1 – GREETINGS


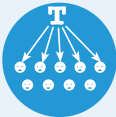
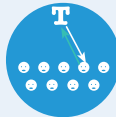


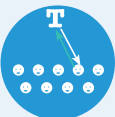

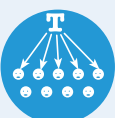
SEQUENCE 2

Sentences to be acquired: In English	Sentences used in your language
How are you?	
I'm feeling happy.	
I'm feeling sad.	
Today is ____.	
It is sunny.	
It is cloudy.	
It is warm.	
It is hot.	
It is cool.	
It is cold.	







ROUTINE

Classroom Activity	Principle/Strategy	Detailed Instructions/ Ideas
GREETINGS		As described at the beginning of Sequence 1.
I'm feeling happy. I'm feeling sad. How are you?	 	<p>The first time you do the routine: Point to yourself and say <i>"I'm feeling happy."</i> Use a gesture to indicate that you're feeling fine, such as a <i>"thumbs-up"</i>.</p> <p>Repeat several times.</p>
		<p>Then select a learner at random and say <i>"I'm feeling fine. How are you?"</i> The learner should reply <i>"I'm feeling fine."</i> Do this with a number of learners.</p>


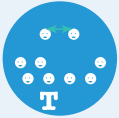
UNIT 1 – GREETINGS

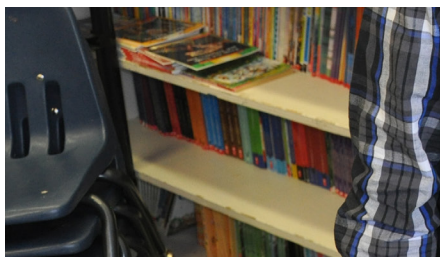
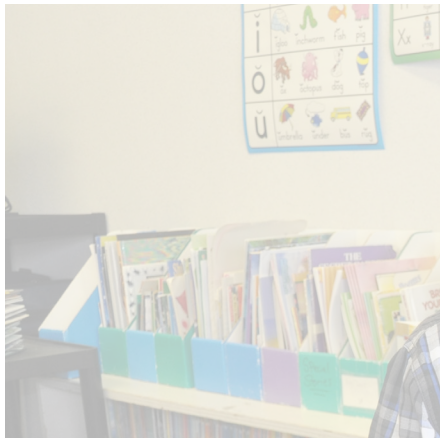
Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Don't forget to use the emotion cards provided.	 	<p>Then, point to yourself and say <i>"I'm feeling sad."</i> Use a gesture to indicate that you're feeling bad, such as a "thumbs-down".</p> <p>(NOTE: This is not authentic, but it is necessary so that learners, in the future, can indicate their true feeling).</p> <p>Repeat several times.</p>
		<p>Then select a learner at random and say <i>"I'm feeling sad. How are you?"</i> The learner should reply <i>"I'm feeling sad."</i> Do this with a number of learners.</p> <p>Once the learners have acquired these sentences, they will be able to reply authentically to the question <i>"How are you?"</i></p> <p>It may take two or three periods for learners to be able to use the sentences spontaneously. Then you may proceed to the next step.</p>
<p>Today is ____.</p> <p>It is ____.</p>	  	<p>After the greetings and the ritual <i>"How are you?"</i> question to a number of learners, point to the calendar and say <i>"Today is ____ (day of the week)."</i></p>
	 	<p>Repeat several times, and have the learners repeat after you.</p>

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
	 	<p>Then point to the illustration (or point out of the window) and say “It is ____ (sunny, cloudy).”</p> <p>Repeat several times, and have the learners repeat after you.</p>
	 	<p>Now, combine the sentences and model for learners: <i>“Today is ____ . It is ____ .”</i></p> <p>Here, we are building skills that will lead to an authentic experience for learners – the sequence becomes authentic when they lead the routine in the future.</p> <p>Repeat this several times, using a natural language flow. Then have the learners repeat after you.</p>
	 	<p>Now, using the greeting that you use at the beginning of each class, face the learners and say <i>“Hello. My name is ____ . Today is ____ . It is ____ .”</i></p> <p>Repeat several times.</p> <p>This will become easier as it becomes routine to start the day this way each and every class.</p>
		<p>Select a learner at random and have him/her face the class. Model the sequence once more, and have him/her use the sequence.</p>

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>It is warm.</p> <p>It is hot.</p> <p>It is cool.</p> <p>It is cold.</p>	 	<p>Follow the same procedures that are outlined above, but add the authentic mention of the temperature.</p> <p>It may take a number of classes (and the cooperation of the weather) to have the learners acquire these.</p> <p>Try and have pictures to represent these temperatures.</p>



UNIT 1 – GREETINGS

SEQUENCE 3

Sentences to be acquired: In English	Sentences used in your language
I am ____ years old.	
How old are you?	
_____ is ____ old.	
I live in/on ____ (part of community/street).	
Where do you live?	
What about you ____ (name of learner)?	
I have a _____ and _____ (colours).	
What do you have?	
My house is _____ (colours).	



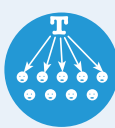
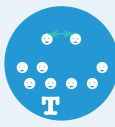
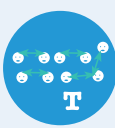
RESOURCES

- Number cards (playing cards, or cards made up by the teacher), with **ONLY** the number on it (no words, no illustrations). Make sure that you have number cards that represent the ages of the learners.
- If using number cards made by the teacher, make sure that different colours are used for each number.
- School bag and some school items that go in the bag (for example, pencil, ruler, pen, exercise book, text-book, lunch). These are for Game 4 (see below).
- Map of the community showing the street names if there are any. If no street names use names of areas of town that are what the community uses.

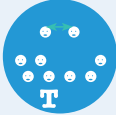

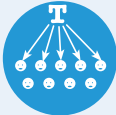


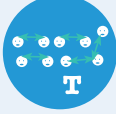
NOTE: Sequence 3, as presented here, is very long. Expect to spend quite a bit of time on it (two to three weeks).

It is assumed that from now on, the greetings and daily routine will be carried out at the beginning of each period, remember to do an activity once in a while that will refresh learner' energy.

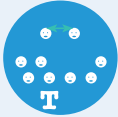
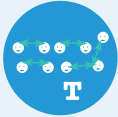
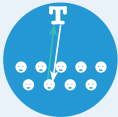
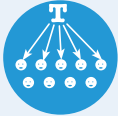
UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Daily routine Game		After the greetings and the routine, play a Game.
I am ____ years old.	  	Face the class and say: My name is _____. I am ____ years old. (It is important to give your real age, even if the learners are not sure what you mean. If you would rather not give your real age, make sure you remember the age you used!).
		Repeat two or three times. Then select a learner (whose age you know) and say: “____ (name of learner) is ____ years old.” Repeat two or three times, then select another learner (preferably one who is younger or older) and say: “____ (name of learner) is ____ years old.” Repeat two or three times.
How old are you?		Speaking with the same learners, one by one, say: “I am ____ years old. How old are you?” The learners should be able to answer “I am ____ years old.”
		Ask these two learners to model this short sequence in front of the class. Strategy 3 a and b (if the class is small; if not, do 3a followed by 3b)
	Strategy 6	Make sure that they use the full sentences.
	Strategy 7	If learners are making mistakes, make sure that you model the correct answer (using your own age) and have them use the correct answer with respect to their age.
		Then, have the whole class, in pairs, practise the sequence. They may move from learner to learner (especially if the class is small). This should not take much time – about 30 seconds should be sufficient.
	Strategies 6 and 7	If learners are making mistakes, make sure that you model the correct answer (using your own age) and have them use the correct answer (using a full sentence) with respect to their age.
		Once this combination of strategy 1 and 2 is over, teacher selects a learner at random and indicates another learner while saying “____ is ____ years old.” This is in preparation for Strategy 8 later on.
		Repeat this, indicating a different learner each time.







UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
How old are you?		Then ask: “How old is ____ (use the name of one of the learners)? The learner should answer “____ is ____ years old.”
		Then ask two learners to model this sequence in front of the class. Once this is done, have the whole class, in pairs, practise the sequence.
I live in/on ____ (part of community/street).		After the greetings and the routine, teacher says: “My name is ____ . I live in/on (part of community/street)” Use a map to show where that street or part of the community is. (If the learners seem to have difficulty in understanding this, you may use the name of the school and indicate where it is. Don’t have the learners repeat this.) Repeat the sentences a few times.
Where do you live?		Then select a learner at random and say: “My name is ____ . I live in/on (part of community/street). Where do you live?” The learner should respond “My name is ____ . I live in/on (part of community/street).” If the learner only provides the sentence I live in/on ____ (part of community/street), that is fine. Do this with a number of learners.
		Invite two learners to come to the front of the class. Model the sequence with each one,
	Strategies 6 and 7	Invite them to use the sentences with each other. Make sure that they say the sentences correctly. Invite another two learners to the front of the class and repeat the practice.
		Then, have the whole class, in pairs, practise the sequence. They may move from learner to learner (especially if the class is small). This should not take much time – about 30 seconds should be sufficient.
	Strategy 7	If learners are making mistakes, make sure that you model the correct answer (indicating where you live).
	Strategy 6	Have them use the correct answer (in full sentences) with respect to where they live.


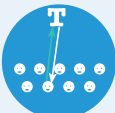
UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Where do you live?	Combination of Strategies 1 and 2, preparation for Strategy 8 later on   	Once this is over, select a learner at random and indicate another learner while saying “I live in/on ____ (part of community/street). ____ (name of other learner) lives in/on ____ (part of community/street).” Repeat this, indicating a different learner each time. Then ask: “Where does ____ (name of another learner) live? The learner should answer “____ lives in/on ____ (part of community/street.)”
		Then ask two learners to model this sequence in front of the class.
		Once this is done, have the whole class, in pairs, practise the sequence.
		Then, selecting learners at random, ask them where another learner lives.
What about you ____ (name of learner)?	Strategies 6 and 7	If one learner has difficulty in answering, select another learner, ask the same question (referring to the same learner who was mentioned in the question). Once the correct answer has been made, return to the learner who experienced difficulty, and ask the question again. After this, teacher invites the class to sit in a semi-circle (or a circle) and modelling putting it all together by providing the following model: “My name is _____. I am ____ years old. I live in/on ____ (part of community/street.” Model this several times, then select a learner at random and add “What about you ____ (name of learner)?” The selected learner should be able to provide the three required sentences and then ask the next learner (whose name is selected at random by the first learner) “What about you?” This is done to have learners practise part of their final presentation. It also helps to develop fluency and accuracy.
Game I Have a RED 1 (put the red in red),		After greetings and routine, play games to learn colours and refresh numbers. See appendix for game idea.

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
My house is ____ (colour).	  	Teacher brings a picture of his/her house to class. Facing the class, teacher says: “My name is _____. I live in/on _____ (part of community/street). My house is _____ (colour of the house). If the house has several colours, say: “My house is _____, _____ and _____.” pointing to the colours as you say them. Repeat this a number of times.
	 <p>Don't forget Strategies 6 and 7</p>	<p>Teacher then selects one learner at random and says: “My house is _____ (colour or colours of teacher's house). What colour is your house?”</p> <p>Learner should be able to say: “My house is _____ (colour or colours of learner's house).”</p>
	 <p>Don't forget Strategies 6 and 7</p>	Teacher selects another two or three learners at random and does the same thing with each of them.
	 <p>Don't forget Strategies 6 and 7</p>	Teacher invites two learners to carry out the exchange, then another pair.

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
My house is ____ (colour).		The class, in pairs, carries out the exchange. This should not last more than about 20 seconds.
		Then, selecting learners at random, teacher asks them what colour(s) the house of another learner is. “____’s (name of learner) is _____. What colour is ____ (name of another learner)?” If one learner has difficulty in answering, select another learner, ask the same question (referring to the same learner who was mentioned in the question). Once the correct answer has been made, return to the learner who experienced difficulty, and ask the question again. Remember to apply Strategies 6 and 7 at all times.
This is done to have learners practice part of their final presentation.	It helps to develop fluency and accuracy.	After this, teacher invites the class to sit in a semi-circle (or a circle) and puts it all together by providing the following model: “My name is _____. I am ____ years old. I live in/on ____ (part of community/street). My house is ____ (colour(s) of the house).” Model this several times, then select a learner at random and add “What about you ____ (name of learner)?” The selected learner should be able to provide the four required sentences and then ask the next learner (whose name is selected at random by the first learner) “What about you?”


UNIT 1 – GREETINGS

SEQUENCE 4

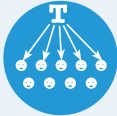
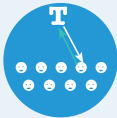
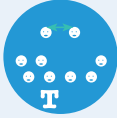
Sentences to be acquired: In English	Sentences used in your language
I have ___ older brothers.	
I have ___ younger brothers.	
I have ___ older sisters.	
I have ___ younger sisters.	
I am an only child.	
How do I say?	

RESOURCES



- Number cards, (if learners still have difficulty with numbers).
- Pictures of teacher's brothers and sisters.
- Learners' pictures of brothers and sisters (at the end of the sequence).

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Greeting Daily routine Game		<p>After greetings and the daily routine, if the class still has trouble with numbers, play a short round of Game.</p> <p>NOTE: In this sequence, the challenge is to remain authentic. The examples provided remain in the singular, but you need to modify according to your own reality and the learners' reality.</p> <p>Teacher brings pictures of his/her brothers and sisters.</p>

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>I have ___ older brothers.</p> <p>I have ___ younger brothers.</p> <p>I have ___ older sisters.</p> <p>I have ___ younger sisters.</p> <p>I am an only child.</p>		<p>The teacher faces the class and shows the pictures of his/her brothers and sisters. Teacher says: <i>"I have one older brother. I am ___ years old. He is ___ years old. His name is ___."</i> Repeat this several times.</p> <p>(What follows is to be repeated when you talk about sisters.)</p>
How do I say?		<p>Then select a learner at random and say: <i>"I have one older brother. He is ___ years old. His name is _____. What about you?"</i> The learner should be able to say the three sentences. If the learner does not have an older brother, then he/she must be encouraged to say <i>"I don't have an older brother."</i> Then carry out the same exchange with two or three other learners.</p> <p>Obviously, the learner will ask you <i>"How do you say I don't have an older brother?"</i> You reply by saying <i>"You don't have an older brother."</i> The learner should then provide his answer, modifying it to <i>"I don't have an older brother."</i> Remember to stay in the language when you answer!</p>
		<p>Select two learners at random, and invite them to carry out the exchange. This can be in front of the class, or they may stay in their places. Repeat with a few other pairs.</p> <p>Then ask two learners to model this sequence in front of the class.</p>

UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
		<p>Once this is done, have the whole class, in pairs, practise the sequence.</p>
		<p>Then, selecting learners at random, ask them, one by one, how many older brother another learner has: “____ (name of a learner) has ____ older brothers. ____ (name of first learner), how many older brothers does ____ have?” Remember to apply Strategies 6 and 7 at all times.</p> <p>If one learner has difficulty in answering, select another learner, ask the same question (referring to the same learner who was mentioned in the question). Once the correct answer has been made, return to the learner who experienced difficulty, and ask the question again.</p> <p>After this, teacher invites the class to sit in a semi-circle (or a circle) and puts it all together by providing the following model: “My name is _____. I am ____ years old. I live in/on ____ (part of community/ street. My house is _____. I have ____ older brothers.” Model this several times, then select a learner at random and add “What about you ____ (name of learner)?” The selected learner should be able to provide the five required sentences and then ask the next learner (whose name is selected at random by the first learner) “What about you?”</p> <p>This is done to have learners practise part of their final presentation. It also helps to develop fluency and accuracy (remember Strategies 6 and 7!)</p> <p>Once the learners have acquired the ability to talk about older and younger brothers as well as <i>older</i> and <i>younger sisters</i>, ask them to bring pictures of these persons. The pictures could be placed on a wall (at eye-height). As part of the daily routine, one or two learners should be asked to talk about their brothers and sisters, using the sentences that they have acquired.</p>

UNIT 1 – GREETINGS

SEQUENCE 5

Sentences to be acquired: In English	Sentences used in your language
I like ____ (<i>favourite activity</i>).	
I don't like _____.	

RESOURCES



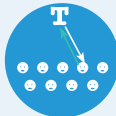
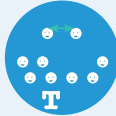
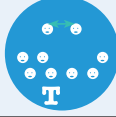
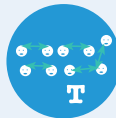
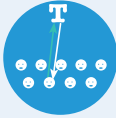
Illustrations of various activities (no words on the illustrations).
Only the illustrations that refer to activities that learners enjoy will go on the wall.

NOTE: In this sequence, the challenge is to remain authentic. Only the favourite activities (one for each learner) are used in the class.

If it is difficult to explain the activity using gestures, then an illustration (without words) may be used.



UNIT 1 – GREETINGS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Greetings Daily routine. I like ____.	 	After greetings and the daily routine, the teacher faces the class and shows an illustration (or uses a gesture) as he/she says: <i>"My name is ____ . I like ____ (name of activity)." Repeat this several times.</i>
		Then select a learner at random and say: <i>"I like ____ . What about you?"</i>
I like ____ (favourite activity).		<p>The learner should be able to say <i>"I like ____."</i> If the learner does not know the name of the activity, the learner should say <i>"How do you say ____?"</i></p> <p>Obviously, the learner may not know how to name the favourite activity and may ask you <i>"How do you say ____?"</i> You reply by saying <i>"You like ____"</i>, modifying it to <i>"I like ____."</i></p> <p>Then carry out the same exchange with two or three other learners. If you have an illustration of the activities, mentioned, keep them in a separate pile to go on the wall later.</p>
		Select two learners at random, and invite them to carry out the exchange. This can be in front of the class, or they may stay in their places. Repeat with a few other pairs.
		Then ask two learners to model this sequence in front of the class.
		Once this is done, have the whole class, in pairs, practise the sequence. This should not last more than 15 seconds, although you may ask them to exchange with a number of other learners. However, do not let the exercise take more than 30 seconds.
I like ____ (favourite activity).	 <p>Remember to apply Strategies 6 and 7 at all times.</p>	Then, selecting learners at random, ask them, one by one, what the favourite activity of another learner is: <i>"____ (name of a learner) likes ____ . ____ (name of first learner), what's ____'s favourite activity?"</i> If one learner has difficulty in answering, select another learner, ask the same question (referring to the same learner who was mentioned in the question). Once the correct answer has been made, return to the learner who experienced difficulty, and ask the question again.

UNIT 1 – GREETINGS

PRACTICING FOR FINAL PRESENTATION.

1. Invite the class to sit in a semi-circle (or a circle) and model: *"My name is _____. I am _____ years old. I live in/on _____ (part of community/street. My house is _____. I have _____ older brothers. I like _____"*.
2. Model this several times, then select a learner at random and add *"What about you _____ (name of learner)?"*
3. The selected learner should be able to provide the six required sentences and then ask the next learner (whose name is selected at random by the first learner) *"What about you?"*
4. Now, the time has come to rehearse the oral presentation that the learners will carry out, either in class or for an assembly in front of the whole school.
5. If possible, invite a guest from the community to help practice. Spend time with that speaker ahead of time sharing what the students know so that the experience is a positive one.
6. After the greetings, each learner introduces himself or herself using all the sentences that have been acquired. Encourage the guest, once the learners have finished, to provide a similar introduction of himself/herself. OR, if possible, ask one of your students to ask the guest each of the questions they know to engage in a dialogue with the guest.
7. If no guest is available, have the learners visit another class and introduce themselves.
8. Finally, the final presentation could be during a school assembly. Alternatively, invite parents and other relatives to the class (if necessary, during an evening) and have learners introduce themselves. If there are speakers of the language in the audience, encourage them to introduce themselves using the same sentences that the learners have used.
9. Later, in class, you can use the information collected about the guests to ask learners questions about what they heard. For example: *"How many brothers does _____ have?"*, *"What is _____'s favourite activity?"*

UNIT 2 – BIOGRAPHICAL INFORMATION

FINAL PROJECT

For Emergent learners continue orally and find a separate audience for students to practice by end of Unit 2.

For Beginner learners have students make a Biographical Booklet – when introducing reading and writing see Beginner components in the curriculum.

DURATION

5 – 6 weeks (150 min/week)

INTRODUCTION

At the end of Unit 1, learners made oral biographical presentations. In Unit 2, we continue with more biographical information and begin to talk about favourite activities. For Beginner learners we also introduce reading and writing, focussing on the sentences that learners have already acquired in Unit 1. Learners will prepare a booklet that contains the same information that they used orally in Unit 1.

It is essential that learners learn to read and write **ONLY** the sentences that they have acquired orally. No new information may be added to the booklet unless it has been acquired orally first. With older learners, it may be possible to add sentences from Unit 2 in their booklets, but make sure you limit the information that they wish to include. Explain to them that they are at the beginning of the program, so things have to be kept simple.

The introduction of reading and writing has to be done carefully. As in Unit 1, you may have to approach the family theme delicately. Learners must feel comfortable about the persons they are living with, and the appropriate sentences acquired. **The essential thing is that they talk about their authentic situation, if they are comfortable with it.** If they are uncomfortable with it, then have them talk about another family, even your family.

STRUCTURE

Unit 2 is structured like Unit 1, with the exception that reading and writing are introduced throughout the sequences. The method for introducing reading and writing is only described once and titled **READING and WRITING SEQUENCE**. It is up to you when you want to use it throughout the rest of the sequences.

However, the reading and writing sequence should be repeated throughout the unit. Each time it is applied, a new known sentence (or two known sentences) are read and then written.

Learners need to carry on acquiring sentences orally, and the introduction of reading and writing, is interspersed with the other sequences. Older learners may wish to incorporate the new sentences in their booklet, and this is fine, as long as they have acquired the sentences orally first, and practiced reading and writing them with you. As always, the teacher provides a model.

The five principles apply here also.

You need to remember, just like with oral work, that the teacher provides the model.

It may take some time for reading and writing skills to develop, as learners will also have to acquire the ability to recognize and use the alphabet.

UNIT 2 – BIOGRAPHICAL INFORMATION

SENTENCES THAT LEARNERS NEED TO ACQUIRE FOR THEIR FINAL PROJECT (ITALICS ARE NEW SENTENCES)

Good day, my name is...

I am ___ years old.

I live in/on ___ (part of community/street).

My house is ___ (colour).

I have ___ older brothers.

I have ___ younger brothers.

I have ___ older sisters.

I have ___ younger sisters.

I am an only child.

I like ___ (favourite activity).

What's your father's name?

What's your mother's name?

My father's name is _____. He likes _____ (favourite activity).

My mother's name is _____. She likes _____ (favourite activity).

What about your older/younger brother?

What about your father/mother?

My older/younger brother's name is _____. He is ___ years old. He likes ____ (favourite activity).

What about your older/younger sister?

My older/younger sister's name is _____. She is ___ years old. She likes _____ (favourite activity).

He/she is ____ (tall, taller than I, shorter than I).

QUESTIONS AND ANSWERS THAT LEARNERS WILL NEED TO USE AND RE-USE TO PARTICIPATE IN INTERACTIVE CLASSROOM ACTIVITIES

Nice to see you.

I will shake your hand.

Who was working with you?

I was working with ____.

What's your name?

What's his/her name?

How old are you?

How old is he/she?

What colour is his/her house?

His/her house is ____.

How many older/younger brothers do you have?

How many older/younger sisters do you have?

How many older/younger brothers does he/she have?

How many older/younger sisters does he/she have?

Who is your friend?

My friend is ____ (name).

What's your favourite activity?

What's his/her favourite activity?

What's your brother/sister's name?

What's his/her father's name? His/her father's name is ____.

What's his/her father's favourite activity? His/her father's favourite activity is ____.

What's his/her mother's name? His/her mother's name is ____.

What's his/her mother's favourite activity? His/her mother's favourite activity is ____.

