

First Nations Language Essentials

Grade One

UNIT 1

Review Basic Vocabulary

UNIT 1 **Review Basic Vocabulary****PROGRAM GOALS****Self-Expression**

- control their environment
- express basic needs
- express likes and dislikes
- express state of being
- self-exploration

Social Interaction

- ask and answer simple questions
- express personal viewpoint
- make and respond to simple requests
- respond to one-on-one interactions

Discovery

- ask questions to derive meaning
- comprehend and respond to main ideas being taught
- describe or explain an event, process, or experience
- give directions, commands, and instructions
- present a personal narrative to an audience
- respond appropriately to directions, instructions, and commands
- utilize aural, visual, and context clues to derive meaning

Unit 1 - Review Basic Vocabulary

| ACTION | OBJECT | OTHER |
|---------------------|------------|---------------|
| close/open the door | bird | beside |
| draw | boy | but |
| dress up | carrot | don't |
| eat | chalkboard | everyone |
| erase | family | his/hers |
| feel | floor | long/short |
| fly | foot | me |
| gather | four | my |
| give | girl | not |
| hungry | hands | too big/small |
| pretend | house | you |
| push | legs | what |
| ride | pants | who |
| take off | road | with |
| talk | sun | without |
| yell | tree | your |
| wash your hands | window | |
| wipe your hands | | |

Questions:

"Is this a" + object?"

"Who has the" + object/quality?"

"What am I doing?"

Expected Responses:

Yes or No

(student name)

verb (imperative form usually)

Speaking:

one word responses are typical at this stage

UNIT 1 Review Basic Vocabulary**Sample Recombinations****LESSON 1**

New Vocabulary

beside, close the door, feet, floor, foot, hands, open the door

Stand up, walk to the door, open the door, close the door with your hands, turn around, run and stand beside your chair. point to your chair, stop. sit down on your chair.

Point to the floor, point to the door. touch the floor with your hands. walk slowly to the door and touch it with your feet. open the door with your hands. close the door with your foot. Jump back to your chair and sit down.

Stand up, sit down slowly, point to the door with your feet, point to the table with your hands, stop, sit on your hands, stop, sit on your foot, stop

LESSON 2

Vocabulary

chalkboard, draw, erase, house, “it this a + object?”, me, road, tree, sun

run to the chalkboard. draw a house. Q: “Is this a house?” A: “Yes”. draw a tree beside the house. draw a sun above the house. Q:[points to the sun] “Is this a chair?” A: “No”. erase the sun. erase the tree. erase the house and return to your chair.

walk to the table and get the tree and the sun (graphics). throw the tree on the floor. put your hands on the tree. now, put your feet on the tree. stop. stand up. run to me. now, go back to your chair. point to me and laugh.

draw a road beside the house on the chalkboard. draw a sun above the house. draw a tree beside the road. put your hands on the house and laugh. point to me and laugh.

LESSON 3

Vocabulary

boy, girl, hers, his, push, ride, “what am I doing?”, you

push the house beside the tree. push the road beside you. find the horse and ride it to the door. open the door. close the door. throw the horse on the table and sit down on your chair.

point to a boy. point to a girl. point to the door with your feet. stand up. sit down on the floor. sit down on your hands. stand up. sit down. Now, I run to the boy? Q: “What am I doing” A: “run”[usually still using command form”. I sit down Q: “What am I doing” A: sit

run to the table. push the table to me. stop. turn around. sit on the table and point to the girl beside you. stand up. get the horse and ride it back to your chair. put the horse under your chair and sit down on your chair.

UNIT 1 Review Basic Vocabulary**Sample Recombinations****LESSON 4**

Vocabulary

bird, fly, give, pretend, too big, too small, with, without

pretend to fly like a bird. look for a house. Q: is it too small for you?" A: Yes. Fly back to your chair and sit down.

give the bird to a boy. find the tree. give the tree to a girl. get the bird from the boy. fly with the bird to the tree. stop. get the bird and the tree and put them on the table. sit down

get the big bird. put the big bird in the little house. Q: Is the house too big or too small? A: too small

LESSON 5

Vocabulary

carrot, eat, everyone, feel, hungry, wash/wipe your hands

give a carrot to a girl. tell the girl, "eat". take the carrot from the girl and say, "I'm hungry!" Pretend to eat the carrot. Now, pretend to wash your hands. wipe your hands on the your chair. sit down.

T: "everyone, touch your hands. touch your feet. touch your foot. everyone, pretend to eat a carrot. throw the carrot in a tree. wipe your hands on the tree and sit down."

stand up, turn around, push your chair towards me. stop. stand on your chair. point to the boy beside you. point to his feet. point to his hands. jump off your chair and sit back down.

LESSON 6

Vocabulary

don't, dress up, gather, legs, long, my, pants, short, take off

gather all of the clothes. dress up. Q: "Do you have long or short pants?" A: long or short. take off your pants. throw them on the floor and sit down on your chair.

put your feet in the pants but not your legs. look at your pants. take off your pants. Q: "Are those my pants?" A: No Q;"Who put the pants on? (looking at student) A: "me"

put the long pants on the house. put the short pants on the road Q: Where are the long pants? A: on the house

UNIT 1 REVIEW BASIC VOCABULARY**Sample Recombinations****LESSON 7**

New Vocabulary

family, talk, who, window, yell, your

run to the window and pretend to talk to a boy. yell at the boy. Q: "Who is that?" A: a boy

dance to the door. open the door and yell your name. close the door. point to a girl who talks alot. point to me. run back to your chair and sit down.

walk quietly to the chalkboard. draw your family. point to your mother. point to you. talk to your mother. stop. erase your family and return to your chair.

LESSON 8

New Vocabulary

but, four, not, what, "who has + quality?"

draw a house. draw a family inside the house. draw four boys beside the house. erase two boys but do not erase their feet. Q: "Did you erase their feet?" A: no

point to four hands. point to my hands. yell at your hands. stop and point to me. stand up and touch your chair. not with your hands but your feet.

Q: "who has four hands?" A: not me Q: (asks student) "how many hands do you have?" A: two

UNIT 1

REVIEW BASIC VOCABULARY

Assessment

Circle the corresponding progress indicator 1, 2 or 3 for each oral assessment. Underline any area in oral assessment needing work.

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | stand up, walk to the door, touch the door, close the door, open the door, run back to your chair, sit down | 1 | 2 | 3 |
| 2 | Stand up, run to the table, point to the bird, give the bird to a boy, now go to the table and get the carrot, give the carrot to me | 1 | 2 | 3 |
| 3 | Stand up, walk quickly to the chalkboard, draw a cat, dress up the cat with a hat and mittens. Point to the cat and laugh. Erase the cat and return to your chair. | 1 | 2 | 3 |
| 4 | Point to four girls. Now, touch all of their hands. Run to the window and point at a house. Run to the chalkboard and draw a house. Erase the house and sit down on your chair. | 1 | 2 | 3 |
| 5 | Look for a carrot to eat. Pretend to eat the carrot and smile. Turn around four times and stop. Return to your chair and sit down. | 1 | 2 | 3 |
| 6 | Walk backwards to the table. Sit on the table. Stand up and turn around. Look for a carrot. Say, "I'm hungry" and eat the carrot. Sit down on the floor and yell, "I'm hungry!" | 1 | 2 | 3 |
| 7 | Put the house on the floor beside the road. Push the tree beside the house. Sit beside the house. "is the house too big or too small?" A: too small | 1 | 2 | 3 |
| 8 | Put the family on the floor. Go to the chalkboard and draw a mother and a father. Erase the mother. Q: (point to the father and ask, "Who is that?" A: the father | 1 | 2 | 3 |
| 9 | put your legs in the pants, dress up, now stand up and walk to the chalkboard. Draw a shirt. Go sit down on your chair. Take off the pants and throw them to me. | 1 | 2 | 3 |
| 10 | Point to the picture of night. Touch the picture of day. Go to the chalkboard. Draw the sun. Q: "do you see the sun in the day or the night?" A: night | 1 | 2 | 3 |
| Subtotal | | | | |

UNIT 1

REVIEW BASIC VOCABULARY

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 11 | gather all of the toys and put them beside the house. push all of the toys but don't push the house. Tell everyone, "point to the house" | 1 | 2 | 3 |
| 12 | Stand up and touch my hand, stop, turn around, jump to the table, turn around and point to me. | 1 | 2 | 3 |
| 13 | wash your hands with the carrot, wipe your hands on your pants and cry. Stop and jump to the door, open the door, close the door and return to your chair. sit down | 1 | 2 | 3 |
| 14 | Dress up with the pants that are too big. Q: "Who has pants that are too big?" A: me | 1 | 2 | 3 |
| 15 | Run to the window. Point to a tree. Point to the sun. Look for a car and a house. Run to the chalkboard and draw what you saw. | 1 | 2 | 3 |
| 16 | Talk quietly. stop. yell. stop. run to the table. take the carrot and throw it to the door and yell, "stop!". Walk quietly back to your chair and sit down. | 1 | 2 | 3 |
| 17 | run to the table, turn around, feel the table. Look for the carrot. Take the carrot and throw it on the floor and yell, "Carrot!" | 1 | 2 | 3 |
| 18 | Yell, "I'm hungry!" and push the table. stop and look for the carrot. sit down under the table with your carrot and eat it. | 1 | 2 | 3 |
| 19 | run and pick up the pants. dress up. walk to the window, walk to the door, open the door, sit down. close the door with your legs. stand up and take off the pants. throw the pants to me. sit down on your chair. | 1 | 2 | 3 |
| 20 | gather all of the pants. give the pants to four boys. get a carrot from the table and return to your chair. eat the carrot and smile. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 2

Classroom

UNIT 2 CLASSROOM

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <p>Self-Expression</p> <p>Ask and answer simple questions</p> | <p>Able to respond to the 2nd person singular progressive question form with simple, “yes” or “no” response</p> | <p>"am I running?" "am I walking?" "am I dancing?"</p> |
| <p>Respond to One-on-One Interactions</p> | <p>Able to respond with prompting to the question, "what do you do?" with familiar simple verb forms in the 1st person singular present tense.</p> | <p>"I dance, I run, I stop, I walk"</p> |
| <p>Discovery</p> <p>Comprehend and respond to main ideas being taught</p> | <p>Able to respond to the question "is the + quality?" with a 2-3 word response</p> | <p>Is the cat big? "yes, the cat is big" or "no, the cat is small"</p> |

UNIT 2: CLASSROOM

| ACTION | OBJECT | OTHER |
|-------------------|-------------|------------|
| absent (not here) | ceiling | again |
| clap | chairs | and then |
| come here | garbage can | over here |
| copy me | | over there |
| do | | |
| go | | |
| he/she is absent | | |
| hide | | |
| I dance | | |
| I jump | | |
| I run | | |
| I stop | | |
| I walk | | |
| watch me | | |

Questions:

What do you do?

Am I + progressive verb 1st ps?

Is (name) + progressive verb?