UNIT 2 – BIOGRAPHICAL INFORMATION

SENTENCES FOR CLASSROOM MANAGEMENT

Listen carefully.

Sit down.

Stand up.

Come and sit near me.

Very good.

May I go to the bathroom?

May I have a drink of water?

May I have a pencil (pen, crayon, sheet of paper)?

May I go to my locker?

SENTENCES FOR SELF-REGULATION

I am hungry.

I am tired.

I am fidgety.

I need some exercise.

REMEMBER

- Always use the SAME sentence as variations only confuse learners.
- Always use FULL sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak the AL. If you use English, learners' brains will "disconnect" and become lazy.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell. After a few periods (perhaps two or three), learners should be encouraged to respond with the same expressions.
- During this Unit, you may post sentences on the wall, but only if the learners are at ease with the sentences. As with oral teachers models and sentence first (see sequence 2).

CONTENT OF BIOGRAPHICAL BOOKLET

(It is recommended that there be one page per sentence. Learners may then illustrate each page as they wish).

My name is ____.

I am ____ years old.

I live in/on ____ (community or part of community/street)

My house is ____ (colour).

I have ____ brothers.

I have ____ sisters.

(Or: I am an only child.)

I like ____ (favourite activity).

UNIT 2 – BIOGRAPHICAL INFORMATION




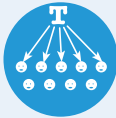

RESOURCES

- School bag and some school items that go in the bag (for example, pencil, ruler, pen, exercise book, textbook, lunch). Make sure that you include (over a few days) all the items learners will need to create their booklets.
- Sheets of paper for the booklet.
- Colouring pencils, markers or paints.
- Stapler
- Alphabet chart in your language.
- Cards, one letter on each card.
- Family cards (large and deck of 52)
- Pictures of your family to model – and then ask students, if possible, to bring in pictures of their family.
- Older learners may prefer to use a computer to prepare their booklet, using various software. Ideally, the booklet will be ‘published’ at the end of the unit so that it can be shared with others.

(YOU MAY ELECT TO ADD INFORMATION ABOUT FAMILY [FROM UNIT 2], BUT ONLY DO SO AFTER LEARNERS HAVE ACQUIRED THE SENTENCES ORALLY)



UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle / Strategy	Detailed instructions / Ideas
Nice to see you.		As described in Unit 1.
ROUTINE		Start with your routine every day. It should only last a few minutes. A different learner should lead the routine every time
Leader asks questions they have practiced to classmates.	 	The routine should always include the date and a comment about the weather and how the learner is feeling. Leaders should now spend a bit of time asking questions to other learners in the class. These questions are ones that they have learned thus far (<i>How many brothers do ____ (name of a learner) have?</i>). Ensure that learners use complete sentences at all times. If a learner makes a mistake, correct it in the appropriate way.
Teacher model sentence in booklet		Show the students your biographical booklet so that they know what their next project is. You may even read the page that is part of what they will be doing that day. For example, if this is the day you are getting them to write, <i>My name is ____</i> . Show them that page and read it to them. Follow reading and writing sequence for which ever sentence you are having them enter in their booklet.
Game		After the greetings and the routine, play a game. Begin next sequence in unit.

RESOURCES




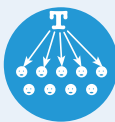
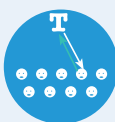
- Continue to use your illustrations that show the weather (you may want to add the words now) so they can begin to read.
- Continue to use pictures that illustrate emotions – again, you may want to add the words (sad, angry, happy etc.) to go with the illustrations as they get used to reading these words.
- Make sentence strips of ‘I am feeling happy’ or I am feeling sad’ so the students can select the correct sentence strip to read in their routine.
- Continue to use the calendar
- Roster of each child’s name - so that learners are aware of when their turn comes and they can be selected to be leader of the routine for the day.
- Pictures of family members (optional).

UNIT 2 – BIOGRAPHICAL INFORMATION

RESOURCES

- Learners will need sheets of paper, or an exercise book. They will be starting to read and write sentences.
- Alphabet chart in your language.
- Cards - one letter on each card.
- Sticky name tags if possible – or reusable ones (like you would have at a conference) OR – just stiff paper cut out to size of a name tag.

SEQUENCE 1

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Welcome and ROUTINE and a game to begin each class		As described in Unit 1 and updated as more vocabulary is practiced.
My name is ____.	  	Face the class and say: “My name is ____.” several times. Then write the sentence on the board, and underline your name. Point to your name and sound out each letter of your name. Then read the whole sentence again. Repeat the sounding out of your name several times, pointing to the relevant letter on the chart each time (or to your name on the board).
Choose two or three students		Choose two or three learners whose names begin with the same letter as yours and have them come to the board. Dictate the first sound and have them write it on the board (they may need to refer to the chart). Ask one of the learners to say his name, then to sound out the first letter of his name.
		T then sounds out the second letter of the name and points to it on the chart. Have the learner repeat the sound and then write the second letter next to the first letter of his name on the board. Carry out this exercise with all the learners at the board with each of the letters of each of the learner’s name.
Class		<p>Meanwhile, the other learners in the class write down the sounds that they hear in their own name, until each learner has his or her name written in the language. Some of the necessary sounds may not have been said during this time, so repeat the exercise with another learner, until all learners have written their name.</p> <p>Read your sentence on the board. Ask a number of learners, one by one, what they would write. The learners should be able to say the whole sentence, making the necessary change for the name.</p>

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Teacher response		As each learner provides the sentence, say: <i>"Yes, your name is ____"</i> .
Making name-tags with full sentence.		Ask the learners to write the complete sentence down on a nametag, which can later be stuck on the learner's desk or elsewhere. With younger learners, you may need to point out the need for capital letters and punctuation at the end of the sentence.
Reading each other's name-tags		Ask the learners to hold their nametags in front of them. Form two lines, learners facing each other. They have to read the nametag of the learner facing them, but they do so silently. The learner at the end of each line then crosses over to the other line, and everyone moves down one space, so that by the end, all the learners have read all the nametags.
		Collect all the nametags and shuffle them. Have a learner distribute them, one to each learner. Each person reads the nametag that he/she has received and gives it to the learner to whom it belongs, saying <i>"Your name is ____."</i>
		Then have the learners write a good copy of their sentence in their exercise books. This will be the first sentence of their booklet. This is the first draft of the sentence. Later, learners will be asked to write a second draft. Remember to show them your biographical booklet so that they know what they are working towards.

NOTE: The above is a suggestion only, and you may vary it, depending on the age of the learners. For example, you may prefer to have older learners (Grades 6 – 12) write two or three sentences at the same time. For younger learners (Grades 1 – 5), it is best to present only one sentence at a time. This is especially true in Kindergarten and Grade 1, where learners are learning to write in English in their regular class. For learners in Immersion, it may be possible to do a sequence of sentences (two or three), but one by one (as opposed to a full series at once, as for older learners).

UNIT 2 – BIOGRAPHICAL INFORMATION

SEQUENCE 2

Sentences to be acquired: In English	Sentences used in your language
What about your older/younger brother/sister?	
My older/younger brother's name is ____.	
My older/younger sister's name is ____.	
He/she is ____ years old.	
He/she likes ____ (<i>favourite activity</i>).	
He/she is ____ (<i>tall, taller than I am, shorter than I am</i>).	



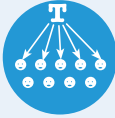
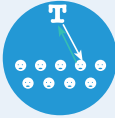
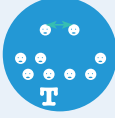
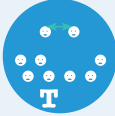
RESOURCES

- Activity pictures (hockey, music, walking, skidoing, hunting)
- Pictures of people lined up to show different heights for introducing vocabulary of taller and shorter

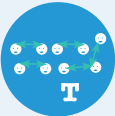
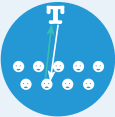
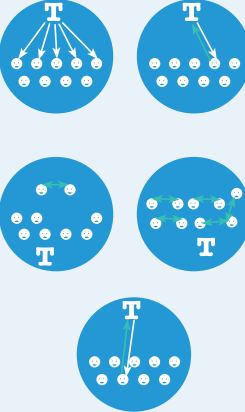

NOTE: In Unit 1, learners acquired sentences needed to introduce themselves and to provide basic information. In Unit 2, we expand on this and include family members, as learners may wish to include some information about them in their booklet. Initially, the new sentences are only acquired orally. You may wish to modify the sentences below, but if you do so, make sure that you use the same ones all through the unit.

In order to keep things simpler, the “main” sentence has been provided in the first column.. For example, the first sentence provided “My older/younger brother’s name is ____” should be introduced in two steps (first the “older brother”, then the “younger brother”), but follow the strategies for each sentence. Remember the “authenticity” principle. If the teacher doesn’t have an older brother, for example, then don’t use that sentence when talking about yourself.

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
<p>Teacher model</p> <p>My older/younger brother's name is ____.</p> <p>He is ____ years old.</p> <p>He likes ____ (favourite activity).</p>	    <p>(Strategies 6 and 7)</p>	<p>Learners have already acquired the sentences that are about to be used when talking about themselves, so this should be fairly easy. Nonetheless, the strategies must be used.</p> <p>Face the class and say: <i>My name is ____.</i> <i>My older (or younger) brother's name is ____.</i> <i>He is ____ years old.</i> He likes ____ (<i>favourite activity</i>). Repeat two or three times. (If possible, use pictures of your actual family members).</p>
<p>With one learner in front of class.</p>	<p>Strategy 3b</p> 	<p>Then select a learner (one who has an older brother) and repeat the sentences again, adding at the end "<i>What about your older brother?</i>" The learner should be able to use the same sentences and provide the correct information. Repeat with two or three other learners</p>
	<p>Strategy 3a and 3b</p>  <p>(Strategies 6 and 7)</p>	<p>Ask two or three pairs of learners to use the sentences.</p> <p>Then ask the learners to change partners and use the sentences again.</p>



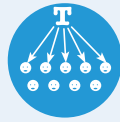
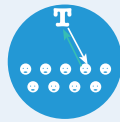
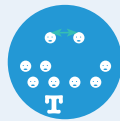
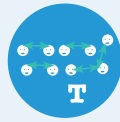
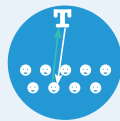
UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Pairs	 (Strategies 6 and 7)	<p>The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again.</p>
	 (Strategies 6 and 7)	<p>Choose a learner at random and ask: <i>"Who was working with you?"</i> The learner should answer <i>"I was working with ____."</i> Then ask <i>"What about ____ (name of partner)'s older brother?"</i> The learner should be able to answer saying <i>"____ (name of partner)'s older brother's name is ____ . He is ____ years old. He likes ____ (favourite activity)."</i></p> <p>Repeat with a number of learners.</p>
	Strategy 8	Over a number of periods, remember to ask learners questions about their friends. Do this at random and suddenly.
<p>My older/younger sister's name is ____.</p> <p>She is ____ years old.</p> <p>She likes ____ (favourite activity).</p>	 (Strategies 6 and 7)	Follow the same steps as above for the sentences that refer to sisters.
Game		<p>Play Game for a few minutes. A learner could be asked to lead this.</p> <p>Sing the song about members of family they love.</p>



NOTE: The same steps (strategies) should be followed for the introduction of the following sentences. Depending on the class, it may be possible to teach two sentences. You know best how to deal with your class. The important thing to remember is not to overload the learners at any one time.

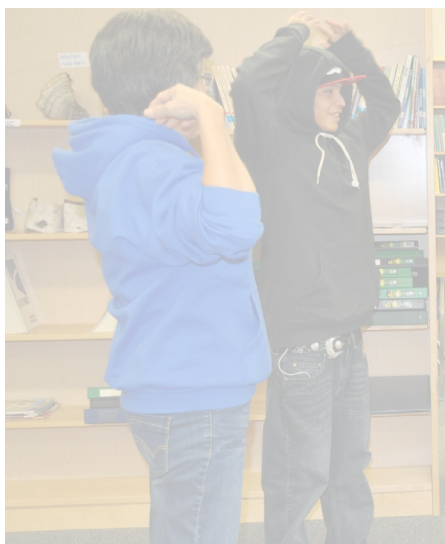
Remember – go back to Sequence 1 – Reading and Writing – as you will want to put the writing of these sentences for their booklet interspersed throughout these sequences. Remember that these new sentences do NOT need to be written down or read...only the ones they learned in Unit 1.

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
<p>My older brother is tall.</p> <p>My older brother is taller than I am.</p> <p>My older sister is tall.</p> <p>My older sister is taller than I am.</p> <p>My younger brother is short.</p> <p>My younger brother is shorter than I am.</p> <p>My younger sister is short.</p> <p>My younger sister is shorter than I am.</p>	    <p>(Strategies 6 and 7)</p>	<p>Face the class and say: <i>My older brother's name is _____. He is tall. My older brother is taller than I am (or He is taller than I am).</i> Repeat two or three times – use actions to show that he is taller. (Remember, only use sentences that are true...you might need to start off with, my younger sister is taller).</p> <p>Then select a learner (one who has an older brother) and repeat the sentences again, adding at the end <i>"What about your older brother?"</i> The learner should be able to use the same sentences and provide the correct information (if the older brother is shorter, then provide the correct sentence).</p>
	 <p>(Strategies 6 and 7)</p>	<p>Ask two or three pairs of learners to use the sentences.</p> <p>Then, ask two learners model the sentences in front of the class.</p>
	 <p>(Strategies 6 and 7)</p>	<p>The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again.</p>
	 <p>(Strategies 6 and 7)</p>	<p>Choose a learner at random and ask: <i>"Who was working with you?"</i> The learner should answer <i>"I was working with _____."</i> Then ask <i>"What about his/her older brother?"</i> The learner should be able to answer saying <i>"_____(name of partner)'s older brother's name is _____. He is tall. He is taller than _____ (name of partner)."</i></p>
Ask about friends.	Strategy 8	Over a number of periods, remember to ask learners questions about their friends. Do this at random and suddenly.

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Putting it all together	 	<p>Once the learners have acquired all these sentences, it should be possible to ask them to provide all the information orally. First, the teacher provides the model. Then the learners have their turn. It isn't necessary to have all learners do their presentations in one day. The exercise can be spread over several days (or incorporated into the routine).</p> <p>There are two ways that this may be done:</p> <p>a) The learners talk about themselves: <i>"My name is _____. I am _____ years old. I have _____ older/younger brothers and _____ older/younger sisters. My older brother is taller than I am. My younger sister is shorter than I am."</i> (Learners may talk about the preferred activity, that is fine). You may wish to incorporate this into the routine.</p> <p>b) The learners talk about another learner: <i>"My friend's name is _____. He is _____ years old. He has _____ older/younger brothers and _____ older/younger sisters. His older brother is taller than he is. His younger sister is shorter than he is."</i></p>



UNIT 2 – BIOGRAPHICAL INFORMATION

SEQUENCE 3

RESOURCES



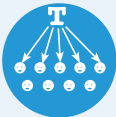
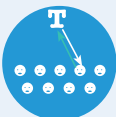



- Pictures of activities parents might like to do

Sentences to be acquired: In English	Sentences used in your language
What about your father/mother?	
What's your father's name?	
My father's name is ____.	
He likes ____ (favourite activity).	
What's your mother's name?	
My mother's name is ____.	
She likes ____ (favourite activity).	

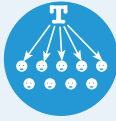
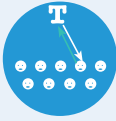






NOTE: Sensitivity must be exercised here. You may have to vary the sentences if a learner lives with a foster family or with other relatives.

Learners have already acquired the sentences that are about to be used when talking about themselves and their siblings, so this should be fairly easy. Nonetheless, the strategies must be used.

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
<p>What's your father's name?</p> <p>My father's name is ____.</p> <p>He likes ____ (favourite activity).</p>	    <p>(Strategies 6 and 7)</p>	<p>Face the class and say: <i>My name is ____.</i> <i>My father's name is ____.</i> <i>He likes ____</i> <i>(favourite activity).</i> Repeat two or three times.</p> <p>Then select a learner (one who has an older brother) and repeat the sentences again, adding at the end "<i>What about your father?</i>" The learner should be able to use the same sentences and provide the correct information. Repeat with two or three other learners.</p>
	<p>Strategy 3a and b</p>  <p>(Strategies 6 and 7)</p>	<p>Ask two or three pairs of learners to use the sentences.</p> <p>Then, ask two learners model the sentences in front of the class.</p>
	 <p>(Strategies 6 and 7)</p>	<p>The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again.</p>
	 <p>(Strategies 6 and 7)</p>	<p>Choose a learner at random and ask: "<i>Who was working with you?</i>" The learner should answer "<i>I was working with ____.</i>" Then ask "<i>What about ____ (name of partner)'s father?</i>" The learner should be able to answer saying "<i>____ (name of partner)'s father's name is ____.</i> <i>He likes ____ (favourite activity).</i>"</p> <p>Repeat with a number of learners.</p>
	<p>Strategy 8</p>	<p>Over a number of periods, remember to ask learners questions about their fathers. Do this at random and suddenly.</p>

UNIT 2 – BIOGRAPHICAL INFORMATION

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
<p>What's your mother's name?</p> <p>My mother's name is ____.</p> <p>She likes ____ (favourite activity).</p>	     <p>(Strategies 6 and 7)</p> <p>Strategy 8</p>	<p>Follow the same steps as above for the sentences that refer to the mother.</p> <p>Over a number of periods, remember to ask learners questions about their parents. Do this at random and suddenly.</p>
Game		<p>Play a game for a few minutes. A learner could be asked to lead this.</p>
Putting it all together.	 	<p>Once the learners have acquired all these sentences, it should be possible to ask them to provide all the information orally. First, the teacher provides the model. Then the learners have their turn. It isn't necessary to have all learners do their presentations in one day. The exercise can be spread over several days (or incorporated into the routine).</p> <p>There are two ways that this may be done:</p> <p>a) The learners talk about themselves: <i>"My name is _____. I am _____ years old. I have _____ older/younger brothers and _____ older/younger sisters. My older brother is taller than I am. My younger sister is shorter than I am. My father's name is _____. He likes _____ (favourite activity). My mother's name is _____. She likes _____ (favourite activity)."</i> You may wish to incorporate this into the routine.</p> <p>b) The learners talk about another learner: <i>"My friend's name is _____. He/she is _____ years old. He/she has _____ older/younger brothers and _____ older/younger sisters. His/Her older brother is taller than he/she is. His/Her younger sister is shorter than he/she is. His/Her father's name is _____. He likes _____ (favourite activity). His/Her mother's name is _____. She likes _____ (favourite activity)."</i></p>

UNIT 2 – BIOGRAPHICAL INFORMATION

SEQUENCE 4 – THE FINAL PROJECT

RESOURCES

- paper for booklets, crayons, pens/pencils, stapler.
- (Learners may wish to bring photographs of themselves or their family members to include in the booklet.)

Depending on the length of classroom period, this sequence may take a few days. There must be oral work carried out during each class before working on the booklet. *tivity Principle / Strategy Detailed instructions / Ideas*

CREATING THE BOOKLET

By this time, all the sentences needed for the booklet have been written in the exercise book. The teacher should provide his/her own example of a finished booklet, including illustrations (if desired) – best to model this all the way through.

Teacher projects his/her booklet on a screen or on the wall (or in their hands in a circle on the floor) and reads each page at a natural speed.

Once this has been completed, read the booklet again, but have the learners read aloud with you – again, at a natural speed. This should be fairly easy, as the learners know the sentences orally.

Choose a learner randomly and have him/her read the first page of the teacher's booklet. The learner then chooses another learner randomly, and the second learner reads the second page of the teacher's booklet. Continue in this manner until the whole booklet has been read. As with oral work, you need to CORRECT pronunciation and make sure that the learner reads in complete sentences.

If it is possible, have a printed version of the booklet on a desk or table, so that learners may consult it as they continue to write their own booklet.

Learners should then be asked to prepare a draft of their booklet. This can be in an exercise book, or on sheets of paper.

Learners need to decide in what order they wish to have the sentences, whether it will be one sentence to a page, whether they wish to illustrate (either drawings or adding photographs).

Have the learners write one or two sentences on a page (with older learners, you may have them write more, or all the sentences they will use).

Once they have written the second draft (either of sentences or of the whole booklet), have the learners share their booklet with others. The other learners should be able to point out errors that need to be corrected.

For the final version, learners write out the sentences on the pages as they wish. They may add illustrations or otherwise decorate each page.

Once the booklets are complete, have the learners read their own booklet aloud to the class (or in groups).

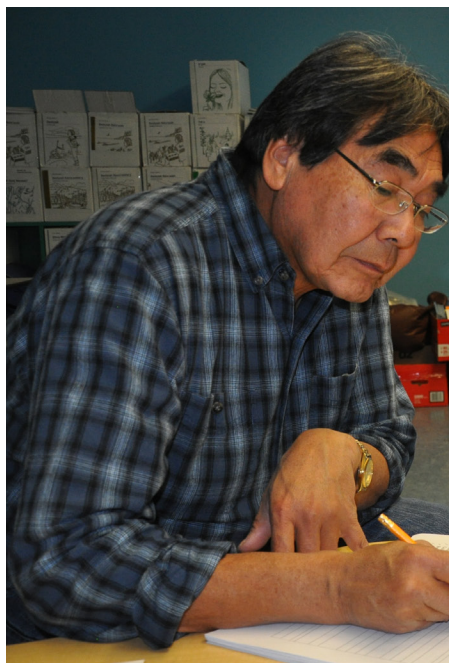
UNIT 2 – BIOGRAPHICAL INFORMATION

PROJECT PRESENTATION – FIND AN AUTHENTIC AUDIENCE

Once students are comfortable reading their booklets to their classmates, have the class visit other classes and have them read their booklets to other learners in the school.

The booklets could then be displayed on a shelf, or in the hallways. Invite members of the community (parents, families, etc.) to visit the class and look at the books. Have some learners read some of their booklets to the parents (overhead projection).

The booklets could be donated to the library or the band office.



UNIT 3 – MEETING GUESTS

FINAL PROJECT

Meeting and speaking with language speakers who are Elders, parents or community members at a function or within your classroom.

DURATION

4 – 6 weeks (150 min/week)

INTRODUCTION

This unit provides learners with the opportunity to participate in a community function (whether at school or elsewhere) by greeting guests and making them feel welcome. In effect, it puts the learners in an authentic situation where they may use the language that they have acquired in Units 1 and 2, while adding some language that can be useful for the occasion.

While it is hoped that this unit can be used immediately after Unit 2 (before Christmas), it is possible to use it at any time to prepare learners to participate in a function.

It is also recommended that learners be involved in the preparation of the function, to the extent that this is possible.

Teachers will need to adapt the unit to the age of their learners. For example, younger learners may be expected only to greet guests and introduce themselves, while older learners may be able to carry out a slightly longer conversation. In addition to the language necessary, there may be cultural behaviours that will need to be acquired by the learners.

Continue to apply the eight strategies when teaching new sentences.

To ensure that learners are well prepared, they will be asked to do role-plays in the classroom. Basically, the unit is a rehearsal for the function in which learners will participate.

When the time comes for the function, the first part (welcoming and greeting the guests) should take place in the AL; teachers may wish to assign specific roles to different learners (for younger learners, especially) where language use may be limited to one or two sentences. The second part of the meeting may take place in English, especially if the guests have been invited to tell a story or to talk about a specific cultural aspect.

RESOURCES

- Song of welcome.
- Adult-sized chairs (if the function is being held in the classroom).
- Food cards (large and small deck).
- Food for the function
- Plastic food with which learners may practise.



Big Ideas from Teachers

I contacted my community language coordinator and all the guests I invited before they came to visit my class. I wanted them to be aware of my students language limits and areas of interest. I shared with them all the sentences my students have learned. That way I hoped they would speak with my students within the range of language they could understand. I wanted my students to experience success rather than alienation.