Speaking:

I dance; I jump, I run; I stop, I walk

The “object” is “quality”

Expected Responses:

I dance; I run; I stop

Yes or No

Yes or No

UNIT 2 CLASSROOM**Sample Recombinations****LESSON 1**

New Vocabulary

ceiling, come here, go, chairs

| |
|-----------------------------------------------------------------------------|
| point to the ceiling, touch the chairs, put your head on the chairs and cry |
|-----------------------------------------------------------------------------|

| |
|--------------------------------------------------------------------------|
| come here, now go to the chairs and sit on one chair, stand up and snore |
|--------------------------------------------------------------------------|

| |
|-------------------------------------------------------|
| stand on two chairs and then jump to the floor slowly |
|-------------------------------------------------------|

LESSON 2

New Vocabulary

again, clap, do, over here, over there

| |
|--------------------------------------------------------------------------------|
| pretend to sleep, wake up and smile, clap, stop, stand up and wave to everyone |
|--------------------------------------------------------------------------------|

| |
|-------------------------------------------------------------------------|
| come here and sit beside my chair, clap but do not smile or laugh, stop |
|-------------------------------------------------------------------------|

| |
|----------------------------------------------------------------------------------|
| come here, now go there beside the table. Sit on the table. No, not there, here! |
|----------------------------------------------------------------------------------|

LESSON 3

New Vocabulary

absent (not here), garbage can, he/she is absent, hide

| |
|----------------------------------------------------------------------------|
| Quickly hide under the table. Q: "Where is (student)?" A: (name) is absent |
|----------------------------------------------------------------------------|

| |
|-------------------------------------------------------------------------------------|
| Go and hide behind the garbage can. T: "(student) is not here. Where is (student)?" |
|-------------------------------------------------------------------------------------|

| |
|---------------------------------------------------------------|
| Kick the garbage can. Lift the garbage can. Q: "Is it heavy?" |
|---------------------------------------------------------------|

UNIT 2 CLASSROOM**Sample Recombinations****LESSON 4**

New Vocabulary

“am I + progressive verb?”, I run, I stop, I walk, watch me

Watch me. T: “I walk. (teacher walks), says “I stop”, (teacher stops), “I run” (teacher runs)

T: Runs around classroom, Q: “Am I walking? A: No; Q: “Am I running? A: Yes. Teacher says, “I walk” then runs and asks class “is this correct?” A: No

Watch me, I dance to the window (dances to the window). “I stop” (stops). “I run to the door and I stop (runs to the door and stops)

LESSON 5

New Vocabulary

and then, copy me, is [name] + progressive verb?”, I dance, I jump, “what do you do?”

Watch me. (teacher dances, stops and says, “I dance”. Teacher dances, “I run and then I stop”. Teacher walks and stops.

(student) dance to the window. Q: “Is [name] dancing to the the window?” A: “yes” or “no”. (Teacher says “I walk, then walks) “Now, everyone copy me”, (student copies teacher)

(student) stand up and dance. Q: “what do you do?” A: I dance. (student) run to your chair. stop. Q: “what do you do? A: I run and then I stop. Q: “Is {name] running?” A: “Yes” or “No”

UNIT 2 CLASSROOM

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | Stand up. Say "I dance" and then dance. stop. turn around. point to the ceiling. run to the garbage can. pretend to sit on the garbage can. Now, walk backwards to your chair and sit down. | 1 | 2 | 3 |
| 2 | (Teacher says). "I jump" (teacher jumps). "I run" (teacher runs). Now, you copy me. (student then mimics the action including saying "I jump" and "I run" before doing the actions. | 1 | 2 | 3 |
| 3 | (student) come here and sit beside my chair. Now, stand up and run and hide behind the garbage can. Come here again. Run again and hide. stop. return to your chair. | 1 | 2 | 3 |
| 4 | Come here and bring me your chair. T: "Put the chair over here: (points to a place nearby). "No, put the chair over there by the table". stop and turn around. return to your chair and sit down. | 1 | 2 | 3 |
| 5 | Copy me. (teacher walks, stops, dances, and jumps then stops. Student copies) T: "What did you do? A: I walk, I stop, I dance, I jump. (at this point the present tense is acceptable) | 1 | 2 | 3 |
| 6 | (student) stand up and hide behind something. Teacher asks another student, "where is (student)?" A: "he is absent" | 1 | 2 | 3 |
| 7 | Come over here and watch me. Teacher: "I dance" (dances). "I walk" (walks). Now, you copy me. (student copies teacher) | 1 | 2 | 3 |
| 8 | Pick up two chairs and put them over there (points to area). Now, hide behind the chairs and laugh. Now go and hide behind the door. Asks a student, "is (name) here?" A: No, he/she is absent | 1 | 2 | 3 |
| 9 | stand up quickly, turn around slowly, point to the garbage can, point to two chairs, point to the ceiling. Clap your hands if you can see a tree. | 1 | 2 | 3 |
| 10 | Go to the garbage can. kick the garbage can and cry. clap your hands slowly and jump towards the door. Say "I walk" then walk to your chair and sit down. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 3

Body and Clothing

UNIT 3 BODY AND CLOTHING

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Self-Expression | Able to use the 1st person singular present tense for basic bathroom actions | "I wash" and "I wipe" |
| Express Basic Needs | | |
| Self-Exploration | Able to give a simple, general description of themselves to a partner | "I have brown hair, I have blue pants, and long legs" |
| Discovery | Beginning to notice with prompting the reflexive 2nd person singular forms for familiar verbs | Teacher: "wash yourself", "wipe yourself" |
| Respond appropriately to directions, instructions and commands | | |

UNIT 3: BODY AND CLOTHING

| ACTION | OBJECT | OTHER |
|---------------|-----------|---------|
| change | arm | also |
| hurt | arms | striped |
| I wash | back | that |
| I wipe | beard | then |
| scratch | belt | whose |
| tie | eyes | |
| untie | heart | |
| wash yourself | scratch | |
| wipe yourself | shoelaces | |

Questions:**Expected Responses:**

Whose (object) is this?
 does "object" fit you?