Dehcho Pilot Teacher

UNIT 3 – MEETING GUESTS

SENTENCES THAT LEARNERS NEED TO ACQUIRE FOR THE FINAL PROJECT (ITALICS ARE NEW SENTENCES; BOLD ITALICS INDICATE SUITABLE FOR AN OLDER LEARNER [GRADE 6 AND ABOVE])

Nice to see you. My name is...

I would like to shake your hand.

Come in.

Sit down.

Would you like a cup of tea (coffee, juice)?

Here is your tea (coffee, juice).

It's hot.

Do you take milk and sugar in your tea (coffee)?

Would you like something to eat?

Would you like some bannock (cookies, muffin, vegetables, fruit)?

A guest would say, *I like ____*. (fill in blank with their choice) but students should know this sentence from Unit 2 (I like hockey)

Here is your food (or bannock, cookie etc.). I hope you enjoy it.

"Who was working with you?"

"I was working with ____."

"What does ____ want to drink?"

"____ wants ____."

SENTENCES FROM PREVIOUS UNITS THAT LEARNERS MAY WISH TO USE. BOLD CHARACTERS ARE SENTENCES THAT ARE SUITABLE FOR OLDER LEARNERS (GRADE 6 AND ABOVE).

I am ____ years old.

I live in/on ____ (part of community/street).

I like ____ (favourite activity)

My father's name is _____. He likes _____ (favourite activity).

My mother's name is _____. She likes _____ (favourite activity).

UNIT 3 – MEETING GUESTS

SENTENCES FOR CLASSROOM MANAGEMENT

Listen carefully.

Sit down.

Stand up.

Come and sit near me.

We are going to do a role play.

Let's play a game.

We're going to sing a song.

Excellent! Well done! Good job!

REMEMBER

- Always use the SAME Sentence as variations only confuse learners.
- Always use FULL Sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak the AL. If you use English, learners' brains will "disconnect" and become lazy.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell.



UNIT 3 – MEETING GUESTS

STRUCTURE

Unit 3 is structured like the previous two units when it comes to introducing new sentences to be acquired. The eight strategies should be applied with the new sentences. There is an emphasis on role-play in this unit, as learners must not only practise their sentences but also the part they will have to play at the function. **Teachers may need to modify the sentences or to add one or two others in order to suit the particular circumstances, but new sentences must not be too complicated.**

CLASSROOM PERIOD

Ideally, in each period, learners will acquire one or two new sentences and then will practise them in a role-play situation. The role-play situation becomes longer each time, as all sentences are used and reused. The daily routine must continue to be led by a learner.

Each period should be planned in this way:





1. Welcome and daily routine.
2. Acquiring new language (oral sequence).
3. Role-play.
4. Song or game (ideally practicing some of the new vocabulary).
5. Farewell routine.



UNIT 3 – MEETING GUESTS

RESOURCES

- Roster of each child's name - so that learners are aware of when their turn comes and they can be selected to be leader of the routine for the day.
- Continue to use your illustrations that show the weather (you may want to add the words now) so they can begin to read.
- Continue to use pictures that illustrate emotions – again, you may want to add the words (sad, angry, happy etc.) to go with the illustrations as they get used to reading these words.
- Make sentence strips of 'I am feeling happy' or 'I am feeling sad' so the students can select the correct sentence strip to read in their routine.
- Continue to use the calendar
- Pictures of family members, and food cards.

Classroom Activity	Principle / Strategy	Detailed instructions / Ideas
Welcome		As described in Unit 1.
ROUTINE		Start with your routine every day. It should only last a few minutes. A different learner should lead the routine every time.
	 	The routine should always include the date and a comment about the weather and how the learner is feeling. Leaders should now spend a bit of time asking questions to other learners in the class. These questions are ones that they have learned thus far (<i>How many brothers do ___ (name of a learner) have?</i>). Ensure that learners use complete sentences at all times. If a learner makes a mistake, correct it in the appropriate way.
Game or Song		After the greetings and the routine, play a game or sing a song. Preferably the songs and games build on vocabulary needed for the unit. Ex. Go fish with pictures of different food items.
Lesson for new sentences.		Begin next sequence in unit.
Farewell routine		

UNIT 3 – MEETING GUESTS

ORAL LANGUAGE SEQUENCES

This unit focuses on the language that learners will need to speak with the invited guests for the final project. The introduction of new sentences follows the same strategies every time. The new sentences are indicated in the first column, and numbered. Sentences in bold characters should be acquired by older learners only at this time (unless teacher feels that younger learners in the class are able to do so). The sequence should be repeated for every new sentence that is to be acquired, and only one or two sentences should be introduced during a single period (depending on the length of the period). It is important, however, that the role-play activity be carried out at the end of each period (at least by some of the learners) to consolidate language acquisition.

The oral sequences are presented twice here: one sequence for older learners (Oral Sequence A) that includes all the sentences they should acquire, and one sequence for younger learners (Oral Sequence B) that excludes the sentences for older learners.

REMINDER: Sentences in bold characters are meant for older learners.

ORAL SEQUENCE

Sentences to be acquired: In English	Sentences used in your language
I would like to shake your hand.	
Come in.	
Sit down.	
Let's sing a song.	
Let's play a game.	
We're going to do a role play.	
Would you like a cup of tea (coffee, juice)?	
Here is your tea (coffee, juice).	
It is hot.	
Do you take milk and sugar in your tea (coffee)?	

UNIT 3 – MEETING GUESTS

Sentences to be acquired: In English	Sentences used in your language
Would you like something to eat?	
Would you like something to drink?	
I like or I want _____.	
Would you like some bannock (cookies, muffins, vegetables, fruit)?	
Here is your food (bannock, cookie, etc.)..	
I hope you enjoy it.	

Teacher models each new sentence and goes through the strategies for each sentence. It will take several periods for learners to acquire all the sentences.

REMINDER:

IT MAY TAKE MORE THAN ONE PERIOD FOR LEARNERS TO ACQUIRE A NEW SENTENCE.









UNIT 3 – MEETING GUESTS

ORAL SEQUENCE (BOLDED SENTENCES ARE FOR OLDER LEARNERS)

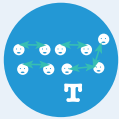

RESOURCES

- Plastic cups and “play” food to help with practicing sentences in Interactions 3 and 5.
- “Welcome” song or chant.
- Musical instruments (optional).

Older learners may wish to learn a song or chant to welcome the guests, and to use drums (other another instrument, if appropriate). If that is the case, the whole class should be involved in learning the song or chant, and one or two learners might play an instrument. Practise the song every second period, for example.

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
<p>Interactions</p> <p>1. <i>Nice to see you. My name is...</i></p> <p>I would like to shake your hand.</p>	     <p>(Strategies 6 and 7)</p>  <p>Strategy 3a and b (Strategies 6 and 7)</p>	<p>Stand at the open door of the classroom and pretend to greet someone. Say: “<i>Welcome. My name is ... I would like to shake your hand.</i>” (Mimic the gesture of shaking hands.) Repeat a number of times.</p> <p>Then select a learner and have him or her stand outside the classroom. Greet him or her, using the sentences above, and shake his or her hand. Switch roles, and have the learner greet you in the same manner. The person being greeted should simply reply “<i>Mahsi cho</i>” or just “<i>Mahsi</i>” or just “<i>he eh</i>”.</p> <p>Select a second learner, and go through the same routine with him or her. (If your class is small, you may do this with all the learners.)</p> <p>Select two learners to model the sequence in turn.</p>

UNIT 3 – MEETING GUESTS

<p>2. Please come in.</p> <p>Please sit down.</p> <p>3. Would you like a cup of tea (coffee, juice)?</p> <p>Here is your tea (coffee, juice).</p> <p>4. Do you take milk and sugar in your tea (coffee)?</p>	 <p>(Strategies 6 and 7)</p>	<p>The whole class should now work in pairs to use the sequence of these sentences. Add just one or two new sentences a day. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again. (If your class is small, have all learners practise with each other.)</p> <p><i>Strategy 5 cannot be used at this time. Once the first sentence has been acquired, then go back to Strategy 1 the second and third interactions.</i></p>
<p>5. Would you like something to eat?</p> <p>Would you like some bannock (cookies, muffins, vegetables, fruit)?</p> <p>6. Here is your food (or bannock, cookie, etc.). I hope you enjoy it.</p>		<p>For Interactions 3, 4 and 5, learners will need to know the words for tea, coffee, juice, milk, sugar and whatever food(s) you plan to serve at the function. They should thus be able to say “I like ____”. (learned in Unit 2)</p> <p>Once the sentences have been acquired, and if there is time, practise the song/chant.</p>
	 <p>(Strategies 6 and 7)</p>	<p>Once the third interaction has been acquired (and the ones following), Strategy 5 should be applied each time. The question the teacher asks varies with the interaction. The example given refers to interaction 3.</p> <p>Choose a learner at random and ask: “<i>Who was working with you?</i>” The learner should answer: “<i>I was working with ____.</i>” Then ask: “<i>What does ____ want to drink?</i>” The learner should reply: “<i>____ wants ____.</i>”</p>
Ask about the learners’ partners’ requests.	Strategy 8	Over a number of periods, remember to ask learners questions about the partners they have had when practising their interactions (<i>What does ____ want to drink?</i>). Do this at random and suddenly.
Putting it all together		Once Interaction 3 has been completed, introduce the role-play sequence (see below). Add to the role-play each time a new interaction has been acquired.

UNIT 3 – MEETING GUESTS

ROLE-PLAY SEQUENCE

OLDER LEARNERS




Learners need to practise their roles often so that they feel at ease when the day of the function comes. As they acquire sentences to use for the coming function, the role-play may take longer (the learners will be speaking more). They should practise all aspects of their roles.

There are two ways that this may be done:

- If the class is small, each learner has a turn at being the “greeter”, while the others are “guests”. In this scenario, it may only be possible for one or two learners to be the “greeter”, so others will have their turn on subsequent days.
- If the class is large, teacher may wish to separate the class into three or more groups. Each group can then carry out the role-play at the same time OR each group carries out the role-play in front of the rest of the class.

RESOURCES (NOT ESSENTIAL, BUT USEFUL)

- Song of welcome
- Plastic food with which learners may practise.
- Tea pot, cups/mugs.

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Putting it all together	  	Every time a new interaction is acquired, it should be incorporated into the role-play. Thus, the first time that the role play is carried out, after Interactions 1, 2 and 3 have been acquired, the scenario would look something like this:
Role-play		
Nice to see you. My name is...		Greeter: <i>Nice to see you. My name is _____. I would like to shake your hand. (Puts out his/her hand)</i>
I would like to shake your hand.		Guest: (Shakes the greeter’s hand) <i>Mahsi cho.</i>
Please come in.		Greeter: <i>Please come in. Please sit down.</i> (Gestures invitingly towards a seat).
Please sit down.		Guest: <i>Mahsi cho.</i> (Sits downs)
Would you like a cup of tea (coffee, juice)?		Greeter: <i>Would you like a cup of tea?</i> (coffee, juice, whatever is being offered.)
Here is your tea (coffee, juice).		Guest: <i>I’d like tea.</i> (The learner playing this role may simply say “I like tea”.)
Do you take milk and sugar in your tea (coffee)?		Greeter: <i>Here is your tea.</i> (coffee, juice, whatever is being offered)
Would you like something to eat?		After Interaction 4 has been acquired, modify as follows:
Here is your food. I hope you enjoy it.		Greeter: <i>Would you like a cup of tea?</i> (coffee, juice, whatever is being offered.)

UNIT 3 – MEETING GUESTS

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
		<p>Guest: <i>I'd like tea.</i> (The learner playing this role may simply say "<i>I like tea</i>".)</p> <p>Greeter: <i>Do you take milk and sugar in your tea?</i> (coffee, juice, whatever is being offered)</p> <p>Guest: <i>I take ____.</i> (The learner playing this role may simply say "<i>I like ____</i>")</p> <p>Greeter: (Brings a cup of tea to the guest) <i>Here is your tea.</i> (coffee, juice, whatever is being offered)</p> <p>Guest: <i>Mahsi cho.</i></p> <p>After Interaction 5 has been acquired, add:</p> <p>Greeter: <i>Would you like something to eat?</i></p> <p>Guest: <i>Yes, mahsi cho.</i></p> <p>Greeter: <i>Here is your food. I hope you enjoy it.</i></p> <p>Guest: <i>Mahsi cho.</i></p> <p>At this point, learners may say additional things, using sentences that they have acquired in the previous units, for example: <i>I live in ____</i> (name of community) OR <i>I live on ____</i> (name of street). <i>I like ____</i> (name of activity).</p> <p>If it has been decided that there is to be a "Welcome" song or chant, it should be practised by the whole class. Teacher may decide at what point the song or chant will be performed at the actual function.</p>

UNIT 3 – MEETING GUESTS

YOUNGER LEARNERS




Learners need to practise their roles often so that they feel at ease when the day of the function comes. It may take several periods for learners to feel at ease with the language they need to use as well as the actions they have to carry out. They should practise all aspects of their roles.

There are two ways that this may be done:

- If the class is small, each learner has a turn at being the “greeter”, while the others are “guests”. In this scenario, it may only be possible for one or two learners to be the “greeter”, so others will have their turn on subsequent days.
- If the class is large, teacher may wish to separate the class into three or more groups. Each group carries out the role-play in front of the rest of the class.

RESOURCES (NOT ESSENTIAL, BUT USEFUL)

- Song of welcome
- Cups/mugs.

Classroom Activity	Principle/Strategy	Detailed instructions/Ideas
Putting it all together	  	The scenario would look something like this:
Role-play		Greeter: <i>Welcome. My name is ____.</i> (Puts out his/her hand)
Welcome. My name is...		Guest: (Shakes the greeter’s hand) <i>Mahsi cho.</i>
Please come in.		Greeter: <i>Please come in. Please sit down.</i> (Gestures invitingly towards a seat).
Please sit down.		Guest: <i>Mahsi cho.</i> (Sits down)
Would you like a cup of tea (coffee, juice)?		Greeter: <i>Would you like a cup of tea?</i> (coffee, juice, whatever is being offered.)
Here is your tea (coffee, juice).		Guest: <i>I’d like tea.</i> (The learner playing this role may simply say “I like tea”.)
		Greeter: <i>Here is your tea.</i> (coffee, juice, whatever is being offered)
		At this point, learners may say additional things, using sentences that they have acquired in the previous units, for example: <i>I live in ____ (name of community)</i> OR <i>I live on ____ (name of street).</i> <i>I like ____ (name of activity).</i>
		If it has been decided that there is to be a “Welcome” song or chant, it should be practised by the whole class. Teacher may decide at what point the song or chant will be performed at the actual function.

UNIT 3 – MEETING GUESTS

SEQUENCE – THE FINAL PROJECT

RESOURCES

- Song of welcome.
- Adult-sized chairs (if the function is being held in the classroom).
- Food for the function (what classes have for snack time, lunch programs, what learners bring to school, etc.).
- Cups/mugs, sugar bowl, spoons, tea bags, teapot, milk, coffee, juice.

Before the function takes place, make sure that the guests are aware of the limited language abilities of the learners.

If the function is to take place in the classroom, and if there is only one outside guest, consider inviting the principal or another teacher to attend the function (this will allow more learners to practise their language).

On the day of the function, have learners help you set up the classroom for the guest (s).

Although all learners have practised all the interactions, you may wish to ask different learners to carry out different tasks.

Older learners: One to greet, one to usher the guest to his/her seat, one to offer tea or coffee, one to offer food.

Younger learners: One to greet, one to usher the guest to his/her seat, one to offer tea or coffee.

Once the guest has been seated (or guests, if there are more than one), then the “Welcome” chant could be performed. Learners could then be encouraged to talk about themselves, using the sentences that they have acquired in Units 1 and 2.

UNIT 4 – MY FAVOURITE ACTIVITIES

FINAL PROJECT

BOOKLET: *MY FAVOURITE ACTIVITIES*

DURATION

4 – 6 weeks (150 to 225 min/week)

INTRODUCTION

This unit provides learners with the opportunity to reuse language that they have already acquired and to add more sentences related to the topic of their favourite activity or activities. Learners have already learned to say *I like ____ (name of activity)* and now they will add a reason for liking the activity and talk briefly about the items or equipment they need when they carry out the activity or activities.

With younger learners, it is recommended to limit the number of activities to two that learners talk about.

With older learners, it may be possible to talk about three or more activities, but there needs to be a limit, otherwise there will be little time left to prepare the final project.

NOTE: It is important to only deal with activities that the learners are involved in. Obviously, as the teacher, you will talk about one or two of your activities also, but talking about activities in which learners are not involved does not engage the learner in talking about them.

This unit can be used immediately after Unit 2 or after Unit 3 (depending on when you have decided to use Unit 3).

The final project needs to be adapted to the age of the learners. For example, Kindergarten and Grade 1 learners, who are still learning to write in English, could be expected to simply illustrate what they are saying. For Grades 2 and 3, a short, simple sentence for each activity may be sufficient, while in Grades 4 and 5, you may wish to have learners also write a sentence about the items (equipment) they need to carry out the activity. With respect to Grades 6 and above, the learners may wish to expand what they say about their activities, for example, perhaps add details about other members of their family,

Continue to apply the eight strategies when teaching new sentences.

RESOURCES

- Pictures or illustrations of activities in which learners are involved. If feasible, learners could bring an example of their favourite activity (sport, game, knitting, etc.).
- Pictures or illustrations of the items (equipment, tools) needed for the various activities.
- Pictures of people well and sick and relaxing.
- Activity cards.
- For the weather routine, you may substitute a full a sentence for the wordless illustrations that you are using. For example, write “It is sunny.” on a card, then “It is cold.” on another, and so on. The learner who leads the routine must pick out the correct sentence strip for the day. (This will help improve reading.)
- Illustrated dictionary.



UNIT 4 – MY FAVOURITE ACTIVITIES

SENTENCES THAT LEARNERS NEED TO ACQUIRE FOR THE FINAL PROJECT

(ITALICS ARE NEW SENTENCES; BOLD INDICATES SUITABLE FOR AN OLDER LEARNER)

[GRADE 6 AND ABOVE]

I like ____ (name of activity) *because it's ____ (reason).*
I play ____ (name of activity) ____ days a week. OR I ____ (activity) ____ days a week.
I play ____ (name of activity) when ____ it's (type of weather). OR I ____ (activity) when ____ (weather).
When I play ____ (name of activity) OR When I ____ (activity), I use ____ (name of item).
When I play ____ (name of activity) OR When I ____ (activity), I'm ____ (emotion).
My favourite activity is ____ (name of activity).
My favourite activities are ____ and ____ (name of activities, if more than one).
____ (name of activity) is fun!
What about you?

SENTENCES FROM PREVIOUS UNITS THAT LEARNERS MAY WISH TO USE.

My father likes ____ (favourite activity).
When he plays ____ (favourite activity), he uses ____ (name of item).
My mother likes ____ (favourite activity).
When she plays ____ (favourite activity), she uses ____ (name of item).
My father/mother likes ____ (favourite activity) because it's ____ (reason).

SENTENCES FOR CLASSROOM MANAGEMENT

Listen carefully.
Please sit down.
Please stand up.
Please, come and sit near me.
Excellent! Well done! Good job!

REMEMBER –

- Always use the same sentence as variations only confuse learners.
- Always use full sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak in the Aboriginal language. If you use English, learners' brains will "disconnect" and become lazy.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell, although you may wish to add a new form of greeting at this time.

UNIT 4 – MY FAVORITE ACTIVITIES

STRUCTURE

Unit 4 is structured slightly differently from the other units when it comes to introducing new sentences to be acquired. A full sequence is provided for Sentence 1 (Oral), as learners may need several periods to become comfortable with it, and they will need to acquire a fairly complex sentence. For Sentences 2 to 7, a suggestion for introducing the sentence in class is provided, while the rest of the sequence (application of the strategies) is not indicated, given that it is always the same as in the first sequence. **Teachers may need to modify the sentences or to add one or two others in order to suit the particular circumstances, but new sentences must not be too complicated.**

There is an oral sequence, a writing sequence and suggestions for the final project at the end.

CLASSROOM PERIOD

Ideally, in each period, learners will acquire one or two new sentences and then will practise them with each other, as was done in Unit 1. The daily routine must continue to be led by a learner.

Each period should be planned in this way:

Here are possibilities:

THIRTY-MINUTE PERIODS

DAY 1

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(10 – 12 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine **(2 – 3 minutes)**

If the learners are of the right age to write, then Day 2 could look like this:

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Writing the sentences (draft). **(10 – 12 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine. **(2 – 3 minutes)**

Then Day 3 goes like Day 1, Day 4 like Day 2.

UNIT 4 – MY FAVOURITE ACTIVITIES

FORTY-MINUTE PERIODS

DAY 1

- a) Greetings as learners enter class. (2 minutes)
- b) Daily routine. (5 minutes maximum)
- c) Warm-up review of previous period. (3 – 4 minutes)
- d) Introduction of new sentence(s), using the 8 strategies. (10 – 15 minutes)
- e) Activity (game, song, etc., done orally). (2 – 4 minutes)
- f) Reading (one or two sentences). (7 minutes)
- g) Farewell routine (2 – 3 minutes)

DAY 2

- a) Greetings as learners enter class. (2 minutes)
- b) Daily routine. (5 minutes maximum)
- c) Warm-up review of previous period (oral). (3 – 4 minutes)
- d) Reading (one or two sentences from previous day). (10 minutes)
- e) Activity (game, song, etc., done orally). (2 – 4 minutes)
- f) Writing (one or two sentences). (10 - 12 minutes)
- g) Farewell routine. (2 – 3 minutes)

Then Day 3 goes like Day 1, Day 4 like Day 2.





EIGHTY-MINUTE PERIODS

- a) Greetings as learners enter class. (4 minutes)
- b) Daily routine. (5 - 7 minutes)
- c) Warm-up review of previous period. (4 – 6 minutes)
- d) Introduction of new sentence(s), using the 8 strategies. (10 – 15 minutes)
- e) Activity (game, song, etc., done orally). (2 – 4 minutes)
- f) Reading (one or two sentences). (2 minutes)
- g) Activity (physical). (2 minutes)
- h) Oral work with new sentences. (5 minutes)
- i) Writing (one or two sentences). (7 – 10 minutes)
- j) Activity (game, song, etc. done orally). (2 minutes)
- k) Oral work with old and new sentences. (15 minutes)
- l) Farewell routine. (3 – 4 minutes)



UNIT 4 – MY FAVOURITE ACTIVITIES

DAILY ROUTINE

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Welcome		As described in Unit 1.
ROUTINE		<p>Start with your routine every day.</p> <p>It should only last a few minutes.</p> <p>A different learner should lead the routine every time.</p>
	  	<p>The routine should always include the date and a comment about the weather and how the learner is feeling.</p> <p>Leaders should now spend a bit of time asking questions to other learners in the class. These questions are ones that they have learned thus far (<i>How many brothers do ____ (name of a learner) have?</i>). Ensure that learners use complete sentences at all times. If a learner makes a mistake, correct it in the appropriate way.</p> <p>As the unit progresses, the leader of the day may ask a question such as <i>What's your favourite activity?</i> and after the answer has been given, the leader could ask <i>Why do you like ____ (name of activity)?</i></p>
		Begin next sequence in unit.

RESOURCES

- Roster of each child's name - so that learners are aware of when their turn comes and they can be selected to be leader of the routine for the day.
- Continue to use your illustrations that show the weather OR use the sentence strips (not both) with older learners.
- Continue to use pictures that illustrate emotions - again, you may want to substitute sentence strips for these for older learners. On any day, use only one the sets of sentence strips (weather OR emotions).
- Any of the games.

UNIT 4 – MY FAVORITE ACTIVITIES

ORAL SEQUENCE

Sentences to be acquired: In English	Sentences used in your language
I like _____ (<i>name of activity</i>) because it's _____.	
I don't like _____.	
I play _____ (<i>name of activity</i>) _____ days a week. OR I _____ (<i>activity</i>) _____ days a week.	
I play _____ (<i>name of activity</i>) when _____ it's _____ (<i>weather</i>). OR I _____ (<i>activity</i>) when it's _____ (<i>weather</i>).	
When I play _____ (<i>name of activity</i>), I use _____ (<i>name of item</i>). OR When I _____ (<i>activity</i>), I use _____ (<i>name of item</i>).	
When I play _____ (<i>name of activity</i>), I'm _____ (<i>emotion</i>).	
My favourite activity is _____ (<i>name of activity</i>). OR My favourite activities are _____ and _____ (<i>name of activities</i>).	
_____ (<i>name of activity</i>) is fun!	
What about you?	

Teacher models each new sentence and goes through the strategies for each sentence. It will take several periods for learners to acquire all the sentences. The numbers in Column 1 refer to the order in which the sentences should be presented within one classroom period (e.g., Sentence 1 = first period).

REMINDER: It may take more than one period for learners to acquire a new sentence.

Specific suggestions for some of the actions to be carried out, depending on the sentences, will be found in italics.

UNIT 4 – MY FAVOURITE ACTIVITIES

ORAL SEQUENCE

The introduction of new sentences follows the same strategies every time. The first new sentence is indicated in the left hand column with the details but the others are just listed below. The sequence should be repeated for every new sentence that is to be acquired, and only one or two sentences should be introduced during a single period (depending on the length of the period and the age of the learners). It is important, however, that one or two learners carry out a presentation before the end of the class. If your classes are of a 30-minute duration, you may find that it is better to wait until the third or fourth period to start this, as playing a game is important.

RESOURCES:

- Pictures or illustrations of activities in which learners are involved.
- Pictures or illustrations of the items needed for the various activities (or the real items, if possible).

NOTES:

The sequence for sentence 1 may take several days to complete.

You will find a suggested introduction for each of the other sentences after Sequence 1.




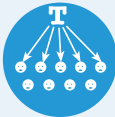
The first sequence may take several days to complete, as learners will need to acquire the sentences they need to give a reason for liking a specific activity. Younger learners may tend to use the same reason(s) as their classmates, and that is fine. Nonetheless, it is important that at least three or four different reasons in total are expressed.

As is always the case when a new sentence is introduced, the teacher provides a personal, authentic example. So, when you face the class, you need to provide a reason **other** than “*It’s fun*” (even if that is true for you also) because that is the last sentence that will be acquired at the end. However, when you begin asking learners why they like a specific activity, it is possible that some (if not all) of them will want to say *I like ____ (name of activity) because it’s fun*. This is not a problem, as it will eliminate the need to go through all the strategies when the time comes to acquire Sentence 7 (see below). But, learners must also learn to provide other reasons for liking an activity, so encourage them to find another reason.

When first asked why they like an activity, learners will also ask you “*How do you say ____?*” Always provide the answer in a full sentence, for example, “*You like ____ (name of activity) because it’s ____ (reason).*” The learner should then be able to provide his/her own answer and be able to say “*I like ____ (name of activity) because it’s ____ (reason).*”

As a teacher, and given that this sequence will take several periods, you may wish to provide different reasons for liking an activity. You may find it necessary to mime the “reason” so that learners will understand what you are saying. Suggestions for mimes are provided below, but of course you may have your own ways of miming. You may also prefer to provide wordless illustrations that explain the reason (see below). The important thing to remember is not to switch to English – as the teacher, you must use the language, in full sentences, at all times.

UNIT 4 – MY FAVOURITE ACTIVITIES

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>Introductory part of sequence repeats what they already know.</p> <p>1. I like ____ (name of activity) because it's ____ (reason).</p>	   	<p>Face the class and say: <i>My name is ____ . I like ____</i> (name of activity).</p> <p><i>I like ____</i> (name of activity) <i>because it's ____</i> (reason). Provide a reason such as <i>It's relaxing</i> or <i>It's good for me</i> or <i>It keeps me fit</i>. (The first two sentences of your introduction serve as a memory jog, as learners will make a link with Units 1 and 2). If you need to mime your reason, it is important, once the learners have understood, to begin all over again, so that the sentences you are saying flow into one another.</p> <p>Example of reasons and mimes:</p> <p><i>It's relaxing.</i> Say I'm relaxing (in the language) while you lean back in your chair, with your hands clasped behind your head. You may wish to put your feet up too. Stand up, then go through this again.</p> <p><i>It makes me strong.</i> Say It makes me strong while keeping your legs apart and flexing your arms (showing off your muscles).</p> <p><i>It keeps me fit/healthy.</i> Sit on a chair, pretend to shiver, sneeze, wipe your nose, groan, put a thermometer in your mouth. Use the thumbs-down to indicate that you are not well. Then, take the thermometer out of your mouth, stand up and give the thumbs-up. Alternatively, you may use a wordless illustration that has two components – a person who is obviously ill and one who is obviously well. There should be an X through the "ill" illustration.</p> <p>Students may say, I don't like ____.</p> <p>Add this to daily routine. For example, students may say, I like hockey. I don't like soccer but Joseph likes soccer.</p>
I don't like _____.		

UNIT 4 – MY FAVOURITE ACTIVITIES


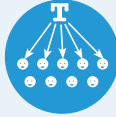
Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
		<p>Then, face the class and repeat the last sentence several times. Make sure to speak naturally (even if slightly more slowly). Do not go word by word, it's the whole sentence that must be acquired.</p> <p>Select a learner randomly, repeat the last sentence and add the question: <i>I like ____ (name of activity) because it's ____ (reason). What about you?</i> The learner replies <i>I like ____ (activity) because it's ____ (reason).</i> The learner will no doubt ask for what he needs to say; provide him with the word or phrase that he/she requires, then get him/her to reuse the full sentence, including the reason, two or three times. Go through the same sentences again with the same learner, starting with you. Some learners may wish to say that they like an activity because one of their family members also likes that activity. In theory, if Units 1 and 2 have been well assimilated, learners should be able to provide that reason independently. For example, the learner may say <i>I like jogging because my mother likes jogging.</i></p> <p>Repeat the sequence above with three or four learners. This is so the rest of the class can hear various reasons and each learner will select the reason that best suits him/her. (If your class is small, 4 – 6 learners, you may do this with all the learners.)</p> <p>Ask a few pairs of learners to go through the whole sequence with each other. If your class is small, that means the whole class will do this.</p> <p>(For a large class) Select two learners to model the sequence in front of the class. Repeat with two other learners.</p> <p>(For a small class) Omit this step.</p> <p>(For a large class) The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p>

UNIT 4 – MY FAVOURITE ACTIVITIES

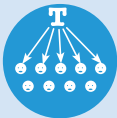

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
		<p>Then ask the learners to change partners and use the sentences again (20 seconds).</p> <p>(For a small class) Have all learners change partners to practise with each other. Each learner will thus practise with all his/her classmates.</p> <p>Once the previous step has been completed, select a learner randomly and ask <i>Who was your partner?</i> The learner should reply <i>My partner was ____</i> (name of partner). Then ask the learner <i>What did he/she say?</i> or <i>What about him/her?</i> The learner should reply <i>He/she likes ____</i> (name of activity) <i>because ____</i> (reason). <i>She doesn't like ____</i>.</p> <p>Apply this strategy only after two new sentences have been acquired by the learners.</p>
Game		<p>Play one of the games with which the learners are familiar. Make sure you provide time for a short game during each period.</p>
Farewell routine		
<p><i>Repeat the above for each new sentence. The eight strategies must be applied every time a new sentence is to be acquired. Ideally, learners will use all the sentences as they acquire them, as this will increase fluency and ease in speaking naturally. Sentences 6 and 7 are closely linked and so may be presented together.</i></p>		

UNIT 4 – MY FAVOURITE ACTIVITIES


SENTENCES 2 TO 7

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>2. I play ____ (name of activity) ____ days a week.</p> <p>Or</p> <p>I ____ (name of activity) ____ days a week.</p>		<p>2. Face the class and say <i>I like</i> ____ (name of activity) <i>because it's</i> ____ (reason) OR <i>I</i> ____ (activity) <i>because</i> ____ (reason). <i>I play</i> ____ (name of activity) OR <i>I</i> ____ (activity) ____ (number) <i>days a week</i>. If the learners seem to have difficulty in understanding, then point to a calendar and say <i>I play</i> ____ (name of activity) <i>on Monday, on Wednesday and on Friday</i>. <i>I play</i> ____ (name of activity) ____ (number) <i>days a week</i>. Point to the number of days that you wish. Then start the sequence again.</p> <p>Carry on with the next strategies, using the question <i>What about you?</i></p> <p>Once the learners are at ease with sentence 2, face the class and use both sentences that have been acquired. Then ask a few learners to do the same.</p>
<p>3. I play ____ (name of activity) when it's ____ (weather).</p> <p>Or</p> <p>I ____ (activity) when it's ____ (weather)</p>		<p>3. Face the class and say <i>I like</i> ____ (name of activity) <i>because it's</i> ____ (reason) OR <i>I</i> ____ (activity) <i>because</i> ____ (reason). <i>I play</i> ____ (name of activity) OR <i>I</i> ____ (activity) ____ (number) <i>days a week</i>. <i>I play</i> ____ (name of activity) OR <i>I</i> ____ (activity) <i>when it's</i> ____ (weather). Repeat the sequence a few times. If you think the learners will have difficulty in using the whole sequence, then only use the new sentence when applying the rest of the strategies. However, at the end, learners should be able to say all the sentences.</p> <p>Carry on with the next strategies, using the question <i>What about you?</i></p> <p>Once the learners are at ease with sentence 3, face the class and use all the sentences that have been acquired. Then ask a few learners to do the same.</p>

UNIT 4 – MY FAVOURITE ACTIVITIES

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>4. When I play ____ (name of activity), I use ____ (name of item).</p> <p>Or</p> <p>When I ____ (activity), I use ____ (name of item).</p>		<p>4. Face the class and say I like ____ (name of activity). <i>When I play ____ (name of activity), I use ____ (name of item) OR I like ____ (activity). When I ____ (activity), I use ____ (name of item).</i> Repeat the sequence a few times. (Bring the item to class if that is possible, for example, a hockey stick, or bring a wordless illustration if necessary.)</p> <p>Carry on with the next strategies, using the question <i>What about you?</i> It is possible that learners will ask <i>How do you say ____?</i>, in which case provide the answer in a full sentence, and have the learner re-use the sentence.</p> <p>Once the learners are at ease with sentence 4, face the class and use all the sentences that have been acquired. Then ask a few learners to do the same.</p>
<p>5. When I play ____ (name of activity), I'm ____ (emotion)</p> <p>Or</p> <p>When I ____ (activity), I feel ____ (emotion)</p>		<p>5. Face the class and say I like ____ (name of activity). <i>When I play ____ OR When I ____ (activity), I'm ____ (emotion).</i> Repeat a few times.</p> <p>Then carry on with the next strategies, using the question <i>What about you?</i></p> <p>Once the learners are at ease with sentence 5, face the class and use all the sentences that have been acquired. Then ask a few learners to do the same.</p>
<p>6. My favourite activity is ____ (name of activity).</p>		<p>6. Face the class and say I like ____ (name of one activity). <i>I like ____ (name of another activity). My favourite activity is ____ (name of one of the activities).</i> Repeat a few times.</p> <p>Then carry on with the next strategies, using the question <i>What's your favourite activity? OR What about you?</i></p> <p>Once the learners are at ease with sentence 6, face the class and use all the sentences that have been acquired. Then ask a few learners to do the same.</p>

UNIT 4 – MY FAVOURITE ACTIVITIES

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
7. ____ (name of activity) is fun!		<p>7. It is possible that learners will already have learned to say <i>It's fun or ____ (name of activity) is fun</i>. Two possible sequences are provided below.</p> <p>If the learners don't know the sentence</p> <p>Face the class and say <i>My favourite activity is ____ (name of activity). ____ (name of activity) is fun!</i> Repeat a few times.</p> <p>Then carry on with the next strategies, using the question <i>What about you?</i></p> <p>Once the learners are at ease with Sentence 7, face the class and use all the sentences that have been acquired. Then ask a few learners to do the same. This may take a while, but is essential.</p> <p>If the learners already know the sentence</p> <p>Face the class and use all the sentences that have been acquired, and add Sentence 7 at the end. Repeat a few times.</p> <p>Then carry on with the next strategies, using the question <i>What about you?</i> All learners will thus have a number of opportunities to deliver the complete sequence.</p>

UNIT 4 – MY FAVOURITE ACTIVITIES

WRITING SEQUENCE

*As this is a continuation of the booklet that learners have already written, this sequence should go fairly quickly as they write their draft version. **Remember**, the sentences are acquired orally before you carry out the writing sequence. The final version should only be added at the end, when all the sentences will be added together to the end of the booklet. The sequence below deals only with the first sentence, and should be repeated for each of the following ones. Sentences 6 and 7 are closely related and so both may be done at the same time.*

You may prefer to introduce the writing only after the first two or three sentences have been acquired orally. In this case, follow the steps that are provided below, using the sentences one after the other (orally first, then on the board).

SENTENCE 1

Teacher faces the class and says: *My name is _____. I like _____ (name of activity).* Then add *I like _____ (name of activity) because it's _____ (reason).* Then the teacher writes only the last sentence on the board and reads it, sliding a pointer under the sentence as it is read. Do not point from word to word, as learners must understand that the flow of reading is identical to the flow of speaking.

Then choose two or three learners randomly and ask them what they would say in the sentence. As each learner answers, the teacher says *Yes, _____ (name of learner) would write _____*. If the teacher feels the learner is strong enough, have the learner come to the board to write his/her sentence. In the case of a weaker learner, the teacher may write the required sentence on the board instead. If it's a small class (up to 6 learners), then all learners should have the chance to come to the board. In the case of a **larger class** (more than 6 learners), ask the learners who have not been able to come to the board what they would say. Then ask them how they think they would write the word for their activity by sounding out the letters. Help them as needed.

Once this has been done, ask the learners to write a draft of their sentence in their exercise books. If they need help, they can ask their classmates or the teacher. Afterwards, they pass their draft to one of their classmates, who then reads it aloud.

Once the draft of all the sentences have been completed as described above, learners can carry out the project on the booklet (see Final Project Sequence).

An illustrated dictionary may be useful to identify the items required, and older learners may be encouraged to use them.



UNIT 4 – MY FAVOURITE ACTIVITIES

BOOKLET

Learners may prefer to add what they have written during this unit to the booklet that they developed in Unit 2. Another possibility is simply to make a second, shorter booklet with only these sentences, although learners may wish to begin the second booklet in the same way as they did for the first (*My name is _____. I'm _____ years old.*).

Older learners may wish to add sentences about their family members and activities. This is fine, as long as the sentences have been used orally in class.

RESOURCES

- Original booklets from Unit 2, if needed.
- Additional pages for each learner.
- Illustrations of activities or of items needed to carry out the activities. Learners may be encouraged to draw their own illustrations.
- Colouring pencils or paints.
- If the original booklet was in digital form, learners will need access to a computer to add their pages.

Once the draft of all the sentences have been completed as described in the writing sequence, learners can carry out the project on the booklet. Make sure that all sentences are correct before the learners write their final copy and illustrate the page. Once this is done, each learner can add the pages to their previous booklet or make a new one, in which case they will need to design a cover page.

Once writing has been completed, learners can share the new pages with each other, with other classes or members of the community who have been invited to the class.

Once the participants have been allocated to the activity centres, the leader(s) of each centre speaks to the participants at his/her/their table using the sentences that they have learned. Then each group carries out the activity. If it is possible to have explanations for how to carry out the activity in the language, that would be ideal, but would require much more preparation time. The amount of time given to each activity should be about the same.

Once the first activity has been completed, participants move to another activity centre, and so on until all participants have visited each activity centre.



UNIT 5 – CLOTHING

FINAL PROJECT

FASHION SHOW

DURATION

4 – 6 weeks (150 to 225 min/week)

INTRODUCTION

Once again, this unit provides learners with the opportunity to reuse language that they have already acquired and to add sentences related to articles of clothing. Learners have already learned to identify colours, their favourite activity and one or two items that they may need for their favourite activity. In this unit, they will talk about the clothes they wear when they carry out their activity, or the clothes they wear depending on the season. The final project will be a fashion show.

With younger learners, it is recommended to limit the number of articles of clothing to two or three. With older learners, it may be possible to add more items of clothing or about clothing for two activities, but there needs to be a limit, otherwise there will be little time left to prepare the final project.

This unit needs to be used after all previous units have been covered, as the final project may include sentences from Unit 3.

The final project needs to be adapted to the age of the learners. For example, Kindergarten and Grade 1 learners might simply be asked to present only one item of clothing related to one activity. For Grades 2 and 3, learners might add a descriptive (colour, size), while Grades 4 and 5 learners may be expected to present two to three items. With respect to Grades 6 and above, the learners may wish to expand the number of activities covered and the items that they wish to present.

You may also find that you need a bit more time to do this unit, but make sure that you leave enough time to teach Unit 6 before the end of the year.

Continue to apply the eight strategies when teaching new sentences.

RESOURCES

- Pictures or illustrations of activities in which learners are involved. If feasible, learners could bring an example of their favourite activity (sport, game, knitting, etc.).
- Items of clothing that learners wear when carrying out an activity. If this is not possible, then pictures or illustrations of clothing are acceptable. For example, for safety reasons, it may be better not to have skates or hockey sticks in the classroom.
- For the weather routine, the sentence strips that were developed for Unit 4 may be used.

UNIT 5 – CLOTHING

SENTENCES THAT LEARNERS NEED TO ACQUIRE (ITALICS ARE NEW SENTENCES OR NEW PHRASES; **BOLD** INDICATES SUITABLE FOR AN OLDER LEARNER [GRADE 6 AND ABOVE])

Today, I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ____ (*colour*).

I'm also wearing a ____ (*item of clothing and colour*).

When I play ____ (*name of activity*), I wear ____ (*item of clothing and colour if applicable*).

When it's ____ (*weather*), I wear ____ (*item of clothing*) and ____ and ____ outside (**only if applicable**).

I play ____ (*name of activity*) when ____ (*it's weather*). OR I ____ (*activity*) when ____ (*weather*).

When I play ____ (*name of activity*) OR When I ____ (*activity*), I use ____ (*name of item*).

When I play ____ (*name of activity*) OR When I ____ (*activity*), I'm ____ (*emotion*).

My favourite activity is ____ (*name of activity*).

My favourite activities are ____ and ____ (*name of activities*).

____ (*name of activity*) is fun!

SENTENCES FROM PREVIOUS UNITS THAT LEARNERS MAY WISH TO USE.

My father likes ____ (*favourite activity*).

When he plays ____ (*favourite activity*), he wears ____ (*item of clothing and colour*).

My mother likes ____ (*favourite activity*).

When she plays ____ (*favourite activity*), she wears ____ (*item of clothing and colour*).

My father/mother likes ____ (*favourite activity*) because it's ____ (*reason*).

SENTENCES FOR CLASSROOM MANAGEMENT

Listen carefully.

Please sit down.

Please stand up.

Please, come and sit near me.

Excellent! Well done! Good job!

REMEMBER –

- Always use the same sentence as variations only confuse learners.
- Always use full sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak in the Aboriginal Language. If you use English, learners' brains will "disconnect" and become lazy.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell, although you may wish to add a new form of greeting at this time.

UNIT 5 – CLOTHING

STRUCTURE

Unit 5 is structured like the previous 4 units when it comes to introducing new sentences to be acquired. The eight strategies should be applied in the case new sentences. **Teachers may need to modify the sentences or to add one or two others in order to suit the particular circumstances, but new sentences must not be too complicated.**

There is an oral sequence and, in the section relating to the final project, a number of possible scenarios are presented.

CLASSROOM PERIOD

Ideally, in each period, learners will acquire one or two new sentences and then will practise them with each other, as was done in Unit 1. The daily routine must continue to be led by a learner.

Here are possibilities:

THIRTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(10 – 12 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine. **(2 – 3 minutes)**

FORTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(15 – 20 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine. **(2 – 3 minutes)**





EIGHTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 - 7 minutes)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(10 – 15 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Reading (one or two sentences). **(7 - 10 minutes)**
- g) Activity (physical). **(2 minutes)**
- h) Oral work with new sentences. **(5 minutes)**
- i) Writing (one or two sentences). **(7 – 10 minutes)**
- j) Activity (game, song, etc. done orally). **(2 minutes)**
- k) Oral work with old and new sentences **(15 minutes)**
Farewell routine **(3 – 4 minutes)** Note: Every three or four periods, a writing session should be built in your lesson plan. See the *Writing Sequence* below or consult Unit 2 for the strategies to apply.

UNIT 5 – CLOTHING

RESOURCES

- Roster of each child's name – so that learners are aware of when their turn comes and they can be selected to be leader of the routine for the day.
- Continue to use your illustrations that show the weather OR use the sentence strips (not both) with older learners.
- Continue to use pictures that illustrate emotions – again, you may want to substitute sentence strips for these for older learners. On any day, use only one the sets of sentence strips (weather OR emotions).
- Clothing and colour cards
- Any of the games.

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Welcome		As described in Unit 1.
ROUTINE		<p>Start with your routine every day.</p> <p>It should only last a few minutes.</p> <p>A different learner should lead the routine every time.</p>
	  	<p>The routine should always include the date and a comment about the weather and how the learner is feeling.</p> <p>Leaders should now spend a bit of time asking questions to other learners in the class. These questions are ones that they have learned thus far (<i>How many brothers does ____ (name of a learner) have?</i>). Ensure that learners use complete sentences at all times. If a learner makes a mistake, correct it in the appropriate way.</p> <p>As the unit progresses, the leader of the day may ask a question such as <i>What's your favourite activity?</i> and after the answer has been given, the leader could ask <i>Why do you like ____ (name of activity)?</i> Questions about what other learners in class are wearing are excellent, such as <i>What's ____ (name) wearing today?</i> The answer could be <i>____ (name) is wearing a ____ (item of clothing and colour).</i></p>
		Begin next sequence in unit.

UNIT 5 – CLOTHING

ORAL LANGUAGE SEQUENCE

This unit focuses on the language that learners will need to use to talk about clothing worn for activities or in different weather. The introduction of new sentences follows the same strategies every time. In order to save space, the new sentences are indicated in the first column, and numbered. The sequence should be repeated for every new sentence that is to be acquired, and only one or two sentences should be introduced during a single period (depending on the length of the period and the age of the learners). It is important, however, that one or two learners carry out a presentation before the end of the class. If your classes are of a 30-minute duration, you may find that it is better to wait until the third or fourth period to start this, as playing a game is important.

ORAL SEQUENCE

Sentences to be acquired: In English	Sentences used in your language
Today, I'm wearing a ____ (<i>item of clothing</i>).	
My favourite ____ (<i>item of clothing</i>) is ____ (<i>colour</i>).	
I'm also wearing a ____ (<i>item of clothing and colour</i>).	
When I play ____ (<i>name of activity</i>), I wear ____ (<i>item of clothing and colour</i>). OR When I ____ (<i>activity</i>), I wear ____ (<i>name of clothing item and colour</i>).	
When it's ____ (<i>weather</i>), I wear ____ (<i>name of item</i>) outside. OR When it's ____ (<i>weather</i>), I ____ (<i>activity</i>), I wear ____ (<i>name of item</i>) outside.	