Speaking:

"I wash", "I wipe"

UNIT 3 BODY AND CLOTHING**Sample Recombinations****LESSON 1**

New Vocabulary

arm, arms, back, belt, does it fit you?, striped

touch your arm, stroke your back, touch your tummy. stop. now put on the belt. T: Does it fit you? A: yes or no

find the striped shirt and put it on one arm. get the belt and put it on (student name). Ask (name), "does it fit you?"

touch your arm and then touch your nose. walk backwards to the table while laughing. turn around quickly and run and sit back down on your chair.

LESSON 2

New Vocabulary

also, beard, eyes, heart

Open the lid of the box. Get the moose from in the box. stroke its beard. point to its eyes. T: "whose eyes are your pointing to?" A: the moose

Run to the chalkboard. draw a skinny man with a beard. draw a fat woman with a big heart.

touch your eyes and also your nose. walk to me and laugh. stop. turn around and jump while also touching your heart. jump to your seat and sit down.

LESSON 3

New Vocabulary

change, then, whose, whose [object] is this?

Pick up the skirt put it on. show me your skirt. now change your skirt to another one. show me your skirt. take off your skirt and sit back down on your chair.

.Pick up the red coat on the floor. Find out whose coat it is by asking, "whose coat is this?"give the coat to him or her. clap your hands and laugh and sit back down.

stand up then run to the table. find the striped shirt and put it on. now, change your shirt into a blue shirt. take off the shirt and pretend to wipe yourself with the shirt.

UNIT 3 BODY AND CLOTHING**Sample Recombinations****LESSON 4**

New Vocabulary

shoelaces, tie, that, untie

find the shoes with the shoelaces. put the shoes on. tie the shoelaces. jump to your chair and sit down. untie the shoelaces and throw the shoes to me.

point to that table over there. ask me, "whose table is that?"

LESSON 5

New Vocabulary

I wash, I wipe

watch me, "I wash" (teacher washes hands). "I wipe" (teacher wipes hands". Now, everyone copy me. (all students say the words and do the actions)

T: "[student name], wash your hands Q: "What are you doing?" A: "I wash"

T: "[student name], wipe your hands Q: "What are you doing?" A: "I wipe"

LESSON 6

New Vocabulary

wash yourself, wipe yourself

Q: "Do you wash yourself in the morning?" A: Yes, I wash

Q: "Do you wipe yourself in the morning?" A: Yes, I wipe

go to the sink. wash yourself. now, wipe yourself. come to me and show me your clean hands

LESSON 7

New Vocabulary

"does + quality?", hurt, scratch, to scratch

get the cat from the table. pretend to scratch someone with the cat. Q: "Did you hurt (name)?" A: Yes

Q: "Does a scratch hurt?" A: yes or no. T: "Show me if you have a scratch"

Q: Does the cat scratch? A: "yes" or "no"

UNIT 3 BODY AND CLOTHING**Assessment**

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | run to the table, sit on the table, stand up and turn around. look for the picture of a heart. put the heart on your heart and cry. throw it back down on the table and go and sit down. | 1 | 2 | 3 |
| 2 | get the shoe from under the table. put the shoe on. tie the shoelaces. untie the shoelaces. put the shoes back under the table. | 1 | 2 | 3 |
| 3 | scratch your arm, scratch your head. pretend to scratch my hand. pretend to scratch my arms and laugh. run back to your chair and sit down. | 1 | 2 | 3 |
| 4 | point to the man with the beard. point to the girl with the green eyes. touch the striped shirt. | 1 | 2 | 3 |
| 5 | get the moose from the box beside the table. kiss the moose's beard. stroke the moose's beard and laugh. throw the moose to me. run and grab the moose from me. throw it back in the box. | 1 | 2 | 3 |
| 6 | put on the coat. change the coat to another one. show me your coat. turn around. (T) "does the coat fit you?" (S) answers yes or no. (T) take off the coat. scratch your back and sit back down. | 1 | 2 | 3 |
| 7 | Say, "I wash" then pretend to wash your hands. Now, say "I wipe" then wipe your hands on your shirt. (T) "did you wash yourself?" (S) "yes". (T) "did you wipe yourself" (S) "yes" | 1 | 2 | 3 |
| 8 | Find that striped sock and put it on your hand. Find the black belt and put it on your arm. walk quickly to the table and put the belt and the sock on the table. Point to the sock and ask everyone, "Whose is this?" | 1 | 2 | 3 |
| 9 | scratch your back. scratch your heart. pretend to hurt your arm. stroke your arm and cry. | 1 | 2 | 3 |
| 10 | jump to the chalkboard. draw a man with a beard and also draw a woman with a big heart. erase the beard then erase the heart. go back to your chair and sit down. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 4

Kitchen and Mealtime

UNIT 4 KITCHEN AND MEALTIME

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|-----------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------|
| Self-Expression | Students express their personal eating likes and dislikes | Students are able to use patterned phrases to express their food and drink preferences |
| Express likes and dislikes | | |

Sample: What do you like to eat/drink? A: I like to eat...

| | | |
|-------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social Interaction | Students practice asking and answering questions surrounding mealtime vocabulary | Through role-playing and communicative activities students will be able to ask and answer simple questions, such as, "Do you want some juice?" or "what do you like to eat?" |
| Respond to one-on-one interactions | | |

Sample: Here, eat some chicken, are you full now?, go to sleep

| | | |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Discovery | Begin to recognize the 1st personal singular reflexive phrase "bring me" and respond appropriately with an action | Teacher: "bring me your mittens" |
| Make and respond to simple requests | | |

Unit 4: Kitchen and Mealtime

| ACTION | OBJECT | OTHER |
|----------------------|---------|-----------|
| blow | bottle | after |
| bring me | bowl | before |
| cut | cake | favourite |
| I drink | chicken | too hot |
| I am finished eating | cups | |
| I am full | juice | |
| I don't like | kitchen | |
| I drink | knife | |
| I eat | meat | |
| I like | plates | |
| I smell | soup | |
| pray | spoon | |

Questions:

Are you thirsty?

What do you want to eat? drink?

Do you like...?

Expected Responses:

Yes or No

chicken; water; juice

Yes, I like.. or No, I don't like...

Speaking:

I like to drink ____, I like to eat ____

UNIT 4 KITCHEN AND MEALTIME**Sample Recombinations****LESSON 1**

New Vocabulary

blow, bowl, kitchen, soup, spoon, stove, too hot

walk to the kitchen, touch the stove, say “too hot”, run back to your chair

run to the kitchen, point to the stove, touch the floor, turn around, walk backwards to the stove, point to something too hot and laugh

jump to the kitchen and yell “too hot”. stop. turn around. turn around again. stop and run back to your chair and sit down slowly.

go to the table and find the bowl with soup. touch the bowl and say, “too hot”.

LESSON 2

New Vocabulary

bottle, cups, I drink, I eat, juice

take the bottle and put it on your head. walk slowly to your chair and sit down. put the bottle underneath your chair. take the bottle and say, “I drink”, drink the juice

get two cups from the table. now, go to the kitchen and get a bottle of juice. pour the juice in the cups, T says, “copy me”, says “I drink juice” then takes a drink. (S): drinks juice then says, “I drink juice”

T: “I eat soup” [eats some soup], “I drink juice” [drinks some juice].

LESSON 3

New Vocabulary

“are you thirsty”, I am thirsty, I am not thirsty

get the spoon and eat soup from the bowl. say, “I eat soup” then throw your spoon on the table and walk backwards quickly to your chair. Say “I am thirsty” and point to the juice.

T: “I am thirsty. I drink juice” Q: “Are you thirsty?” A: “Yes, I am thirsty” or “No, I am not thirsty”. Now, get the bowl of soup and a spoon from the table. Eat the soup and say, “I eat eat the soup, say, “too hot” and blow on the soup. eat the soup again and smile.

LESSON 4

New Vocabulary

chicken, cut, I smell, knife, meat

get the knife and pretend to cut the chicken. get the meat. pretend to cut the meat.

get the meat and the chicken. smell the meat and the chicken and smile. say, “I smell chicken and meat”

go to the kitchen. smell the chicken. (T) “do you smell something?”. (S) “I smell chicken”

UNIT 4 KITCHEN AND MEALTIME**Sample Recombinations****LESSON 5**

New Vocabulary

bring me, cake, favourite, plates

bring me your chair. bring a paper. bring me your favourite pencil. take the chair, paper, and pencil and draw a cake.

pretend to cut the cake with a knife. put the cake on the plates. give everyone some cake.

LESSON 6

New Vocabulary

after, before, pray

everyone, sit down by the table. before we eat we will pray. (Teacher says short prayer). now, we eat. (all pretend to eat). after we eat we will put the plates and cups in the sink.

run to the table and stop before the table. touch the table. point to door. now

LESSON 7

New Vocabulary

do you like?, I don't like to drink/eat..., I like to drink/eat..., what do you want to eat/drink?

(T) "what do you like to eat?" (S) "I like..." (T) "what don't you like to eat?" (S) I don't like...

(Teacher has a plate of food & choice of drinks) "what do want to eat?" and "what do you want to drink?" (S) "I want to eat..." and "I want to drink..."

LESSON 8

New Vocabulary

I am finished eating, I am full

Pretend to eat all of the food on the plate. say "I am full" and stroke your stomach.

(T) "are your finished (eating)?" (S) "yes" or "no". (T) "Would you like some more food?" (S) "yes, I want some..." or "no, I don't want more food"

UNIT 4 KITCHEN AND MEALTIME

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | run to the kitchen. get the bottle of water and two cups. pour yourself some water. say, "I drink water" then drink the water. pour water into the other cup and give it to me. | 1 | 2 | 3 |
| 2 | bring me a bowl and pretend there is soup in the bowl. blow on the soup and then give me the bowl with the soup. bring me a spoon. (T) "is the soup hot?" (S) yes (T) smell the soup and smile | 1 | 2 | 3 |
| 3 | (T) tell me what foods you like to eat (S) I like.... (T) tell me what foods you don't like to eat (S) I don't like.... | 1 | 2 | 3 |
| 4 | put the potato and the chicken on the plates. pretend to eat all of the food. (T) are you finished eating? (S) yes or no (T) are you full? (S) yes, I am full or no, I am not full | 1 | 2 | 3 |
| 5 | (T) do you like to pray before or after you eat? what do you do after you finish eating? | 1 | 2 | 3 |
| 6 | point to your favourite kind of cake. pretend to put your favourite cake on two plates and then bring one of the plates. eat the cake and then pretend to wash the plates in the sink. | 1 | 2 | 3 |
| 7 | Run to the kitchen. touch the stove and say, "too hot!". get the juice and pretend to pour the juice on your hand. | 1 | 2 | 3 |
| 8 | get the chicken and put it on the plate. cut the chicken with a knife. smell the chicken. blow on the chicken. eat the chicken and stroke your stomach, say "I am full" | 1 | 2 | 3 |
| 9 | (T) "what is your favourite, chicken or meat?" (S) I like ... | 1 | 2 | 3 |
| 10 | Put the chicken and the meat in the big bowl. stir the meat and the chicken with a spoon. blow on the bowl. smell the food and smile. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 5

Animals

UNIT 5 ANIMALS

UNIT PROGRAM GOAL LANGUAGE SKILL DESCRIPTION

| | | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| Self-Expression | Able to use familiar vocabulary within a sentence pattern of, "I am afraid of.." and "I am not afraid of..." to describe what frightens them | "I am afraid of spiders but I am not afraid of monkeys" |
| Self-Exploration | | |

| | | |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Social Interaction | Able to describe to a partner, using 1st person singular, simple transitive verb sentences present tense, the actions they do while feeding a pet. | "I feed him/her/it, I hold him/her/it, I pet him/her/it" |
| Respond to one-on-one interactions | | |

| | | |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Discovery | Begin to recognize the differences between male and female animals and use the proper terms for them | "male" and "female" (if your language uses prefixes or suffixes to indicate gender choose 3-5 to start with in this unit) |
| Utilize aural, visual, and context clues to derive meaning | | |

UNIT 5: ANIMALS

| ACTION | OBJECT | OTHER |
|---------------------------|----------|-----------|
| are you afraid of... | animals | another |
| creep (sneak) | ant | different |
| did you feed/hold/pet it? | antlers | male |
| I am afraid of.. | beaver | female |
| I am not afraid of... | housefly | |
| I feed him/her/it | monkey | |
| I hold him/her/it | poop | |
| I pet him/her/it | rabbit | |
| | squirrel | |

Questions:

Are you afraid of...?