UNIT 5 – CLOTHING

Sentences to be acquired: In English	Sentences used in your language
<p>I play ____ (<i>name of activity</i>) when it's ____ (<i>weather</i>).</p> <p>OR</p> <p>I ____ (<i>activity</i>) when it's ____ (<i>weather</i>).</p>	
<p>When I play ____ (<i>name of activity</i>), I use ____ (<i>name of item</i>).</p> <p>OR</p> <p>When I ____ (<i>activity</i>), I use ____ (<i>name of item</i>).</p>	
<p>When I play ____ (<i>name of activity</i>), I'm ____ (<i>emotion</i>).</p> <p>OR</p> <p>When I ____ (<i>activity</i>), I'm ____ (<i>emotion</i>).</p>	
<p>My favourite activity is ____ (<i>name of activity</i>).</p> <p>OR</p> <p>My favourite activities are ____ and ____ (<i>name of activities</i>).</p>	
<p>_____ (<i>name of activity</i>) is fun!</p>	

Teacher models each new sentence and goes through the strategies for each sentence. It will take several periods for learners to acquire all the sentences. The numbers in Column 1 refer to the order in which the sentences should be presented within one classroom period (e.g., Sentence 1 = first period).




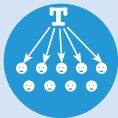
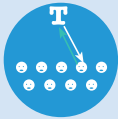
REMINDER: It may take more than one period for learners to acquire a new sentence.

Specific suggestions for some of the actions to be carried out, depending on the sentences, will be found in italics.

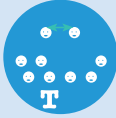

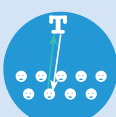
UNIT 5 – CLOTHING

RESOURCES

- Pictures or illustrations of activities in which learners are involved. If feasible, learners could bring an example of their favourite activity (sport, game, knitting, etc.).
- Items of clothing that learners wear when carrying out an activity. If this is not possible, then pictures or illustrations of clothing are acceptable. For example, for safety reasons, it may be better not to have skates or hockey sticks in the classroom.
- For the weather routine, the sentence strips that were developed for Unit 4 may be used.

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>Sentences</p> <p>Today, I'm wearing a ____ (item of clothing).</p>	     <p>(Strategies 6 and 7)</p>	<p>The sequence should be repeated when the teacher introduces a new sentence. The example provided refers to 1), but is the same for each of the subsequent ones. Sentences 9 and 10 may be combined into one lesson.</p> <p>Face the class and say: <i>Today, I'm wearing a ____ (item of clothing).</i> Point to what you are wearing. Once you start working on the second sentence, then your introductory statement expands as necessary.</p> <p>Then, face the class and repeat the sentence several times. Make sure to speak naturally (even if slightly more slowly). You may add a second item of clothing, if you wish: <i>Today, I'm wearing a ____ (item of clothing). Today, I'm wearing a ____ (second item of clothing).</i> It is important to keep using the same sentence. This helps build the pathways needed.</p> <p>Select a learner randomly, repeat the sentence and add the question: <i>Today, I'm wearing a ____ (item of clothing). What about you?</i> The learner replies <i>Today, I'm wearing ____ (item of clothing).</i> The learner may ask for what he wants to say; provide him with the word or phrase that he/she requires, then get him/her to reuse the full sentence two or three times. Go through the same sentences again with the same learner, starting with you.</p> <p>Repeat the sequence above with three or four learners. This is so the rest of the class can hear various clothing items and each learner will select the item that best suits him/her. (If your class is small, 4 – 6 learners, you may do this with all the learners.)</p>

UNIT 5 - CLOTHING

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
	<p>Strategy 3a</p>  <p>Strategy 3b (Strategies 6 and 7)</p> 	<p>Ask a few pairs of learners to go through the whole sequence with each other. If your class is small, that means the whole class will do this.</p> <p>(For a large class) Select two learners to model the sequence in front of the class. Repeat with two other learners.</p> <p>(For a small class) Omit this step.</p> <p>(For a large class) The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again (20 seconds).</p> <p>(For a small class) Have all learners change partners to practise with each other. Each learner will thus practise with all his/her classmates.</p>
	 <p>(Strategies 6 and 7)</p> <p>Strategy 8</p>	<p>Once the previous step has been completed, select a learner randomly and ask Who was your partner? The learner should reply My partner was ____ (name of partner). Then ask the learner What's ____ (name) wearing today? or What about him/her? The learner should reply Today, he/she is wearing ____ (item of clothing).</p> <p>Apply this strategy only after two new sentences have been acquired by the learners.</p>
Game		Play one of the games with which the learners are familiar.



UNIT 5 – CLOTHING

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Farewell routine		
<p>Repeat the above for each sentence listed below.</p> <p>My favourite ____ (item of clothing) is ____ (colour).</p> <p>I'm also wearing a ____ (item of clothing and colour).</p> <p>When I play ____ (name of activity), I wear ____ (item of clothing and colour.)</p> <p>OR</p> <p>When I ____ (activity), I wear ____ (name of clothing item and colour).</p> <p>When it's ____ (weather), I wear ____ (name of item) outside (only if applicable).</p> <p>OR (depending on what the learner wants to say):</p> <p>When it's ____ (weather), I ____ (activity), I wear ____ (name of item) outside (only if applicable)</p> <p>I play ____ (name of activity) when it's ____ (weather).</p> <p>OR</p> <p>I ____ (activity) when it's ____ (weather).</p> <p>When I play ____ (name of activity), I use ____ (name of item).</p> <p>OR</p> <p>When I ____ (activity), I use ____ (name of item).</p> <p>When I play ____ (name of activity), I'm ____ (emotion).</p> <p>OR</p> <p>When I ____ (activity), I'm ____ (emotion).</p> <p>My favourite activity is ____ (name of activity).</p> <p>OR</p> <p>My favourite activities are ____ and ____ (name of activities).</p> <p>_____ (name of activity) is fun!</p>		



UNIT 5 – CLOTHING

THE FINAL PROJECT

FASHION SHOW

Once learners are comfortable with all the sentences, the fashion show may be prepared and rehearsed. Ideally, members of the community should be invited to the class to attend the show. Another possibility is to have the fashion show presented during a school assembly. Sentences from Unit 3 (welcoming guests) are included here.

If you are doing the show at a school assembly, more than one class should participate in the show.

There are two ways of presenting the fashion show. In the first instance, learners, one by one, talk about the items of clothing they are wearing. The second way, and that is perhaps more entertaining for all, is to have a master/mistress of ceremonies talk about what the “model” is wearing, while the “model” shows off the clothing, like they do at international fashion shows. If you opt for the second way, the role of the master/mistress of ceremonies should be shared, so that all may have an opportunity to use the language during the presentation.

Learners may wish to invent “model” names for themselves or present clothes that their favourite hero or team might wear. They may also wish to include sentences from Unit 4 (for example, *When I play ___ (activity), I use ___ (item).*



RESOURCES

- Items of clothing to be presented.
- Equipment (if needed or wanted).
- Sound system, if the show is carried out at a school assembly.

UNIT 5 – CLOTHING

Possible scenarios for the fashion show are presented below. You may wish to adapt them to suit the circumstances, but remember to use sentences that learners are comfortable with.

1. FASHION SHOW IN CLASS (NO GUESTS, MODELLING REGULAR CLOTHING)

Teacher: Here is our fashion show. First, we have ____ (*name of first learner to present*).

Learner 1: Good morning/afternoon.
My name is ____.
I'm ____ years old.
I'm wearing a ____ (*item of clothing*).
My favourite ____ (*item of clothing*) is ---- (*colour*).
I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

Learners then come forward, one by one, and do the same thing.

2. FASHION SHOW IN CLASS (NO GUESTS, MODELLING CLOTHING FOR ACTIVITY)

Teacher: Here is our fashion show. First, we have ____ (*name of first learner to present*).

Learner 1: Good morning/afternoon.
My name is ____.
I'm ____ years old.
When I play ____ (*name of activity*), I wear ____ (*item of clothing*)..
My favourite ____ (*item of clothing*) is ---- (*colour*).
I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

Learners then come forward, one by one, and do the same thing.

NOTE: Scenarios 1 and 2 may be blended, if some learners wish to appear in special clothing and others wish to appear wearing regular clothing.

UNIT 5 – CLOTHING

3. FASHION SHOW IN CLASS (WITH GUESTS)

Guests should be welcomed (see Unit 3). Each learner should have the occasion of greeting a guest (if possible). For example, if the guests are parents, their child could welcome them.

Greeting: Welcome, ____ (*name of guest*).

Sit down.

Would you like ____ (*coffee, tea, juice*) (ONLY IF REFRESHMENTS ARE TO BE SERVED.)

Here is your ____ (*coffee, tea, juice*) (ONLY IF REFRESHMENTS ARE TO BE SERVED.)

Teacher: Here is our fashion show. First, we have ____ (*name of first learner to present*).

Learner 1: Good morning/afternoon.

My name is ____.

I'm ____ years old.

I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ---- (*colour*).

I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).

I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

Learners then come forward, one by one, and do the same thing. You may blend modelling regular clothing and clothing used for activities, depending on learner's wish (see Scenario 2).

4. FASHION SHOW IN CLASS OR IN AN ASSEMBLY, WITH A MASTER/MISTRESS OF CEREMONIES, LEARNERS DOING THEIR OWN PRESENTATIONS.

MC: Good morning/afternoon.

Welcome to the Grade ____ (*grade year*) fashion show.

Now, we have ____ (*name of first learner to present*).

Learner 1: Good morning/afternoon.

My name is ____.

I'm ____ years old.

I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ---- (*colour*).

I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).

I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

UNIT 5 – CLOTHING

MC: Now, we have ____ (*name of second learner*)

Learner 2: Good morning/afternoon.

My name is ____.

I'm ____ years old.

I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ---- (*colour*).

I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).

I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

Learners then come forward, one by one, and do the same thing. You may blend modelling regular clothing and clothing used for activities, depending on learner's wish (see Scenario 5).

5. FASHION SHOW IN CLASS OR IN AN ASSEMBLY, WITH A MASTER/MISTRESS OF CEREMONIES, LEARNERS PRESENTING A FAVOURITE CHARACTER'S CLOTHING OR THAT OF AN IMAGINARY CHARACTER.

MC: Good morning/afternoon.

Welcome to the Grade ____ (*grade year*) fashion show.

Now, we have ____ (*name of first learner to present*).

Learner 1: Good morning/afternoon.

Today, my name is ____ (*name of character*).

I'm ____ years old.

I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ---- (*colour*).

I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).

I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

MC: Now, we have ____ (*name of second learner*)

Learner 2: Good morning/afternoon.

Today, my name is ____ (*name of character*).

I'm ____ years old.

I'm wearing a ____ (*item of clothing*).

My favourite ____ (*item of clothing*) is ---- (*colour*).

I wear a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).

I wear a ____ (*item of clothing and colour*) when it's ____ (*weather*).

Learners then come forward, one by one, and do the same thing. Learners then come forward, one by one, and do the same thing. You may blend modelling regular clothing and clothing used for activities, depending on learner's wish (see Scenario 4).

UNIT 5 – CLOTHING

6. FASHION SHOW IN CLASS OR IN AN ASSEMBLY, WITH MASTER/MISTRESS OF CEREMONIES PRESENTING THE “MODELS”.

If using this option, then each learner, in turn, should have the role of MC.

MC: Good morning/afternoon.
Welcome to the Grade ____ (*grade year*) fashion show.
Now, we have ____ (*name of first learner to present*).
(Model moves as the MC describes the clothes that are being worn by the model.)
He/she is ____ years old.
He/she is wearing a ____ (*item of clothing*).
His/her favourite ____ (*item of clothing*) is ---- (*colour*).
He/she wears a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
He/she wears a ____ (*item of clothing and colour*) when it's ____ (*weather*).

MC: Now, we have ____ (*name of second learner*)
(Model moves as the MC describes the clothes that are being worn by the model.)
He/she is ____ years old.
He/she is wearing a ____ (*item of clothing*).
His/her favourite ____ (*item of clothing*) is ---- (*colour*).
He/she wears a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
He/she wears a ____ (*item of clothing and colour*) when it's ____ (*weather*).

The same sequence is followed for each of the “models” as they appear.

UNIT 5 – CLOTHING

7. FASHION SHOW IN CLASS OR IN AN ASSEMBLY, WITH MASTER/MISTRESS OF CEREMONIES PRESENTING THE MODELS AS THEY USE THE NAME OF A CHARACTER.

If using this option, then each learner, in turn, should have the role of MC.

MC: Good morning/afternoon.
Welcome to the Grade ____ (*grade year*) fashion show.
Now, we have ____ (*name of first character to present*).

(Model moves as the MC describes the clothes that are being worn by the model.)

He/she is ____ years old.
He/she is wearing a ____ (*item of clothing*).
His/her favourite ____ (*item of clothing*) is ---- (*colour*).
He/she wears a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
He/she wears a ____ (*item of clothing and colour*) when it's ____ (*weather*).

MC: Now, we have ____ (*name of second character*)

(Model moves as the MC describes the clothes that are being worn by the model.)

He/she is ____ years old.
He/she is wearing a ____ (*item of clothing*).
His/her favourite ____ (*item of clothing*) is ---- (*colour*).
He/she wears a ____ (*item of clothing and colour*) when I'm feeling ____ (*emotion*).
He/she wears a ____ (*item of clothing and colour*) when it's ____ (*weather*).

The same sequence is followed for each of the “models” as they appear.

NOTE: Scenarios 6 and 7 may be blended, if some learners wish to present a character and others wish to appear as themselves.

UNIT 6 – CELEBRATION

FINAL PROJECT

A PLAY – and END-OF-YEAR CELEBRATION

DURATION

4 – 6 weeks (150 to 225 min/week)

INTRODUCTION

As this is the last unit for the first year of the program, the unit provides learners an occasion to reuse the language in a social context to celebrate the end of the year. They will be able to engage in short conversations with guests and be able to talk about their likes and dislikes, whether related to food, clothing, activities and so on. This unit provides learners with the opportunity to reuse language that they have already acquired and to add sentences that express their likes and dislikes in a simple manner. The final project is a play that uses many of the sentences that learners will have acquired over the year. Guests from the community, or other classes, should be invited to attend.

Guests from the community may be invited to speak with the learners after the play is over. Guests will need to be informed of the language level attained by the learners, so that the guests do not try to use more complex language.

The final project needs to be adapted to the age of the learners. For example, Kindergarten and Grade 1 learners might simply be asked to say only one or two simple sentences each during the play (for example, My name is _____. *I like* ____ [activity]). In Grades 2 and 3, learners might be asked to say three or four sentences each or one or two of the more complex sentences (for example, *I like* ____ [activity] *because* ____ [reason]), while Grades 4 and 5 learners might be expected to say more. With respect to Grades 6 and above, the learners may wish to expand the number of sentences they wish to say, depending on the section of the play they are involved in.

You may find that you will need about four weeks to rehearse the play in class.

Continue to apply the eight strategies when teaching new sentences.

RESOURCES

For the new sentences:

- A calendar
- Illustration of a birthday cake

For the play:

- You may wish to have the learners sing a welcoming song
- Mugs, plates, plastic cutlery, small napkins
- Some food (bannock, fruit, cookies)
- Costumes for the actors (some may wear regular clothing, others sports outfits, or simply invent their own outfits)
- Chairs, tables, set around the stage area of the room (if you have a sofa, that would be great as well)
- Door bell (or something to announce the arrival of guests).
- Cards for one of the games used in class.
- If presenting the play in a school assembly area, you may need a sound system (especially for younger learners)

UNIT 6 – CELEBRATION

NEW SENTENCES THAT LEARNERS NEED TO ACQUIRE

My birthday is ____.

Happy Birthday.

On my birthday, I invited ____ (number) friends.

I like ____ (activity), but I prefer ____ (activity).

I like ____ (activity), but I don't like ____ (activity).

SENTENCES FROM PREVIOUS UNITS THAT LEARNERS MAY WISH TO USE.

Any of the sentences that learners have acquired may be used in this unit.

SENTENCES FOR CLASSROOM MANAGEMENT

Listen carefully.

Please sit down.

Please stand up.

Move to this side (when rehearsing the play).

Excellent! Well done! Good job!

REMEMBER –

- Always use the same sentence as variations only confuse learners.
- Always use full sentences when speaking with learners.
- When correcting a learner, provide the model again and insist that the learner use a full sentence.
- Always speak the Aboriginal language. If you use English, learners' brains will "disconnect" and become lazy.
- Make sure that you GREET learners at the beginning of each period, and bid them FAREWELL at the end of the period. Always use the same greeting and farewell, although you may wish to add a new form of greeting at this time.



UNIT 6 – CELEBRATION

STRUCTURE

Unit 6 is structured like the previous units. The eight strategies should be applied in the case of new sentences. **Teachers may need to modify the sentences or to add one or two others in order to suit the particular circumstances, but new sentences must not be too complicated.**

CLASSROOM PERIOD

Ideally, in each period, learners will acquire one or two new sentences and then will practise them with each other, as was done in all the units. The daily routine must continue to be led by a learner.

Here are possibilities:

THIRTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(10 – 12 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine. **(2 – 3 minutes)**

FORTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
- b) Daily routine. **(5 minutes maximum)**
- c) Warm-up review of previous period. **(3 – 4 minutes)**
- d) Introduction of new sentence(s), using the 8 strategies. **(15 – 20 minutes)**
- e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
- f) Farewell routine. **(2 – 3 minutes)**





EIGHTY-MINUTE PERIODS

- a) Greetings as learners enter class. **(2 minutes)**
 - b) Daily routine. **(5 - 7 minutes)**
 - c) Warm-up review of previous period. **(3 – 4 minutes)**
 - d) Introduction of new sentence(s), using the 8 strategies. **(10 – 15 minutes)**
 - e) Activity (game, song, etc., done orally). **(2 – 4 minutes)**
 - f) Reading (one or two sentences). **(7 - 10 minutes)**
 - g) Activity (physical). **(2 minutes)**
 - h) Oral work with new sentences. **(5 minutes)**
 - i) Writing (one or two sentences). **(7 – 10 minutes)**
 - j) Activity (game, song, etc. done orally). **(2 minutes)**
 - k) Oral work with old and new sentences. **(15 minutes)**
- Farewell routine **(3 – 4 minutes)** Note: Every three or four periods, a writing session should be built in your lesson plan. See the *Writing Sequence* below or consult Unit 2 for the strategies to apply.

UNIT 6 – CELEBRATION

RESOURCES

- Roster of each child's name - so that learners are aware of when their turn comes and they can be selected to be leader of the routine for the day.
- Continue to use your illustrations that show the weather OR use the sentence strips (not both) with older learners.
- Continue to use pictures that illustrate emotions – again, you may want to substitute sentence strips for these for older learners. On any day, use only one the sets of sentence strips (weather OR emotions).
- Any of the games.

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
Welcome		As described in Unit 1.
ROUTINE		<p>Start with your routine every day.</p> <p>It should only last a few minutes.</p> <p>A different learner should lead the routine every time.</p>
	  	<p>The routine should always include the date and a comment about the weather and how the learner is feeling.</p> <p>Leaders should now spend a bit of time asking questions to other learners in the class. These questions are ones that they have learned thus far (<i>How many brothers do ___ (name of a learner) have?</i>). Ensure that learners use complete sentences at all times. If a learner makes a mistake, correct it in the appropriate way.</p> <p>As the unit progresses, the leader of the day may ask a question such as <i>When is your birthday? What's your favourite activity?</i> and after the answer has been given, the leader could ask <i>Why do you like ___ (name of activity)?</i> Questions about what other learners in class are wearing are excellent, such as <i>What's ___ (name) wearing today?</i> The answer could be <i>___ (name) is wearing a ___ (item of clothing and colour).</i></p>
		Begin next sequence in unit.

UNIT 6 – CELEBRATION

ORAL LANGUAGE SEQUENCE

This unit introduces five new sentences that learners will need to use in the play. The introduction of new sentences follows the same strategies every time. In order to save space, the new sentences are indicated in the first column, and numbered. The sequence should be repeated for every new sentence that is to be acquired, and only one or two sentences should be introduced during a single period (depending on the length of the period and the age of the learners). It is important, however, that one or two learners carry out a presentation before the end of the class. If your classes are of a 30-minute duration, you may find that it is better to wait until the third or fourth period to start this, as playing a game is important.

ORAL SEQUENCE

Sentences to be acquired: In English	Sentences used in your language
Today is my birthday.	
Happy Birthday.	
I invited ____ (<i>number</i>) friends.	
I like ____ (<i>activity</i>), but I prefer ____ (<i>activity</i>).	
I like ____ (<i>activity</i>), but I don't like ____ (<i>activity</i>).	

Teacher models each new sentence and goes through the strategies for each sentence. It will take several periods for learners to acquire all the sentences. The numbers in Column 1 refer to the order in which the sentences should be presented within one classroom period (e.g., Sentence 1 = first period).




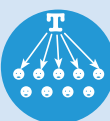
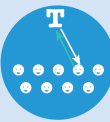

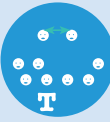
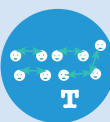
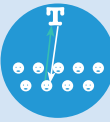
REMINDER: It may take more than one period for learners to acquire a new sentence.

Specific suggestions for some of the actions to be carried out, depending on the sentences, will be found in italics.

UNIT 6 – CELEBRATION

RESOURCES

- Calendar
- Illustration of a birthday cake

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
<p>Sentences</p> <p>1) Today is my birthday.</p>	     <p>(Strategies 6 and 7)</p>  <p>Strategy 3a</p>  <p>Strategy 3b (Strategies 6 and 7)</p>   <p>(Strategies 6 and 7)</p> <p>Strategy 8</p>	<p>The sequence should be repeated when the teacher introduces a new sentence. The example provided refers to 1), but is the same for each of the subsequent ones. See note below for sentence 2.</p> <p>Face the class and say: <i>Today is</i> __ (date). <i>My birthday is</i> __ (date of your birthday). Repeat a number of times. You might want to have a calendar with a cake and put it on that date.</p> <p>Then select a learner randomly and say <i>My birthday is</i> __ (date of your birthday). <i>When is your birthday?</i> The learner should reply <i>My birthday is</i> __ (date of birthday). Go through the same sequence with two or three other learners. (If your class is small, 4 – 6 learners, you may do this with all the learners.)</p> <p>Ask a few pairs of learners to go through the whole sequence with each other. If your class is small, that means the whole class will do this.</p> <p>(For a large class) Select two learners to model the sequence in front of the class. Repeat with two other learners.</p> <p>(For a small class) Omit this step.</p> <p>(For a large class) The whole class should now work in pairs to use these sentences. This should take very little time, about 20 seconds.</p> <p>Then ask the learners to change partners and use the sentences again (20 seconds).</p> <p>(For a small class) Have all learners change partners to practise with each other. Each learner will thus practise with all his/her classmates.</p> <p>Once the previous step has been completed, select a learner randomly and ask <i>Who was your partner?</i> The learner should reply <i>My partner was</i> __ (name of partner). Then ask the learner <i>When is</i> __'s birthday? or <i>When is his/her birthday?</i> The learner should reply __'s (his/her) birthday is __ (date of birthday).</p> <p>Apply this strategy only after two new sentences have been acquired by the learners.</p>

UNIT 6 – CELEBRATION

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas
		<p>Once the first three sentences have been acquired, a few learners should be asked to say: <i>My name is ____ . My birthday is ____ . I'm ____ (age) years old.</i></p> <p>This should be done every time a new sentence is added.</p>

Game		Sing Happy Birthday with the whole class in the Aboriginal language if possible. OR, play a game that relates to theme.
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Farewell routine

Repeat the above process for each new sentence.

2. Happy Birthday.

3. I invited ____ (*number*) friends.

4. I like ____ (*activity*), but I prefer ____ (*activity*).

5. I like ____ (*activity*), but I don't like ____ (*activity*).

<p><i>Sentence 2</i></p> <p><i>Instructions</i></p>		<p>a) When you review sentence 1 (the day after you have introduced it) add "Happy Birthday" at the end. For example: <i>My birthday is ____ (date of birthday). On my birthday, I sing "Happy Birthday".</i> Learners may already know how to say this, so this should not be too difficult.</p> <p>b) If the learners know the birthday song in the AL, you may have them sing it, for practice.</p>
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UNIT 6 – CELEBRATION

SEQUENCE – THE FINAL PROJECT

END-OF-YEAR CELEBRATION

Once learners are comfortable with the last sentences acquired, the end-of-year celebration may be prepared. The idea is to present a play through which learners will showcase their achievements over the year. The play presented below may be adapted, using sentences with which learners are familiar.

Guests from the community should be invited to attend the play.

RESOURCES

- You may wish to have the learners sing a welcoming song.
- Mugs, plates, plastic cutlery, small napkins.
- Some food (bannock, fruit, cookies).
- Costumes for the actors (some may wear regular clothing, others sports outfits, or simply invent their own outfits).
- Chairs, tables, set around the stage area of the room (if you have a sofa, that would be great as well).
- Door bell (or something to announce the arrival of guests).
- If presenting the play in a school assembly area, you may need a sound system (especially for younger learners).



UNIT 6 – CELEBRATION

PLAY

IF THERE IS VOCABULARY IN THE PLAY THAT THE LEARNERS HAVE NOT YET USED, SUBSTITUTE WITH KNOWN ITEMS.

Stage set: The stage is set to look like a living-room, or perhaps a reception area in a community hall. There is enough seating for all the learners on the set. There is a buffet table, on which are to be found plates, cutlery, napkins, glasses, mugs and some food. One side of the set should clearly be the entrance to the room.

Scenario: *When the play starts, two people are in the room. One person is looking around the room in a worried manner and goes around setting things right. The other is reading a book or a newspaper.*

Actor 1: Today is ____ (*date*). Today is my birthday.

Actor 2: (agreeably) Eh he. (carries on reading)

Actor 1: I invited ____ (number of other learners in play) friends.

Actor 2: (agreeably) Eh he. (carries on reading)

Actor 1: I have plates.

Actor 2: (not really paying attention) Eh heh. (carries on reading)

Actor 1: I have napkins.

Actor 2: (sounding patient) Eh heh. (carries on reading)

Actor 1: I have juice.

Actor 2: (sounding uninterested) Eh heh. (carries on reading)

Actor 1: I have coffee.

Actor 2: (sounding bored) Eh heh. (carries on reading)

Actor 1: I have tea.

Actor 2: (sounding slightly irritated) Eh heh. (carries on reading)

Actor 1: I have juice.

Actor 2: (sounding positively annoyed) Eh heh! (carries on reading)

Actor 1: I have food.

Actor 2: (sounding very happy) Eh heh! (puts down book or newspaper)

UNIT 6 – CELEBRATION

There is a knock at the door, or else the doorbell rings. Actor 2 goes back to reading. Actor 1 goes to the door and lets two people come in.

Actor 1: Welcome! Come in.

Actor 3: Thank you.

Actor 4: Thank you.

Actor 1: (to Actor 3) I like ____ (*article of clothing*).

Actor 3: Thank you. ____ (*colour of article of clothing*) is my favourite colour.

Actor 4: (in a show-off kind of voice) I'm wearing a ____ (*article of clothing and colour*).

Actor 1: (smiles) Sit down.

The guests sit down near Actor 2.

Actor 3: (holds out hand to Actor 2) My name is _____. What's your name?

Actor 2: (doesn't see the hand, carries on reading) Eh heh.

Actor 4: (in a show-off kind of voice) I'm ____ (*age*) years old.

Actor 2: (carries on reading) Eh heh.

Actor 4: (in a show-off kind of voice) My favourite activity is ____ (*name of activity*).

Actor 2: (annoyed) Eh heh.

Actor 3: (to Actor 2) You feel angry?

Actor 2: (loudly) Eh heh.

There is a knock at the door, or else the doorbell rings. Actor 2 carries on reading all through the play. Actor 1 goes to the door and lets two more people come in. (If you have a large class, you may wish to have more than two guests arrive at the same time.)

Actor 1: Welcome! Come in.

Actor 5: Thank you.

Actor 6: Thank you.

Actor 1: (to Actor 6) I like ____ (*article of clothing*).

Actor 6: Thank you. ____ (*colour of article of clothing*) is my favourite colour. (does a pirouette)

Actor 5: (to Actor 1) I like ____ (*article of clothing on Actor 1*).

Actor 1: (smiles) Thank you. ____ (*colour*) is my favourite colour. Sit down.

UNIT 6 – CELEBRATION

Actor 5 and Actor 6 sit together. They look slightly uncomfortable next to each other, because they don't know each other.

Actor 5: My name is _____. I live in _____ (*name of community, or name of street*).

Actor 6: My name is _____. I'm _____ (*age*) years old. I like _____ (*activity*).

Actor 5: I like _____ (*same activity as Actor 6*), but I prefer _____ (*activity*).

Actor 6: When I _____ (*activity*), I feel _____ (*emotion*).

Actor 5: And when I play _____ (*activity*), I feel _____ (*emotion*).

(To Actor 2) _____ (*name of Actor 2*), when you play _____ (*activity*), you feel _____ (*emotion*)?

Actor 2: Eh he.

Through the door come the rest of the guests. They are dressed in a variety of clothing, some in sports equipment, others as they see fit.

Actor 1: Welcome. Welcome. Welcome. Sit down.

New Actors: (together) Thank you.

Actor 7: It's _____ (*weather*).

Actor 8: When it's _____ (*weather*), I wear _____ (*article of clothing*).

Actor 9: I don't like _____ (*article of clothing mentioned by Actor 8*), I wear _____ (*article of clothing*) when it's _____ (*weather*).

Depending on the number of learners who arrive as guests at this time, add at least one sentence each about likes and dislikes (it can be clothing, activities or equipment, based on what was acquired in previous units).

Actor 1: (claps hands for attention) Welcome. Today is my birthday. I'm _____ (*age*) years old.

ALL: (cheering gestures) Today is your birthday. You're _____ (*age*) years old. Happy Birthday!

Actor 2: (while the others are cheering) Eh heh, eh heh.

All sing the birthday song together. Actor 2 just sings "Eh he" all along.

Actor 1: Would you like a cup of tea?

Actor 2 (stands up, sounding eager) Eh heh!

Actor 1: Sit down!

Actor 2: (sadly) Eh heh.

UNIT 6 – CELEBRATION

From here, any actor may say any of these lines. You may wish to have several actors say the same line at the same time. Actor 2 continues to say “Eh he” each time, but nothing is served to Actor 2. His “Eh heh” gets louder and louder. Actor 1 hands out the drinks and the food. If you have a large class, you may wish to have one of the guests help Actor 1 to serve the food.

Actor: I prefer juice.
Actor: I prefer coffee.
Actor: Tea, thank you.

Actor 1: Do you take milk?
Actor: Thank you.
Actor: I prefer sugar.
Actor: I like milk and sugar.

Actor 1: Would you like something to eat? I have ____, ____ and ____ (*items of food*)
Actor: I'd like ____ (*item of food*).
Actor: I like ____ (*item of food*) but I prefer ____.
Actor: I don't like ____, ____ and ____ (*items of food offered by Actor 1*).

Actor 1: I hope you enjoy it.
ALL: (stuffing their mouths) Thank you.

When they have finished eating...

Actor 1: Let's play a game.
ALL: Eh he.
(Actor 2 says “Eh he” in a very grumpy voice).

Choose a game that the learners are familiar with and have them play a quick version of it here. After the game is over, the play ends.

Actor 1: Goodbye. Thank you.
ALL: Goodbye, thank you. That was fun!
Actor 2: (stands up, stretches arms in victory, sounds really happy it's all over) EH HEH!!!

All turn to face the audience and take a bow.

After the play is over, learners should mix with the guests and use their acquired to the best of their ability. For example, if you are providing a snack for the guests, learners could approach their own guest to offer them food and drink, and perhaps talk about their activities.

UNIT 7 – FALL HARVEST

FINAL PROJECT

Family /Elder Tea with baked goods made by the students from berries harvested by students. This project may be combined with a community bake sale.

Note: This project should be after they've already done other units which help students communicate with the Elders (Greetings, Celebrations, and Favourite Activities).

AND – if you've already done all other units – then you're students are moving into some of the Beginner outcomes and you're ready for reading and making books – use the PowerPoint books provided – and the pictures you took on the berry picking excursion so students can make their own books.

DURATION

3-4 weeks

SENTENCES THAT LEARNERS NEED TO ACQUIRE FOR THEIR FINAL PROJECT

What are you doing?

I am looking for/ picking / eating / _____ (name of berries).

I want to find / pick / bake _____.

We can find / pick / bake together.

I eat berries in the morning / evening.

I like/don't like _____.

I love berries.

Where is my / your / his/her bucket / basket?

My/ your/ his/her bucket is here / over there.

Do you have any _____ (name of berries).

I have / don't have _____ (name of berries).

What are you thankful for ?

I'm thankful for _____.

My favourite berry is _____.

It tastes good / bad / sweet / juicy/ sour.

There are lots of berries.

There are not many berries.

They are small / big / round.

_____, can you help me?

I am making _____ (name of berry) jam / pie / muffin / bannock / ice-cream.

I eat berries with my Mom / Dad / everyone.

I eat berries in the kitchen / bedroom.

I eat berries all day long / everywhere.

I eat berries on my cereal / bread / bannock everything.

SENTENCES FOR STRATEGIES OF A SUCCESSFUL LANGUAGE LEARNER....

I try.

I listen.

I said _____ to my Mom / Dad / Grandma...


UNIT 7 – FALL HARVEST

SEQUENCE 1 (EM-LOW)

Sentences to be acquired: In English	Sentences used in your language
What are you doing?	
I am looking for berries.	
I am picking berries.	
I am eating berries.	
I ate...	

RESOURCES


- My Favourite Activity Picture cards.
- Freshly cut bush in pot on table (if large class – a group of potted bushes in the four corners of the room).
- Bag filled with berries (frozen or fresh) hanging in the bush.

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Review Activity (Game of Charades)		Review Vocabulary: My favourite activity (I play / I am playing...) (Charades) Pass out activity cards from My Favourite Activity unit – one to each student Have them stand and act out the activity on their card Teacher moves from student to student asking the question: What are you doing? Students respond: <i>I am playing ...</i> (name of activity) <i>I am</i> (activity) (ie: <i>I am playing hockey / I am playing cards / I am fishing / I am sewing</i>). Collect and redistribute cards so that everyone has a different card. Select two students to rotate among group and ask the question: <i>What are you doing?</i> as others act out new activities. Group students in groups of 4 – practice sequence with students rotating the lead in each group: <i>What are you doing? I am ...</i>	EM 5.1 EM 5.4 EM 5.9 EM 3.1

UNIT 7 – FALL HARVEST

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UNIT 7 – FALL HARVEST

Classroom Activity	Principle/ Strategy	Detailed Instructions/Ideas	Curriculum Connection
Culminating Activity		<p>Have students group together. Provide a bowl of assorted berries for each group to enjoy.</p> <p>As they eat, challenge the group to develop new sentence sequences combining new vocabulary with old.</p> <p>(Sample: <i>I like eating berries. / The berries are red and blue. I'm happy because I'm eating berries. / I'm eating three berries. / Would you like something to eat? I would like some berries</i>).</p> <p>Teacher rotates among groups to listen and respond to the challenge sentences</p>	<p>EM 7.1</p> <p>EM 7.2</p> <p>EM 3.2</p> <p>EM 4.3</p>


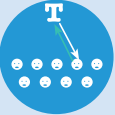
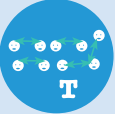
UNIT 7 – FALL HARVEST

SEQUENCE 2 (EM LOW)



Sentences to be acquired: In English	Sentences used in your language
I like _____ (name of berry).	
I love _____ (name of berry).	
I don't like _____ (name of berry).	
Do you like _____?	
Which berry is your favourite?	
My favourite berry is _____.	
Berries are good / bad/ sweet / juicy /.	



UNIT 7 – FALL HARVEST

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Introducing new sentences		<p>In front of class, show the students the bowl of berries</p> <p>Say: <i>I am looking for (name of berry).</i></p> <p>Select one type from the bowl and hold for all to see.</p> <p>Say: <i>I am eating (name of berry)</i></p> <p>Eat it with great gusto!</p> <p>Say: <i>I like (name of berry)! (Name of berry) is/are good.</i></p> <p>Do this several time with different types of berries while students listen – accentuate the differences in the words</p>	<p>EM 5.6</p> <p>EM 5.7</p> <p>EM 5.3</p>
		<p>Call up one student (model sequence to class) asking the question: <i>What are you doing?</i></p> <p>R: <i>I am looking for / eating (name of berry).</i></p> <p><i>I like (name of berry) are good!</i></p> <p>Repeat with another student.</p> <p>Rotate among group offering berries to individual students</p> <p>Review sequence with each student correcting as necessary</p> <p>Select one student to take the lead and models sequence (repeat as required)</p>	<p>EM 5.4</p> <p>EM 7.1</p> <p>EM 7.2</p>
		<p>Students divide into pairs and practice sequence. Select several pairs to share.</p> <p>Variation (if students can handle additional challenge):</p> <p>Teacher asks several students:</p> <p>Q: <i>What is your favourite berry?</i></p> <p>R: <i>I like (name of berry).</i></p> <p>Q: <i>What is (name of student) favourite berry? - repeat</i></p> <p>Correct the response if required and have student repeat corrected response</p>	

UNIT 7 – FALL HARVEST

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Culminating Activity		Taste Test: Have students close their eyes and open their mouths. Place one berry on their tongue and have them taste it and guess the name of the berry.	EM 3.4
Exit routine		Students file out as they answer the question: Q: <i>What is your favourite berry?</i> A: <i>I like</i>	EM 1.1 EM 3.1 EM 4.1

UNIT 7 – FALL HARVEST



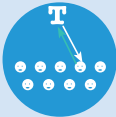
SEQUENCE 3 (EM MID)

Sentences to be acquired: In English	Sentences used in your language
Where is my / your / her bucket (pail, bag, birch bark baseket)?	
My / your / his/her bucket is here.	
My / your / his/her bucket is over there.	
I don't know where it is.	
Do you have any (name of berries)?	
I have some (name of berries).	
I don't have any (name of berries).	

RESOURCES

- Assorted berry picking buckets, bags or baskets.
- Bowl of assorted berries (frozen or fresh).
- Several containers, some empty and others with assorted berries (frozen or fresh)
- Fall Harvest PPT Concentration Game (computer and proxima).

UNIT 7 – FALL HARVEST

Classroom Activity	Principle/ Strategy	Detailed Instructions/Ideas	Curriculum Connection
Introducing new sentences		<p>Place two containers (bag, bucket, pail, birch bark basket..) on a table</p> <p>With exaggerated voice and actions hold item and say: <i>My (bucket, pail...)</i></p> <p>Move away from item and say: <i>Where's my (bucket, pail...)</i> <i>My Is over there (pointing)</i> <i>Here's my (bucket, pail...)</i></p> <p>Repeat this several times at various points around the room</p> <p>Call up one student – give him/her the container: Q: <i>Where is your (bucket, pail)</i> R: <i>Here's my (bucket, pail...) (move it away)</i> Q: <i>Where is your bucket?</i> R: <i>My is over there.</i> Q: <i>Where is his /her bucket?</i> R: <i>His / her is over there.</i></p> <p>Repeat with other students.</p> <p>Start sequence with full group as each student passes bucket to their neighbour while practicing sequence. Monitor and support.</p> <p>Divide students into pairs and have them practice sequence.</p>	<p>EM 1.2</p> <p>EM 3.1</p> <p>EM 3.4</p> <p>EM 4.1</p> <p>EM 4.3</p> <p>EM 7.1</p> <p>EM 7.2</p>
Culminating Activity		<p>Fall Harvest Concentration Game (PPT). As students turn over cards, ask: Where's the.... . Students must use word pairs in a sentence to keep point</p>	EM 3.1
Exit routine		<p>Rapid fire questions using the phrase: Do you have any... but ask for common items using familiar vocabulary (<i>Do you have any pencils / Do you have any hats / Do you have any shoes...</i>)</p>	<p>EM 3.2</p> <p>EM 7.1</p> <p>EM 7.3</p>

UNIT 7 – FALL HARVEST


SEQUENCE 4 (EM LOW)

Sentences to be acquired: In English	Sentences used in your language
Review all learned vocabulary	

RESOURCES:

- Several containers with assorted berries (frozen or fresh) – Taste Test
- Deck of Fall Harvest cards - Go Pick
- Fall Harvest PPT Concentration Game (cards or computer game) – Concentration
- Three small identical cups and small Fall Harvest picture cards – Shell Game

UNIT 7 – FALL HARVEST

Classroom Activity	Principle/ Strategy	Detailed Instructions/Ideas	Curriculum Connection
Review Lesson (centres may be repeated for additional review in subsequent lessons)		<p>Arrange classroom in a series of five centres and divide students into 3-5 groups: Review activities and expected sentence structures at each centre. Have groups rotate among centres spending approx. 10 minutes at each centre.</p> <p>1) Taste Test – review names for all berries. Call up one student. Ask them to close their eyes and open their mouth. Place berry in their mouth and ask them to identify berry by the taste. Q: <i>What are you eating?</i> R: <i>I am eating ...</i> Q: <i>Do you like...</i> R: <i>I (don't) like ...</i></p> <p>Group students with bowls of assorted berries – students challenge one another to the blind taste test.</p> <p>2) Go Pick – Students use the Fall Harvest deck of cards to play Go Pick (Similar rules to Fish) Q: <i>Do you have any</i> R: <i>I have (don't have) / Go Pick</i></p> <p>3) Concentration – Harvest picture cards or computer game – groups of students take turns guessing the placement of the picture cards looking for matching pairs. Q: <i>Where's the</i> R: <i>Here's the ...</i> Student must correctly say card name to count points for the pairing.</p> <p>4) Shell Game – Student places berry (or picture card) under one cup. Others are left empty. Moves cups around quickly to hide the location of the berry. Q: <i>Where's the</i> R: <i>Here's the / Over there....</i> Cup is turned over to reveal contents.</p> <p>5) Puppets – have students create dialogue related to picking berries using puppets</p> <p>6) Small Group Vocab Review – teacher meets with small groups of students to review vocabulary using Q-R approach and / or Fall Harvest picture cards as prompts.</p>	EM 1.2 EM 3.1 EM 3.4 EM 4.1 EM 4.3 EM 7.1 EM 7.2

UNIT 7 – FALL HARVEST


SEQUENCE 5 (EM LOW) –

PREPARING FOR BERRY PICKING / GIVING THANKS / HARVESTING PROTOCOLS

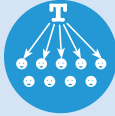



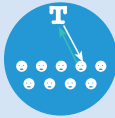
Sentences to be acquired: In English	Sentences used in your language
What are you thankful for?	
I am thankful for (name of berries).	

RESOURCES

- Berry Picture cards

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Review		<p>Place pictures of various berries in front of the class</p> <p>Ask: <i>What is your favourite berry?</i></p> <p>Students pick card and respond, <i>"I like...."</i></p> <p>Repeat sequence with several students until all cards are picked</p> <p>Have students place cards face down on their desks</p> <p>Q: <i>What is (student's name - A) favourite berry?</i></p> <p>R: <i>(Student A) likes</i></p> <p>Q: <i>(to student A) Do you like...?</i></p> <p>(Student A turns over card) R: <i>I like (don't like)</i></p> <p>Repeat with other students</p>	EM 7.2

UNIT 7 – FALL HARVEST

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Lesson	  	<p>Display berry picture cards at the front of the class.</p> <p>With exaggerated voice and actions to indicate thankfulness, hold one card and model response.</p> <p>R: <i>I am thankful for (name of berries).</i></p> <p>Repeat this with all pictures.</p> <p>Call up one student</p> <p>Q: <i>What are you thankful for?</i></p> <p>R: <i>I am thankful for (name of berry)</i></p> <p>Repeat with other students – select some to ask question and others to respond.</p> <p>Rotate around the class asking the question and soliciting an authentic response from each student.</p> <p>Divide students into pairs and have them practice sequence.</p> <p>Full class sequence – Q-R sequence passes from one student to another around the classroom. Responses should be authentic and determined by what type of berries they like and are thankful for</p>	<p>EM 2.1</p> <p>EM 5.5</p> <p>EM 5.6</p> <p>EM 5.3</p> <p>EM 5.4</p> <p>EM 7.1</p> <p>EM 7.2</p>
Culminating Activity		<p><i>Blueberry, Strawberry, Bear! (AKA- Duck, Duck, Goose):</i> Assemble students in circle. One student is selected to move behind others tapping them on the head and saying the name of a berry. When they say the word “Bear” the two students must run around the circle and get back to the empty seat before the other.</p>	<p>EM 3.1</p>
Exit routine		<p>Rapid fire questions using the Q-R Sequence:</p> <p>Q: <i>What are you thankful for?</i></p> <p>Solicit varying authentic responses such as:</p> <p><i>I am thankful for... My mom / my dog / my language, my green hat....</i></p>	<p>EM 3.2</p> <p>EM 7.1</p> <p>EM 7.2</p> <p>EM 7.3</p>

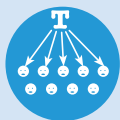


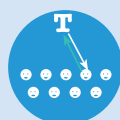
UNIT 7 – FALL HARVEST

SEQUENCE 6 – BERRY PICKING

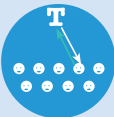
VOCABULARY: All vocabulary

RESOURCES

- buckets, pails and bags, first aid / safety kit, camera

Activity	Strategy	Ideas / Reminders	OLC Connection
Preparing for Picking Berries		Remind students of: Protocols, staying in the language, bear and bush safety, staying together as a group with partners. Check to see that you have safety equipment, students are dressed appropriately, and that everyone has a bucket / pail or bag.	EM 1.2 EM 1.4 EM 2.1
Travelling to the Berry Picking Site		On the way to the site pair up the students and have them sequence through their list of questions and responses: Q-R Sequence: <i>Where is your bucket?</i> <i>My bucket is</i> <i>What are we (you) doing?</i> <i>We (I) are going berry picking.</i> <i>We (I) are looking for berries.</i> <i>What kind of berries are we picking?</i> <i>We are picking (berries)</i> <i>What is your favourite berry?</i> <i>My favourite berry is (berry).</i>	EM 1.3 EM 5.4 EM 4.1 EM 7.1 EM 7.2
On site	 	Group students for a prayer of thanks Rotate among groups of students asking them questions and encourage them to interact in the language. <i>Do you have any berries?</i> <i>What berries are you picking?</i> <i>What are you eating?</i> <i>What is your favourite berry?</i> <i>How do the berries taste?</i> <i>What's your favourite berry?</i> <i>Where is your bucket?</i> <i>Is your bucket full?</i> <i>What are you thankful for?</i> Take pictures of the students as they pick berries. Try to get an array of pictures as these may form the basis for future Q-R sequences, projects and displays.	EM 2.1 EM 2.2 EM 3.2 EM 4.2 EM 4.3 EM 5.4 EM 5.5 EM 5.8 EM 6.1 EM 7.1 EM 7.2

UNIT 7 – FALL HARVEST

Activity	Strategy	Ideas / Reminders	OLC Connection
Back in Class		<p>As the students are cleaning and sorting their berries, project the photos taken during the berry picking activity and ask a series of questions: .</p> <p><i>Who is this?</i> <i>What is this?</i> <i>What is (student name) doing?</i> <i>What kind of berries is (student) picking?</i> <i>How do you feel?</i> (Unit 1) <i>What is the weather like?</i> (Unit 2) <i>What is (student) wearing?</i> (Unit 5) <i>What is (student) favourite berry?</i> <i>Where's (student) bucket?</i> <i>Is his/her bucket full?</i></p> <p>Solicit authentic responses from the group.</p> <p>For additional challenge, tell the students to look at the picture, memorize details and then hide the image and ask the questions</p> <p>These pictures can be printed and displayed at the Elder Tea. The students may create captions or walk their parents / Elders through the pictures explain details using the vocabulary they are familiar with.</p>	<p>EM 5.4 EM 5.5 EM 7.1 EM 7.2 EM 7.4</p>

UNIT 7 – FALL HARVEST

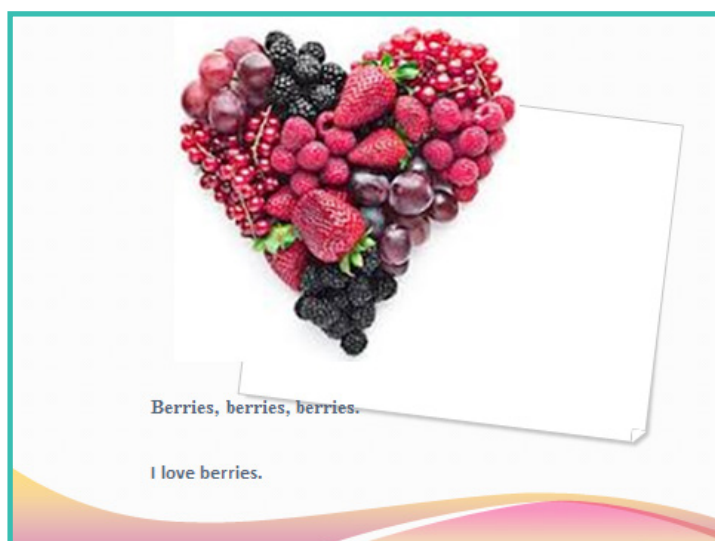
SEQUENCE 7 (BE LOW)

SPEAKING - READING AND WRITING – I LOVE BERRIES–


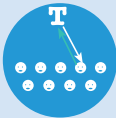
Sentences to be acquired: In English	Sentences used in your language
I am going to read.	
Will you _____ (name of student) read?	
Can you help me?	
I want to find / pick / bake.	
We can find / pick / bake together	
I am making / baking _____ (jam, pie, muffins, bannock, ice-cream).	
I eat berries with my _____ (Mom, Dad, everyone).	
I eat berries in the _____ (kitchen, bedroom).	
I eat berries on my _____ (cereal, bread, bannock, everything).	