What animals are you afraid of?

did you feed it?

Is it a male or a female?

Speaking:

I am afraid, I am not afraid, I feed(hold,pet) him/her/it

Expected Responses:

yes, I am afraid of...no, I am not afraid of...

I am afraid of... I am not afraid of...

No, I did not feed it or Yes, I feed him

No or Yes

UNIT 5 ANIMALS**Sample Recombinations****LESSON 1**

New Vocabulary

animals, ant, housefly, rabbit

dance to the table and look for a rabbit and a deer. bring me the animals and run back to the table. sit on the table and catch the rabbit and the deer. put them on the table.

draw a housefly on top of a house. draw an ant under a chair inside the house.

put all the insects in the box on the table. put all the animals under the table.

LESSON 2

New Vocabulary

antlers, poop, squirrel

get the moose from inside the box. touch the antlers. (T) "does a dog have antlers too?" (S) no. (T) "which animals have antlers?"

draw a squirrel on the chalkboard. draw poop under the squirrel's tail. smell the poop and laugh.

LESSON 3

New Vocabulary

beaver, female, male, moose

point to the female moose. point to the male moose. point to the all of the females in the room. point to all of the males in the room.

go to the table and bring me the beaver. go and get the moose. take the moose and the beaver from me and put them under your chair.

LESSON 4

New Vocabulary

did you hold it?, I hold him/her/it

(T) "I hold it" then holds a stuffed moose and then asks class, "what am I holding?" (S) a moose

(T) go and get the beaver. hold the beaver. (T) "Did you hold it?" (S) Yes, I hold it.

UNIT 5 ANIMALS**Sample Recombinations****LESSON 5**

New Vocabulary

did you feed him/her/it?, I feed him/her/it

(T) "I feed it" then pretends to feed a stuffed moose and then asks class, "what am I feeding?" (S) a moose

(T) go and get the beaver. pretend to feed the beaver some apples. (T) "what did you feed the beaver?" (S) apple

Did you feed the moose or the beaver? (S) the beaver. (T) say "I feed it" then go and feed the moose. "Did you feed the moose?" (S) yes.

LESSON 6

New Vocabulary

did you pet it? , monkey, I pet him/her/it

(T) "I pet it" then pretends to pet a stuffed moose and then asks class, "what am I petting?" (S) a moose

(T) go and get the beaver. pet the beaver (T) "did you pet the monkey?" (S) no

say, "i pet the monkey" then go and pet the monkey. Say, "Ihold the monkey" then feed the monkey a banana

LESSON 7

New Vocabulary

another, creep [up on], different

get the monkey and feed it a banana. feed it another banana. (T) how many bananas did you feed the monkey?"

creep up behind (name) with the monkey and the beaver. scare him/her with the animals. run and hide in the kitchen

draw an ant on the chalkboard. now, draw a different insect. pretend to pet the ant. erase the other insect. erase the ant and sit back down on your chair.

LESSON 8

New Vocabulary

are you afraid of ___?, I am afraid, I am not afraid of, what are you afraid of?

go to the box of animals. show me the insects you are afraid of. show me the animals you are afraid of.

"tell me what are you afraid of" (S) "I am afraid of..."

(T) "are you afraid of..." (S) Yes, I am afraid of... or No, I am not afraid of...

UNIT 5 ANIMALS**Assessment**

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | creep up behind my chair. pretend to be a moose and scare me. run and hide by the stove. | 1 | 2 | 3 |
| 2 | draw a female monkey on the chalkboard. put antlers on the monkey and a beard. (T) what is the monkey's name? | 1 | 2 | 3 |
| 3 | give the beaver to a female in the class. give the moose to a male in the class. say, "I pet the monkey" and then run and pet the monkey. | 1 | 2 | 3 |
| 4 | tell me you are going to hold the squirrel then go and hold the squirrel. (T) "did you hold the beaver?" | 1 | 2 | 3 |
| 5 | draw an insect on the chalkboard. now, draw a different insect. draw a rabbit. now, draw a different animal. Erase one of the insects. Erase another one. | 1 | 2 | 3 |
| 6 | (T) Do you like to feed, pet or hold a monkey? (S) feed it/pet it/hold it (T) show me | 1 | 2 | 3 |
| 7 | get the monkey and show me how the monkey creeps up behind the squirrel. throw the monkey under the table. hold the squirrel and pet it. | 1 | 2 | 3 |
| 8 | draw a monkey. draw a small, round poop under the monkey. (T) "do you smell the poop?" Erase the poop and sit back down on your chair. | 1 | 2 | 3 |
| 9 | (T is hiding what he/she is petting) "I am petting it. What do you think I am petting?" | 1 | 2 | 3 |
| 10 | What animals do you want to hold? (S) "I hold...." | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 6

Playtime

UNIT 6 PLAYTIME

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Self-Expression | Utilize artistic expression to draw familiar objects within their homes. Able to share with others the words for the objects. | Draw a picture of a house with the objects in it; may do one room at a time or the whole house |
| Control their Environment | | |

| | | |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Social Interaction | Able to use familiar vocabulary to play a game with a partner using, "show me your + object" sentence pattern and with the partner using a response pattern "here is my + object" | Student 1: "Show me your bed" Student 2: My bed is here |
| Respond to One-to-One Interactions | | |

UNIT 6: PLAYTIME

| ACTION | OBJECT | OTHER |
|-----------------|----------|-----------|
| close (the lid) | airplane | great |
| colour | balls | something |
| crayon | box | messy |
| crayons | boxes | |
| hit | crayon | |
| I cry | | |
| I draw (it) | | |
| I laugh | | |
| I kick (it) | | |
| open (the lid) | | |
| start | | |
| turn it over | | |

Questions:

“where is your + object?”