RESOURCES


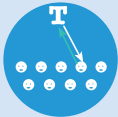
- Berry books – levelled power points
- Rosie series berry book.
- Make your own books with pictures taken when berry picking.



UNIT 7 – FALL HARVEST

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Review		<p>Place pictures of various berries in front of the class</p> <p>Ask: <i>What is your favourite berry?</i></p> <p>Students pick card and respond, <i>"I like...."</i></p> <p>Repeat sequence with several students until all cards are picked</p> <p>Have students place cards face down on their desks</p> <p>Q: <i>What is (student's name - A) favourite berry?</i></p> <p>R: <i>(Student A) likes</i></p> <p>Q: <i>(to student A) Do you like...?</i></p> <p>(Student A turns over card) R: <i>I like (don't like)</i></p> <p>Using other key phrases and simple sentences that students have learned have conversations to answer and converse with others.</p>	<p>EM 7.2</p> <p>BE 7.2</p>
Lesson – I love Berries PowerPoint books (4 versions) B1, B2, B2 without cues, B3		<p>Have ready the power point book called, I love berries (B1).</p> <p>Invite one student to come up and read the book. This should be relatively simple as they would have heard all these words repeatedly.</p> <p>Invite the entire class to read along for a second time to reinforce the sentences.</p> <p>Next, have ready the PowerPoint book called, I love Berries (B2). Go through each slide and invite random students to read along. They should be able to use the cues from the pictures to identify what the book is saying.</p> <p>Next, have ready the PowerPoint called, I love berries (B2 without cues). This book has the cues removed and some of the sentences are out of order. Ask students to read the book and also indicate that they understand by gestures.</p>	<p>BE 5.10</p> <p>BE 5.3</p> <p>BE 7.4</p>
Other levelled PowerPoint books		<p>If students are ready, either print or make available on multiple computers, a copy of the PowerPoint book called, I love berries (B3). They should use a dictionary or other sources available to figure out the words that are new – which include, all day long, everyone, everywhere, everything.</p> <p>Repeat the above with changing between the teacher reading, students reading to whole class or in pairs, students reading on their own and also the use of dictionary to help them learn the words and phrases they don't know.</p>	IN 5.2

UNIT 7 – FALL HARVEST

Classroom Activity	Principle/Strategy	Detailed Instructions/Ideas	Curriculum Connection
Culminating Activity		<p>Ask students to add words to their personal dictionary or class word wall.</p> <p>Students should be able to create their own PowerPoint books with pictures taken on the berry trip – or using clip art from the internet. The books should demonstrate the level they are at including their ability to apply rules of noun-verb patterning, use of key phrases, describing what they like to do with berries.</p> <p>Students should also be given the chance to choose to write a puppet play or make a video if they don't want to make a PowerPoint book.</p> <p>If possible, students should be encouraged to read their books to an audience (family member, younger students, at an assembly).</p>	<p>BE 5.2</p> <p>BE 7.1</p> <p>BE 7.4</p> <p>BE 7.5</p> <p>BE 7.6</p> <p>IN 1.4</p>
Homework		<p>If possible, have printed copies of the I love berry book at the appropriate level to give to each student to take home and read with their family member of their choice.</p>	

UNIT 7 – FALL HARVEST

MINI PROJECT IDEAS:

SCRATCH AND SNIFF INVITATIONS / SHARED STORY / BAKING WITH BERRIES)

Project title	Harvest Cards or Mural with Scratch and Sniff paint	Picking Berries Big Book	Baking With Berries
Materials	<p>-Card stock or mural paper</p> <p>-DIY paints with berry fragrances (see resource list in appendix 1)</p>	<p>Chart paper, painting paper, paint (scratch and sniff if preferred), markers or crayons</p>	<p>Berry Recipes</p> <p>Cooking utensils</p> <p>Berries</p> <p>Cooking ingredients</p>
Activity 1	<p>Students create cards illustrating different actions related to their experiences picking berries. The berries can be masked and incorporated into the paint so that the colours have a fragrance to them. See appendix 1 for DIY instructions.</p> <p>These cards can be used as invitations to parents or Elders to a Harvest tea where students can showcase their language and harvesting skills.</p>	<p>Students describe their adventures picking berries through a shared writing experience (big book). The book should utilize learned vocabulary and may be utilize a repetitive refrain:</p> <p><i>What is (Jessie) doing?</i> <i>Jessie is ...</i></p> <p><i>What is (John) eating?</i> <i>John is eating...</i></p> <p>Students can each illustrate different pages to the book.</p>	<p>Students can use simple recipes to create food from their harvest. This could include making jam or jelly, adding berries to bannock or muffins or a baking a berry pie.</p>
Activity 2 (alternate)	<p>Students design and create a large mural showing all the activities related to their berry picking experiences. The students can mix up berries in their paint and create a scratch and sniff mural.</p> <p>The mural can be hung in the classroom or hallway and will stimulate student reflection and language associated with berry picking. Students may write about their experiences using simple / learned sentences and add these to the mural.</p>	<p>To add novelty to the task, students can design the book as a scratch and sniff book using the fragrance of the berries to incorporate another sensory element into the picture.</p> <p>This big book story can be shared with parents and Elders at a Harvest Tea.</p>	<p>The baking can be saved for a Harvest Tea where students can showcase their language, cooking and harvesting talents.</p>

UNIT 7 – FALL HARVEST

ADVANCED PROJECTS IDEAS :

(SUGGESTED PROJECTS FOR BEGINNER AND INTERMEDIATE LEARNERS)

Project title	Harvest Cards or Mural with Scratch and Sniff paint	Picking Berries Big Book	Baking With Berries
Materials	<p>Recipes</p> <p>Access to kitchen</p> <p>Baking utensils</p> <p>Camera to photograph baking</p>	<p>Recipes</p> <p>Access to cooking facilities</p> <p>Filming equipment (tablet and tripod)</p>	<p>Publishing program</p>
Activity 1	<p>Students collect family favourite recipes from Elders, parents and grandparents.</p> <p>-Translate these into the language</p> <p>-Try out the recipe taking pictures of all baked goods</p> <p>-Design a cook book featuring the recipes, photos of the baking and family stories of harvest-time activities</p>	<p>Students create a script and film a cooking show featuring a recipe using the berries picked during the Fall Harvest.</p> <p>Alternate: Animate a cooking sequence using a berry recipe.</p>	<p>Invite an Elder to come to share stories about harvesting berries and other crops.</p> <p>Working in groups, have students create a children's book using the Elder story. Illustrations can be done in any medium.</p> <p>Alternate: Have the students' document the entire harvest experience and use these photos in a book about their Fall Harvest.</p> <p>Consider submitting the book to the Children's Storybook Contest held each year in the NWT or making a YouTube video of their story.</p>
Exemplars	<p>Cree Cook Book</p>	<p>Cree Cooking Show</p> <p>-Animated cooking (Film by PWK students)</p>	<p>Book:</p> <p>When I Was Little Birch Water</p>

GAMES – NUMBERS AND COLOURS

1-2-3

RESOURCES

- Pack of cards – or number cards you have made yourself of only # 1 -2 -3.

Classroom Activity/ Game	Detailed Instructions/Ideas
Game 1-2-3 Card game to learn numbers	<p>Using a pack of cards (or number cards that you have made yourself), introduce numbers.</p> <p>Only have in the deck the numbers 1-3 at this beginning time.</p> <p>Numbers are important as later they will need the numbers to talk about how many brothers or sisters they have. Remember, we're only learning words and sentences to help in 'real' conversation. Not words in isolation.</p>
Oral supported by card (picture) 1 -2 -3 only at first	<p>If using a pack of cards, show the ace and say the word "one", several times.</p> <p>If possible, tape over the picture of the ace and put an actual 1 in its place.</p> <p>Have the learners repeat after you. Repeat the process with each number.</p> <p>Do not introduce too many numbers at once. With younger learners (K-1), it is better to limit yourself to 1, 2 and 3 the first time. With older learners, it may be possible to go up to 5.</p>
Add a gesture	<p>Go through this process several times, having learners repeat the numbers after you, but add a gesture for each number.</p> <p>Carry out the gesture each time you say a number and have the learners repeat the number and then gesture.</p>
Hold up card	<p>Then, shuffle the numbers, and pull out a card at random and hold it up. Learners should be able to identify each number as it comes up. Repeat the process two or three times. They should carry out the gesture that is associated with the number that they identify.</p>
Gesture only	<p>Face the learners and carry out the gesture associated with one of the numbers that is being taught. The learners should be able to say the number that is associated with the gesture that you have carried. You may do this with the whole group at a time, or one by one.</p>
Say # – no card, no gesture	<p>Face the learners and say one of the numbers. The learners should carry out the gesture that is associated with the number. Increase the speed at which you say the numbers. (This is a very good way to have learners move while they are learning!).</p>
ZERO	<p>Remember to include the number zero. Take away all the cards and with a gesture show that there are no cards. This is important for the children who don't have any brothers or sisters.</p>

GAMES - NUMBERS AND COLOURS

I HAVE A RED 1.

RESOURCES

- Pack of cards – or number cards you have made yourself of only # 1-2 -3 in both **red** and black.
- Make sure you have enough so every learner can be dealt two cards.
- If introducing other colours you will need cards in different colours (blue, green etc.).

Classroom Activity/ Game	Detailed Instructions/Ideas
Game 2	After the greetings and the routine, play a short round of Game 1 (to refresh the numbers). Then, choose a number represented in two colours (for example, a red 1 and a black 1) and say: “ <i>I have a red 1 and I have a black 1</i> ”. Repeat this a few times.
I have a red 1.	
What do you have?”	Then deal two cards (for example, a number 3 in red and a number 3 in black) to one of the learners selected at random. Using a gesture, the teacher says: “ <i>I have a black 1 and a red 1. What do you have?</i> ” The learner should respond “ <i>I have a red 3 and a black 3</i> ”. Do this with a number of learners, using different numbers in red and black.
Go around at random	Then, shuffle the cards and deal two cards to each learner and to yourself. Show your cards and say “ <i>I have a red ___ and a black ___</i> .” Select a learner at random, and say “ <i>What do you have?</i> ” The learner should respond “ <i>I have a red ___ and a black ___</i> .” Or “ <i>I have a red ___ and a red ___</i> .” The first learner should then say “ <i>What do you have?</i> ” to another learner (random selection), and so on, until all the learners have said what cards they hold.
2 learners at front	Invite two learners to come to the front of the class. Deal two cards to each of them (you may increase to three cards), and to yourself. Model the sequence with each one, and then invite them to use the sentences with each other. Make sure that they say the sentences correctly.
2 different learners at front	Invite another two learners to the front of the class and repeat the practice.
Practice in pairs	Deal at least two cards to each learner. Then, have the whole class, in pairs, practise the sequence. They may move from learner to learner (especially if the class is small). This should not take much time – about 30 seconds should be sufficient. Once this is over, teacher selects 2 learners at random while saying “ <i>___ has a ___ and a _____. What does ___ have?</i> ” The learner should answer “ <i>___ has a ___ and a _____. </i> ” Then ask two learners to model this sequence in front of the class. Once this is done, have the whole class, in pairs, practise the sequence.
Other colours	So that learners may learn other colours, it is recommended to use number cards with known numbers in different colours. Alternatively, the teacher may use items of clothing worn by learners (or by the teacher), or classroom items (see Game 4).

GAMES - NUMBERS AND COLOURS

BANG

This game and its variations may be played at any time, but is more fun once the learners have acquired numbers up to 10 and beyond.

RESOURCES

None

Classroom Activity/ Game	Detailed Instructions/Ideas
Choose starter	Ask the learners to form a circle. Choose a “starter” randomly. The “starter” may be the teacher.
Increase speed	<p>The “starter” says “1”, and the person to the left says “2”, and so on around the circle. Once all the numbers that have been acquired have been said, the next learner starts again with “1”, and the sequence continues around again, and again, and again. Ask the students to speed up as they go. If a learner makes a mistake (for example, says the wrong number), the learner who has made the mistake starts the sequence at “1” again.</p> <p>Once they can do 1-5 fast for younger learners, or 1 – 10 for older learners try and go backwards (5-4-3-2-1).</p>
BANG with variation	<p>This variation works once the numbers up to 10 and above have been acquired. It is not recommended for Kindergarten learners. In this variation, the number “5” and its multiples (“10”, “15”, etc.) are replaced by a nonsense sound, like “Bang” or the sound of an animal (“Woof”).</p> <p>Teacher models the sequence two or three times, until the learners understand what is expected of them: 1, 2, 3, 4, BANG, 6, 7, 8, 9, BANG, 1, 2, 3, 4, BANG.</p>
Other multiples (get math teacher to do it as well for cross curricular)	In this variation, choose a number (other than 5) whose multiples will be said with “BANG”. For example, if you choose 3, then the sequence goes “1, 2, BANG, 4, 5, BANG, 7, 8, BANG, 10, 11, BANG”, etc. The activity continues as described above.



GAMES - NUMBERS AND COLOURS

THE MAGIC CIRCLE

RESOURCES

- Pack of cards

Classroom Activity/Game	Detailed Instructions/Ideas																				
Magic Circle • making the cards	<ol style="list-style-type: none">1. On one side of the card, write the number 1 in black. On the reverse side, put a question mark in the top right-hand corner and in the centre write the number 5 in red.2. On a second card, write the number 2 in black. On the reverse side, put a question mark in the top right-hand corner and in the centre, write the number 11 in red.3. On a third card, write the number 3 in black. On the reverse side, put a question mark in the top right-hand corner and in the centre, write the number 8 in red.4. Continue according to the following pattern with the left hand number in black on one side and the right hand column in red with the question mark in the top corner.5. Continue until the 20 cards are complete.<table><tr><td>1 -5</td><td>3-8</td><td>5-19</td><td>7-16</td></tr><tr><td>2-11</td><td>4-13</td><td>6-2</td><td>8-14</td></tr><tr><td>9-12</td><td>11-15</td><td>13-18</td><td>15-3</td></tr><tr><td>10-1</td><td>12-4</td><td>14-17</td><td>16-9</td></tr><tr><td>17-7</td><td>19-6</td><td>18-20</td><td>20-6</td></tr></table>	1 -5	3-8	5-19	7-16	2-11	4-13	6-2	8-14	9-12	11-15	13-18	15-3	10-1	12-4	14-17	16-9	17-7	19-6	18-20	20-6
1 -5	3-8	5-19	7-16																		
2-11	4-13	6-2	8-14																		
9-12	11-15	13-18	15-3																		
10-1	12-4	14-17	16-9																		
17-7	19-6	18-20	20-6																		
How to play	<ol style="list-style-type: none">1. Distribute the cards ensuring that every student has at least 1 card but students can have more. All the cards must be distributed. If there are more than 20 students in your class pair them up.2. Instruct students to place the cards on their desk with the black numbers up.3. The teacher starts the game by asking for one of the numbers (in the Dene language). <i>Who has number 3?</i> The students who has number 3 will answer back, <i>I have number 3</i>. The student then turns the card over and asks for the number on the back of the card, <i>Who has number 8?</i>4. The student who has number 8 replies, and follows the same pattern, <i>I have number 8. Who has number 14?</i>5. The game continues until all the cards have been used. It will end with a student asking for the original number that the teacher asked for.6. You can keep track of the time it takes to complete the game and try to beat that time.																				
Variation	<p>The magical circle can be replaced with any grouping. For example, pick 20 items of clothing mixed with colours. A black jacket, a red pair of sneakers, a pink snow-suit, a blue pair of mitts. Etc. To make it work as a circle, follow the pattern above with the numbers. The number 1 – could be the black jacket with the -5 being the red shoes.</p> <p>Then were the 5 is paired with 19 the 5 has to remain the red-shoes but pair it with the blue pair of mitts. Then the 19, which is paired with the 6 has to be the blue pair of mitts.</p>																				

GAMES – SCHOOL VOCABULARY

WHAT'S IN MY BAG?

This activity (or variations) can be used often in class. It helps develop vocabulary for items needed in class (or some other situation), but presents the items in full sentences, thus helping develop internal grammar.

RESOURCES

- The teacher has two school bags in which two identical items have been placed in each bag. This is only to begin until students know sentences, *When I come to school, I put a ___ in my bag. And What's in your bag?*
- The number of items in the teacher's bag can then increase over time.

Classroom Activity/Game	Detailed Instructions/Ideas
Game 4 What's in my bag?	<p>When I come to school, I put ____ in my bag.</p> <p>Place ONE bag on a table where all learners can see it. To begin, only put two items in this bag. Reach into the bag and pull one thing out of the bag as you say:</p> <p><i>"When I come to school, I put a <u>pencil</u> (for example) in my bag."</i></p> <p>Repeat a few times.</p> <p>Next, reach into the bag and pull the other item out of the bag as you say: <i>"When I come to school, I put my lunch (for example) in my bag."</i></p> <p>Repeat a few times.</p> <p>Select one student and give them the other school bag that has identical two items.</p> <p>Then, say: <i>"When I come to school, I put a pencil in my bag."</i></p> <p><i>"What do you have in your bag?"</i> - point to the learner and the bag and repeat, <i>'what do you have in your bag?'</i> The student should understand to take one item out and say, <i>'I have a <u>pencil</u> in my bag.'</i></p>
Practice sentences needed to play game	<p>Practice this sequence over and over until students know how to say, <i>When I come to school, I put a ___ in my bag. And What's in your bag?</i></p> <p>Next, the teacher should ask all the children to get their bags. If they don't have a bag, give out any grocery cloth bags...and have students put a couple of items in their bag. At first, ask students to limit their items to the two you have already taught them and one more item.</p>

Classroom Activity/Game	Detailed Instructions/Ideas
Randomly selected students try with their own bag in front of class.	<p>The learner should go to front of class with their three items. The learner should put their hand in their bag and pull out an item and say <i>"When I come to school, I put a pencil in my bag."</i> Next they should pull out another item and say.... <i>"how do you say exercise book?"</i> Note that the <i>"how do you say___?"</i> is a survival sentence they learned in Unit 1.</p> <p>Teacher replies by saying: <i>"When you come to school, you put an exercise book in your bag."</i> The learner should then give the reply again, using a full sentence. Have the full class learn the word for what that student had put in their bag.</p> <p>Repeat with other learners who would come up and try what is in their bag.</p> <p>Then, invite two learners to model the exchange in front of the class. Once this has been done, invite another two learners to model in front of the class.</p>
Pairs with their bags	<p>After this, have the class, in pairs, carry out the activity. This should last at the most 30 seconds. They should have their school bag in front of them. If there is time, have them change partners and carry out the exchange again. Teacher needs to notice which learners have been paired.</p>
Teacher with randomly selected student	<p>When the learners have completed this exercise, the teacher selects a student at random and says: <i>"When ___ (name of learner) comes to school, he/she has a ___ in his/her bag. What does ___ (name of another learner) have in his/her bag?"</i> The selected learner should be able to say: <i>"When ___ comes to school, he/she has a ___ in his/her bag."</i></p> <p>As learners progress, this activity can be made more challenging. For example, learners may be asked give two or three items that they have in their bag. Later on, colours may be added (for example, a red book, a yellow pencil, two green markers, etc.)</p>

GAMES – SCHOOL VOCABULARY

OR – VARIATION ON WHAT’S IN MY BAG?

RESOURCES

- Each student has their bag with a few items – teacher has their bag with items needed for classroom conversation (pencil, pen, eraser, scissors etc.)
- OR – teacher could have bag with all cloths needed for season (hat, mitts, toque, snow pants etc.)

Classroom Activity/Game	Detailed Instructions/Ideas
What’s in my bag?	<p>Teacher faces the class, with the bag and says: “<i>When I come to school, I put ____ (an item) in my bag.</i>” T then takes out the item that has been named. Put it back in the bag and take it out again, once more giving the sentence. Then ask a learner: “<i>____ (name of learner), do you have a ____ (name of item) in your bag?</i>” The student should then provide the full sentence: “<i>When I come to school I put ____ (the item in question) in my bag.</i>” T repeats the sequence with other learners, then starts again, with a new item.</p> <p>Once the learners have become used to the game, it can become a type of memory game where they have to list all the items in their bag. Learners should be encouraged to ask each other what they have in their school bags.</p> <p>This game may be used at all times to introduce new vocabulary, but you have to make sure that the vocabulary will be needed in class or for routines for getting dressed for recess... “<i>when I come to school I wear my ____ (mitts or toque).</i>”</p>

GAMES – SCHOOL VOCABULARY

DRAW THE OBJECT IN MY BAG

RESOURCES

- 1 game sheet per learner, pencil/crayon.

Classroom Activity/ Game	Directions
Partners	Have the learners work in pairs.
	<p>Learner A asks Learner B: Do you have a ____ in your school bag?</p> <p>Learner B replies:</p> <p><i>Yes, I have a ____ in my school bag. OR</i></p> <p><i>No, I don't have a ____ in my school bag.</i></p> <p>On his/her sheet, Learner A draws the item that is in Learner B's school bag. If the reply was negative, nothing is drawn.</p> <p>Learner B then asks the same question to Learner A, and fills in his/her sheet accordingly.</p> <p>Continue this until both learners have drawn three items that is in the partner's bag.</p> <p><i>When everyone is finished have them stand up and show their drawings saying, I</i></p> <p><i>n my partner's school bag, there is...</i></p>

GAMES – ALPHABET

SPELL MY NAME - BINGO

RESOURCES

- One paper for each student, cards with each letter in the Aboriginal Language alphabet.

Classroom Activity/Games	Directions
	<p>Each learner should have a piece of paper.</p> <p>Shuffle the letter cards and place the pack in front of you.</p> <p>Pick a card randomly from the top of the pack (or you could have a leader from your class do this part when they know the game).</p>
Sound it out	<p>Sound out the letter that has been picked. (Have the class repeat the sound).</p> <p>Each student who has that sound / letter in his or her name writes it down on the piece of paper.</p> <p>Post the letter up on the board so that students can see that it is there.</p> <p>Select a second letter and again, sound out the letter and have the class repeat.</p> <p>Students again write down the letter if it is in their name.</p> <p>Continue in this way until all students have been able to write their name.</p>
BINGO	<p>The first student to write his or her whole name becomes the leader to pick a card from the deck.</p>

GAMES – BODY PARTS

BODY PARTS

This is a physical exercise that can be used to practice numbers AND body parts. There are many variations, so you may wish to invent your own.