Expected Responses:

My + object + is here”

Speaking:

My + object + is here”; “I draw/kick it”

UNIT 6 PLAYTIME**Sample Recombinations****LESSON 1**

New Vocabulary

crayon, crayons, colour, something

pick up the crayons. colour the circle with the red crayon. colour the square with the blue crayon.

point to the colour of the sun. point to the colour of the sky. touch something that is white.

LESSON 2

New Vocabulary

great, I draw, messy, turn it over

(T) "I draw circles" (draws circles on the chalkboard. "I draw squares" (draws squares). (T) "does it look good or great?" (S) good/great

Now, you draw on the paper. Use different crayons and colours. If it is too messy, turn it over and start again.

Get the paper on the table. turn it over. Say, "I draw" then draw a cat on the paper. draw something on top of the cat. throw the messy paper in the garbage.

LESSON 3

New Vocabulary

box, boxes, close the lid, open the lid

go to the biggest box on the table. open the lid. look inside and laugh. quickly close the lid.

count the boxes on the table. open the lid of the first box. close the lid. open the lid of the last box. sit back down.

UNIT 6 PLAYTIME**Sample Recombinations****LESSON 4**

New Vocabulary

airplane, start

pretend you are an airplane and fly to the door. now fly to the window and sing like a bird.

walk to the door. now start to walk slowly to the table. stop. turn around. start walking quickly to the door.

LESSON 5

New Vocabulary

balls, I kick, I laugh

get two balls. put one ball on your chair and throw one ball to me. start walking towards me. stop and point to the ball on your chair. sit down on the ball on your chair and laugh.

(T) "I kick the balls" (kicks balls on the floor). "I laugh when I kick the balls" (kicks the balls and laughs

Say "i laugh" then laugh loudly. Say "I kick" then kick your hand.

LESSON 6

New Vocabulary

hit, I cry

hit the table with your hand then cry. (T) what happens when you hit the table?" (S) I cry

run and cry to the window. stop and turn around. jump and laugh back to your chair.

LESSON 7

New Vocabulary

"my [object] is [location], "where is your [object]?"

touch your chair. run to the door. Q: "where is your chair" A: "my chair is over there"

Everyone stand up. everyone sit down. point to your head. touch your hand. Q: "where is your foot [student name]? Student: "my foot is here"

UNIT 6 PLAYTIME

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | run to the table and pick up all of the crayons. put the crayons under the table. get the red crayon and put it under the paper. | 1 | 2 | 3 |
| 2 | draw something that is green on the chalkboard. draw something that is white beside it. erase the one that is messy. circle the one that looks great. | 1 | 2 | 3 |
| 3 | turn over the paper on the table and colour something messy on it with a brown crayon. turn it over again. colour the paper yellow. | 1 | 2 | 3 |
| 4 | take the balls and kick them towards a female. Say, "I laugh" then point to the balls. start to cry when I say "start". | 1 | 2 | 3 |
| 5 | Fly like an airplane to the big box. climb into the big box and cry. (T) "what are you doing in the box?" (S) "I cry" | 1 | 2 | 3 |
| 6 | open the lid of the box closest to you. close the lid quickly and hide behind your chair. | 1 | 2 | 3 |
| 7 | point to something with the colour red. touch someone who is wearing something blue. | 1 | 2 | 3 |
| 8 | hit the floor with your hand. stand up quickly and say "I cry" then cry loudly. say, "I kick" then kick your chair. say, "I cry" then cry again. | 1 | 2 | 3 |
| 9 | draw an airplane on the chalkboard. (T) what colour is your airplane?" (S) "(colour). (T) What did you do on the chalkboard?" (S) "I draw" | 1 | 2 | 3 |
| 10 | put one crayon in the small box and close the lid. put three crayons in the big box and close the lid. Say, "I laugh" and open the lid of the small box and laugh. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 7
Numbers,
Shapes, and
Spaces

UNIT 7 NUMBERS, SHAPES, AND SPACES

UNIT PROGRAM GOAL LANGUAGE SKILL DESCRIPTION

| | | |
|--------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------|
| Social Interaction | imperative plural, "you all" + verb (if applicable in your language) | "you all run", "you all sit", "you all stand", "you all stop" |
| Make and respond to simple requests | | |

| | | |
|-------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------|
| Discovery | Begin to recognize basic shapes and properties of shapes and forms | crooked, straight, alike, different, forward, front, underneath |
| Utilize aural, visual, and context clues to derive meaning | | |

| | | |
|----------------------------------------------------------|----------------------------------------------------------------------|--------------------------|
| Comprehend and respond to main ideas being taught | Begin to recognize numbers from six to ten and the concept of "zero" | Numbers 6-10, and "zero" |
|----------------------------------------------------------|----------------------------------------------------------------------|--------------------------|

UNIT 7: NUMBERS, SHAPES, AND SPACES

| ACTION | OBJECT | OTHER |
|---------------|------------|------------|
| I count | centre | alike |
| I make | difference | between |
| I run | eight | circular |
| make | nine | correct |
| you all run | nothing | crooked |
| you all sit | seven | crookedly |
| you all stand | six | forward |
| you all stop | ten | front |
| you all walk | zero | straight |
| | | underneath |

Questions:

Expected Responses:

Is it crooked, straight, correct, circular?

crooked, straight, correct, circular

Is the + object + underneath/between the ...?

underneath/between the ____

Speaking:

count 1-10, "I count", "I make", "I run"

UNIT 7 NUMBERS, SHAPES & SPACES**Sample Recombinations****LESSON 1**

New Vocabulary

you all sit, you all stand, you all stop, you all walk

everyone do what I tell you to do. “you all stand”, “you all sit down”. Now, “you all stop”

(T points to three students): you all stand, you all sit down, you all stand, you all walk...