RESOURCES

Wide open area in classroom.

Classroom Activity/Game	Directions
Practice body parts and numbers with physical exercise	<p>Have all students stand up so they can see you.</p> <p>Facing the class say, '<i>touch your knees</i>' as you touch your knees. Say, touch your toes, as you touch your toes. Repeat touch your knees, touch your toes until they know those two body parts.</p> <p>To practice their numbers say, '<i>touch your toes three times</i>' and <i>touch your toes, stand up, touch your toes</i> etc. until you have touched your toes three times.</p> <p>Now try, touch your head two times.</p>
Student becomes leader	<p>Once students have learned their numbers and a few body parts see if they can do it without you leading. Ask a student one at a time to come up and give them directions to touch their heads 3 times or their knees 2 times. Etc. When they get it right they can ask the next student what they want.</p> <p>Now add in 'touch your head' and touch your shoulders.</p>
SING	<p>To also teach them their body parts sing, head and shoulders, knees and toes.</p>

GAMES – BODY PARTS

PHYSICAL NUMBERS

This is a physical exercise that can be used to practice numbers. There are many variations, so you may wish to invent your own.

RESOURCES

Wide open area in classroom.

Classroom Activity/Game	Directions
Practice Numbers with physical exercise	Ask learners to do jumping jacks, counting up to whatever number you wish.
	(Variations: body – twists, raising arms, raising one leg). Ask students to follow you. Use full sentences as you talk to them even if they don't know all the words as through your movements they'll know what you are doing. Jump with them.

GAMES – EMOTIONS

IF YOU'RE HAPPY AND YOU KNOW IT

RESOURCES

- Translated song “If You’re Happy and You Know It”.
- Large emotions cards.

Classroom Activity/Game	Directions
How to play	<ol style="list-style-type: none">1. Review the emotions cards with the students. Lay the cards out in the circle.2. The teacher sings the song to the tune of, <i>If You’re Happy and You Know It</i>. Ask the students to point at the card representing each emotion mentioned in the song.3. Give one or more cards to each student.2. Teach the students the song <i>If You’re Happy and You Know It</i>. Replace the word <i>happy</i> with each of the different emotions cards that each student has and ask the student to mime an action for their emotion. The rest of the group will follow along, miming the action, while singing the song!



GAMES – EMOTIONS

MIMING OUR FEELINGS

RESOURCES

- Large emotions cards.

Classroom Activity/Game	Directions
How to play	<ol style="list-style-type: none">1. While in a circle, show the pack of cards to the students and practice saying the emotions on each card together – remember to use full sentences. Distribute at least one card to each student but students can have more. All the cards must be distributed. If there are more than 20 students in your class pair them up.2. Go around the circle and ask the students to practice saying the emotion(s) they have on their cards in full sentences by saying <i>I am angry, bored etc...</i> Students could also hold up their card and the student beside them in the circle could practice asking <i>Are you angry, bored, etc...?</i>3. The teacher starts the game by standing in the middle of the circle, miming an emotion (ex. a sad face). A student who has a sad card will ask, <i>Are you sad?</i> And the teacher in the middle of the circle will respond <i>Yes, I am sad.</i> The student then replaces the teacher in the middle of the circle.4. The student who is in the middle of the circle then mimes a different emotion of their choice (ex. a tired face). Encourage the students to use their whole body when miming! A student in the circle who has a tired card will ask <i>Are you tired?</i> And the student in the middle of the circle will respond, <i>Yes, I am tired.</i> And the two students will switch places so that a new student is in the middle of the circle.5. The game continues until all the emotions have been mimed.
Variation	Instead of, or in addition to miming, students could use sounds to illustrate an emotion. Ex. a yawn for feeling tired, a sigh for feeling bored, crying for feeling sad. You can ask students to keep their hands still if they only use sounds. A discussion of how sounds, body language are interpreted differently across cultures could be included.

GAMES – EMOTIONS

FEELINGS VIDEOS

RESOURCES

- Large emotions cards.
- Variety of short video clips.
- A bell (noise maker).

Classroom Activity/Game	Directions
Preparation	<ol style="list-style-type: none">1. The teacher chooses short videos where the characters show lots of different emotions. Cartoons or animated shows/ movies are great.2. Know which emotions cards are represented in each video and hand them out to the students. If you have 10 students, find 10 emotions in each video clip you use (or pair the students up if you have less students).
How to play	<ol style="list-style-type: none">1. Arrange the students in a “u-shape” around the video screen with the bell/noise maker in the middle making them easily accessible.2. Hand out the appropriate set of emotions for each video clip to the students. Play the video clip and when the students see a character displaying their emotion, they run to the bell/ noisemaker and ding it. The teacher stops the video and the student says <i>He/she is angry</i>.3. Continue until each student has identified their emotion in the video clip.4. Repeat the same activity with each video clip.5. Alternatively, lay all the emotion cards on the floor and when any student recognizes an emotion displayed by the character they ding the bell and select the card and say which emotion was on display.
Variation	<p>This activity can be done without the cards as the students improve their vocabulary. The students could yell out the emotions adjective as they appear in the video. The students could also write down the emotions on a worksheet as they appear in the video and try to identify as many emotions as possible.</p> <p>Bingo cards could be made with the emotions written down in each box. Show the videos and play bingo with the students! When they get a straight line, give them a prize.</p>

GAMES – EMOTIONS

CLASS CHECK IN

RESOURCES

- Large emotions cards.
- Ball

Classroom Activity/Game	Directions
How to play	<ol style="list-style-type: none">1. Arrange the students in a circle. Lay all of the cards face up but the teacher holds on to the two cards feeling happy (good), feeling sad, (not good).2. The teacher passes the two cards to the student beside them and says, <i>How are you today?</i> The student chooses one of the two cards and says, <i>I'm good</i> or <i>I'm not good</i>. The teacher says <i>Why?</i> The student chooses one of the cards laid out in the middle of the circle to explain why they are feeling that way <i>Because I am sick, lonely, hungry etc...</i>3. The student with the two cards now asks the student beside them <i>How are you today?</i> and the game continues until all students have had a chance to “check in” and share how they are feeling that day.
Variation	<p>This game can be played without the cards but with the ball instead. Put students in a circle and have Student A throw a ball to Student B:</p> <p>Student A: <i>How are you today?</i></p> <p>Student B: <i>I'm good/not good.</i></p> <p>Student A: <i>Why?</i></p> <p>Student B: <i>Because I am happy, excited etc...</i></p> <p>Student B then throws the ball to a new student and the same conversation continues. The game ends when all students have had a chance to “check in” and share how they are feeling that day.</p>

GAMES – EMOTIONS

MATCHING EMOTIONS

RESOURCES

- Large emotions cards.
- Magazines and newspapers.

Classroom Activity/Game	Directions
Preparation	1. The teacher or as a class, will cut out various situations/ scenarios displayed in newspapers and magazines (or print them from the internet) that display various emotions. Choose images that might be associated with various different emotions.
How to play	<ol style="list-style-type: none"> 1. Put the students in small groups of 4 or 5. Give each group a set of situations/scenarios from magazine/newspaper that match 4 or 5 of the emotions cards. Ask the students to take turns matching the situation/scenario with an emotion card. When a match is made, the student says <i>He/she feels....or This picture makes me feel...</i> 2. The students can discuss the different types of emotions each situation/scenario can elicit. 3. Ask the groups to trade cards and situations to repeat the activity
Variation	<p>The activity can be completed in a large group altogether instead of small groups. Put the situations/scenarios in the center of the circle and give each student an emotions card. Have a race to see who can find a match first! Or without doing a race, just ask students to find a match and each student will have an opportunity to say <i>He/she feels.... or This picture makes me feel....</i></p> <p>Play different types of music and ask the students to choose the emotion card that represents how the music makes them feel.</p> <p>Ask the students to cut out various situations/scenarios that would represent the emotions card they have been given. These can be used in the matching games mentioned above.</p> <p>Ask the students to sort the large emotions cards into the following categories:</p> <ul style="list-style-type: none"> -negative feelings/positive feelings -physical – emotional -easy to talk about – hard to talk about -easy to recognize in someone else – hard to recognize in someone else -feelings that usually last – feelings that are over quickly

GAMES – EMOTIONS

CHARADES

RESOURCES

- Large emotions cards.
- Powerpoint and projector.

Classroom Activity/Game	Directions
Preparation	1. Create a Powerpoint presentation with each slide containing an emotion (not an image but the word). Use the emotions that are on the emotions cards for familiarity.
How to play	<ol style="list-style-type: none">1. Review the emotions cards with the students before playing if necessary.2. Have one student come to the front of the room and sit with his/her back to the PowerPoint.3. The rest of the students in the class take turns acting out the emotion that appears on the powerpoint slide (they can't speak) for the student in the front of the room to guess.4. The student has 30 seconds to guess as many emotions as he/she can. Remember, to get the point they need to use full sentences. (<i>He/she is feeling _____</i>).5. Give each student the chance to sit with his/her back to the powerpoint. The student who guesses the most emotions in 30 seconds wins!
Variation	Separate the students into groups of 4/5. Place a pile of cards with random emotions in the center of the group. Have students take turns acting out emotions for their group members to guess. The group member who guesses correctly keeps the card in an attempt to have the most cards at the end of the game.



GAMES – EMOTIONS

SAY IT LIKE THIS

RESOURCES

- 4-5 spinners or 4-5 dice.
- A list of simple cut out phrases (4-5 sets).

Classroom Activity/Game	Directions
Preparation	<ol style="list-style-type: none">1. The teacher will make a spinner (one for each group of 4 – 5 students). The spinner will have 6 or more emotions written down. If you are using dice, allocate one emotion for each number on the die and write this down on the board.2. The teacher will cut out 10 simple phrases for each group of students to practice reading. Examples:<ul style="list-style-type: none">-My name is...-I need to go home.-Hello-Goodbye-I don't like apples.-My shirt is yellow.-Do you have a brother? <p>NOTE: The phrases don't connect with the emotions...the idea is to be silly...and that when you're saying one thing, but acting out a different emotion it can be funny.</p>
How to play	<ol style="list-style-type: none">1. Place the students into teams of 4 to 5. Give each group a spinner or a die and a list of cut out phrases.2. Review the emotions on the spinner (or the die) and the list of phrases if needed.3. Place the phrases face down in front of the group.4. Students draw a phrase and then spin/roll an emotion (the other students in the group can't see either result). Students will say that phrase as if they were feeling the emotion they selected on the spinner/die. The other students must guess what emotion the student is feeling.5. Have fun with this game because it can be very silly! Teachers can also have a conversation about how powerful tone of voice is when communicating.

GAMES – FAMILY

SWITCH

ADAPTATION FOR SMALL CLASS:

For a smaller class, use only 3 sets of the 13 cards. OR, for an even smaller class (4 students) use only 3 sets of even fewer of the family members. For example, use 3 grandmother cards, 3 father cards, 3 baby cards, 3 girl cards for a total of 12 cards. Shuffle these 12 cards and hand out 3 cards to each student.

RESOURCES

- Large family cards (13).
- Deck of 52 cards (Four sets of smaller family cards).

Classroom Activity/ Game	Directions
Circle game	<ol style="list-style-type: none"> 1. As always, ensure students are using full sentences as you review the names of the family members using the large family cards (perhaps have them posted on the wall). Once students have had a refresher, play the game. 2. Ask the students to stand in a circle. 3. Shuffle the deck of 52 cards (the smaller version of family cards) or any combination that makes sense for your class size. 4. Give each student, and yourself, 2 or 3 cards from the deck of 52 cards until they are all handed out. 5. Stand in the center of the circle. 6. Say the name of one of the family member cards that you have, using a full sentence (for example, <i>"I have the grandmother".</i>) out loud but don't hold up the card. 7. All students who have that card (there should be three others) must switch places with someone else who has that card. <ol style="list-style-type: none"> a. As a variation, once the students are comfortable with the game, each child that has the 'right' card would need to say, <i>"I have the grandmother. My grandmother's name is ____."</i> Or, you could expand more and say, <i>"My grandmother's name is and her favorite food is ____ and she is ____ years old."</i> Students would get more points, the more they can say about the person. 8. You, the person in the center, need to switch places too. The idea is that you want out of the centre. 9. The last person will have no spot in the circle so will stand in the center. 10. The person in the centre has the opportunity to start the game all over again by shuffling the deck and starting again.
Variation	For very young students (JK, K or grade 1) an option would be for the person in the center of the circle to hold up the family member card that they have while saying the name if students are finding it too difficult.

GAMES – FAMILY

I LOVE YOU

RESOURCES

- Song – I Love You.
- Large family cards.
- Props that can be worn by students to represent each family member (i.e. stuffed animal for the baby, scarf for the grandmother, bubbles for the children etc...).

Classroom Activity/Game	Directions
Ideal for Circle Time	<ol style="list-style-type: none">1. Lay all the cards from the large deck of 13 family cards face up in the centre of the circle.2. As you play the song, <i>I Love You</i>, pick up the card on the floor that represents the person mentioned in the verse – or just point to it.3. Once you've gone through the song a few times they should have learned the song.4. Take the cards from the center of the circle and hand one out to each student. Place all the props in the middle of the circle. Lay them out one by one for the students to see.5. Sing the song, <i>I Love You</i>, again, but this time when the students hear the name of the family member on their card in the song, they must quickly grab an item from the center of the circle and act out their character until the song is over. There should be 9 family members standing in the circle by the end of the song.6. Sing the song, <i>I Love You</i>, again, but first ask a student to act out their family member that they have on their card. Once the group has guessed who it is, ask the student to lead a verse of the song using that family member's name. Continue around the circle, practicing verses of the song in a different order.



GAMES – FAMILY

GRANDMA, GRANDPA

RESOURCES

- Large family cards.

Classroom Activity/Game	Directions
Great morning wake-up circle game.	<ol style="list-style-type: none"> 1. Review the names of the family members [<i>Grandma, Grandpa</i>] from the large deck of family cards. 2. Teach the students how to say, <i>"This is [Grandma, Grandpa]."</i> (In the language English) <i>"Who?"</i> <i>"[Grandma, Grandpa]."</i> Sit in the circle with the students. Present the Grandma card to the student on your right saying <i>"This is [Grandma, Grandpa]"</i>. The student responds asking <i>"Who?"</i> The teacher responds saying <i>"Grandma."</i> 3. That student then presents the card in the same way to the student on his/her right and they have the same conversation. BUT, the statement <i>"Who?"</i> gets sent all the way back to you the teacher. Then the teacher says <i>"Grandma."</i> and sends that all the way back to the student with the card. 4. This gets repeated all the way around the circle until the card returns to the teacher. 5. Play it again, but present the <i>Grandpa</i> card to the student on your left after you present the <i>Grandma</i> card to the student on your right. This time, the cards should overlap and the game gets very fun!
Variation	<ol style="list-style-type: none"> 1. Play the game using different pairs of cards boy/father or sister/baby. 2. Give a student the opportunity to take the role of the teacher (this is very fun and challenging)!



GAMES – FOOD

WHO EATS THIS?

RESOURCES

- Large food cards and the large family cards.
- NOTE: This game is meant for after Unit 3.

Classroom Activity/Game	Directions
Great morning wake-up circle game.	<ol style="list-style-type: none"> 1. Place all of the food cards (or a number of cards you think they are ready to focus on practicing) in the center of the circle. 2. Review the names of family members using the large deck of family cards and then put them away – or place them up where they can see them. Teach the students to say, “My _____ (family member) loves to eat _____.” (Full sentence in Dene Zhati). (For example, “My Mom loves to eat bannock.”) 3. Have all your students sit in a circle. Model what you want them to do by picking up one of the food cards and saying, “My _____ (family member) loves to eat _____.” Then turn to a random student in the circle and say, “What does your _____ (family member) love to eat?” That student then needs to choose one of the food items and say, “My _____ (family member) loves to eat _____.” Then they need to ask someone else in the circle and say, “What does your _____ (family member) love to eat?” Then that who has answered the question randomly chooses another student to go next until each student has had a turn. 4. If you have a large class, make smaller circles to ensure the students aren’t sitting too long without a turn. 5. As the students get more confident, when it’s their turn to choose an item, they can choose someone in the circle and present the food item to them by asking: “Who loves to eat _____?” And the student must respond by saying: “_____ (family member) loves to eat.” The answer could be <i>Sarah’s Mom loves to eat bannock</i>, or <i>Jack’s Grampa loves to eat cookies</i>. If more than one person’s family members likes the same food, the answer might be both <i>Sarah’s Mom and Jack’s Grampa love to eat bannock</i>. 6. Continue until every student has had a chance to participate.
Variation – which could be used at the end of Unit 5	<ol style="list-style-type: none"> 1. Place the clothing cards on the floor instead of food cards. The students must choose one card from each pile. Teach the students to say “My _____ (family member) wears _____.”

GAMES – FAMILY

PICTIONARY – CHALLENGE GAME USING ALL CARDS

RESOURCES

- Small cards from family, clothing and food decks.
- White board and markers or paper and pens.

Classroom Activity/Game	Directions
This activity is for small groups – up to 4 students per group.	<ol style="list-style-type: none">1. Using the large cards, give the students the opportunity to review as needed before beginning the game.2. Using the small decks of cards combine the family, food and clothing cards so that they are all mixed up.3. Divide the class into small groups of students (ex. 4 students in a group).4. Shuffle the cards and give each group an even number of cards (this will depend on the size of your class).5. Each group should turn the cards so that they can't see them and one student volunteers to draw first.6. The drawer selects one card and doesn't show anyone. They have one minute to draw that card for their group. If the group gets it before one minute is up, the drawer selects another card from the deck and continues drawing. The goal is for the group to guess as many drawings as possible. Each time a drawing is guessed correctly, the group gets one point.7. When students guess they need to use full sentences such as, <i>'You're drawing a _____'</i> and the artist would reply, <i>'yes, I'm drawing a _____'</i> or <i>'no, I'm not drawing a _____'</i>8. All students in the group have the opportunity to draw for one minute.9. After all 4 members of the group have had a turn, ask them to add up their total guessed and report back to the full group.10. Remember they should be adding up their points counting in the language and reporting their total in the language.

GAMES – FOOD

MAKE A MEAL

RESOURCES

- Large food cards.

Classroom Activity/Game	Directions
Ideally meant for pairs of students or for a centre for groups of no more than four.	<ol style="list-style-type: none">1. The first time you set this activity centre up – model for the class.2. Lay out the large food cards (25 cards) randomly on the table and face up.3. Select 3 or 4 cards to ‘make a meal’ for breakfast, lunch, or dinner or potentially a snack.4. Depending on the age of the class use the sentences they should know or are practicing.<ol style="list-style-type: none">a. For snack I like apples, a cookie and milk. I don’t like bananas.OR<ol style="list-style-type: none">b. In the morning I have eggs and toast for breakfast. I like orange juice.OR<ol style="list-style-type: none">c. For supper my favourite thing to eat is caribou soup. I also like potatoes and cake.OR – the simplest would be just a list but encourage them to use, I like...<ol style="list-style-type: none">d. I like apples, oranges and bananas.5. Place the cards at one of the centres. When students take these cards they should each select 3 or 4 cards to ‘make a meal’ (breakfast, lunch or dinner) or a snack.6. Ask each of the learners to share the foods they have chosen with the others in their group.

GAMES – FOOD

GO FISH

RESOURCES

- Deck of food cards (10 food cards repeated 4 X for a total of 40 cards in deck)

Classroom Activity/Game	Directions
For any number of kids up to 7 kids.	<ol style="list-style-type: none">1. Shuffle the deck of food cards, give each learner 3 to 5 cards (depending on the size of your group) so that there are some cards leftover in the deck.2. Play the game of Go Fish.3. Ask the learners to say: <i>"Do you have a _____?"</i> Ask the learners to respond saying: <i>"Go fish."</i> or <i>"Yes I have a _____."</i>4. Continue playing until all the pairs are found.



GAMES – FOOD

GOLQAH MBÉH (FOOD THAT COMES FROM ANIMALS)

RESOURCES

- Song – GOLQAH MBÉH – Food that comes from Animals.
~(original written and sung by Diana Gargan and Nimisha Bastedo).
- Cards from the large deck of 25 cards.

Classroom Activity/Game	Directions
Ideally meant for pairs of students or for a centre for groups of no more than four.	<ol style="list-style-type: none"> 1. Lay all the cards from the large deck of 25 food cards face up in the centre of the circle. 2. As you play the song, <i>Food that comes from animals</i>, pick up from the floor the card that represents the food mentioned in the verse – or point to it. 3. Once you've gone through the song a few times they should have learned the song. 4. Sing, the <i>Food That Comes from Animals</i> again, but this time switch the order of the verses. Ask the children to pick up the cards or point to the card for the verse that you're singing. 5. Ideally, ask a child to lead one of the verses and they can pick the food that comes from animals that they want, and have other students pick up the card for the verse they are singing.
Variation	<ol style="list-style-type: none"> 1. Teach the students the word for breakfast, lunch and dinner. Then change the song to "<i>Food For Breakfast</i>" and use the food cards from the large deck (25) as prompts to change the words to the song (fruit, apples, bananas, bannock). 2. Continue with the other meals of the day. 3. Next, change the song to "<i>Food That Comes from the Garden</i>" and use the food cards from the large deck (25) as prompts to change the words to the song (vegetables, carrots, potatoes, onions).

GAMES – FOOD

SPOT IT

RESOURCES

- Large deck of 25 food cards.

Classroom Activity/Game	Directions
Divide the learners into two teams.	<ol style="list-style-type: none">1. Review the names of the foods in the large deck of food cards (25).3. Have the teams sit across from each other on the floor or around a big table.4. Lay out the large food cards (25 cards) face up.5. Select one learner from each team to go first.6. You – the teacher are the “caller” for the first round and will name of one of the food cards and the two learners on opposite teams will try to be the first one to grab the card with the picture of that food.7. Next, go to two other learners, one from each team. And again, as the ‘caller’ select one of the foods.8. Keep track of how many points each team gets and give them a prize!9. Once students understand the game remove yourself as ‘caller’ and have one of the students lead in this role.
Alternate as a centre activity	In a group of three to five students, have them each take turns being the caller while the others compete with each other to be the first one to grab the picture of the food the ‘caller’ has announced. The winner is the one with the most food cards at the end of the round.

GAMES – FOOD

WHAT'S MISSING?

RESOURCES

- Large deck of 25 food cards.

Classroom Activity/Game	Directions
This activity is for small group work – up to 4 or 5 students per group.	<ol style="list-style-type: none">1. Divide the class into small groups of 4 or 5 learners.2. Give each group 4 or 5 of the large food cards (25 cards).3. Lay the cards face up. Give the learners the opportunity to practice saying the names of their food cards before beginning the game.4. All learners close their eyes, except one learner who will remove one card from the pile.5. Learners will open their eyes and try to guess which card has gone missing.6. Give all learners the opportunity to hide a card.7. Ask the groups to exchange cards to practice a new set of foods.

GAMES – FOOD

NEZU

RESOURCES

- Large deck of 25 food cards.

Classroom Activity/Game	Directions
Great morning wake-up game.	<p>As a review of the names of foods in the large deck of food cards (25) complete the following.</p> <ol style="list-style-type: none">1. Divide the learners into two teams and line them up in front of you.2. The first two learners in the line are competing with each other.3. Using the deck of large food cards (25), hold up one of the cards.4. The learners will try to be the first one to say the name of the food.5. If they are stuck, turn the card over and put it at the bottom of the pile.6. Go to the next two in the line and again, turn a card over and see who the first one is to call out what it is.7. Keep track of how many points each team gets and give them a prize – maybe some yummy food!