(T tells one student) stand up, sit down. (T tells a group) you all stand. you all sit.

LESSON 2

New Vocabulary

I count, you all run

When I count to three you all run to the door. you all stop. you all walk.

start to walk to the window when I count to four. you all stop. you all run. you all stop.

LESSON 3

New Vocabulary

six, seven, eight

count to five with me. now, count to six with me. count to eight with me.

find the number six and put it on your head, say “I laugh” and then laugh and walk.

get seven crayons and put them inside the box. close the lid and cry.

LESSON 4

New Vocabulary

I run, in front of, nine, ten

(group of four) you all run and you all stop in front of me and smile.

count to nine and then say “I run” then run to the chalkboard and write 9 on the board

take the number 10 and put it in your hand and turn around and scream.

LESSON 5

New Vocabulary

nothing, underneath, “Is the [object] underneath/between the ...?”, zero

go to the box on the table. look inside. (T) “what is inside the box?” (S) nothing

look underneath your chair. (T) do you see something or nothing? (S) nothing. Put the box underneath the table. Q: “Is the box between the table or underneath the table?”

Find the number that means nothing and put it under your chair. (T) “do you have a zero?” (S) yes, I have a zero

UNIT 7 NUMBERS, SHAPES & SPACES**Sample Recombinations****LESSON 6**

New Vocabulary

alike, correct, difference

draw a circle on the chalkboard. draw another circle beside it. (T) “do they look alike?”

Point to two boys in the picture that look alike. (T asks class) “Is he/she correct?”

Point to two females that look different. (T) What are the differences?

LESSON 7

New Vocabulary

between, centre, make

put an insect in between the two boxes. put an animal inside one of the boxes.

go to the box in the centre of the room. make a noise like a cat and jump inside the box.

make something scary with your hands. creep up behind someone and scare him/her

LESSON 8

New Vocabulary

crookedly, forward, straight

you all walk crookedly towards me. you all stop. now, you all walk straight towards me.

run forward. stop. walk backwards. stop. walk crookedly forward towards the door. stop

draw a straight line on the chalkboard. walk crookedly back to your chair and smile.

LESSON 9

New Vocabulary

circular, crooked, “is it crooked/straight?” I make

find something circular and put it on your head. say “I make a hat” and laugh.

draw a crooked line on top of a straight line on the chalkboard. T: [points to the straight line, “Is the line crooked or straight?” A: “straight”. circle the messiest one.

you all stand, you all walk to the front of the class. join hands and make something circular

UNIT 7 NUMBERS, SHAPES & SPACES

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | draw a crooked line on the chalkboard. draw three ants walking on the crooked line. erase the ant in the centre. | 1 | 2 | 3 |
| 2 | get the numbers six and ten and throw them under the table. get the number seven and nine and put them on your chair. kick the number ten towards me. | 1 | 2 | 3 |
| 3 | put two things that look alike on the table. walk crookedly towards me and cry loudly. | 1 | 2 | 3 |
| 4 | draw something circular on the chalkboard. in the centre draw six small zeros. draw the number 6 in the centre. point to the one that is different. | 1 | 2 | 3 |
| 5 | you all stand, you all sit, you walk crookedly to the door. you all stop. you all walk to the centre of the room. you all sit down again. | 1 | 2 | 3 |
| 6 | say, "I run" then run in front of everyone and stop. turn around and then point to something straight. point to something crooked. | 1 | 2 | 3 |
| 7 | walk forward to the table. stop. walk backwards. stop. go to the table and open the lid to the box. (T) "do you see something or nothing?" | 1 | 2 | 3 |
| 8 | run and grab the crayons from the table. Say, "I count" then count the crayons. If there are six crayons give one to me. | 1 | 2 | 3 |
| 9 | make an airplane with the paper on the table. count to ten and then throw the airplane towards me. | 1 | 2 | 3 |
| 10 | put your chair between the table and the chalkboard. sit down on your chair. move your chair to the centre of the room. stand on your chair. jump from your chair and move it back to where it was | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 8

Family

UNIT 8 FAMILY

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|-------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------|
| Self-Expression | Begin to communicate feelings with teacher assistance using a patterned sentence structure | “I am happy when...”, “I am angry when” |
| Express state of being | | |

| | | |
|-----------------------------------|-----------------------------------------|-----------------------------|
| Social Interaction | Begin to use the phrase “I have” + noun | “i have” and “I don’t have” |
| Express Personal Viewpoint | | |

| | | |
|------------------|---------------------------------------------------------------------------------------------------------|---------------------------|
| Discovery | Begin to use the 2nd person singular verb present tense for familiar vocabulary with teacher assistance | “you fall”, “you descend” |
|------------------|---------------------------------------------------------------------------------------------------------|---------------------------|

UNIT 8: FAMILY

| ACTION | OBJECT | OTHER |
|-------------------|-------------|----------|
| arrive | child | anything |
| angry at | children | angry |
| did I...? | grandfather | funny |
| I am angry | grandmother | old |
| I am happy | home | sleepy |
| I am angry when.. | picture | young |
| I am happy when | wall | |
| I don't have | | |
| I have... | | |
| I say | | |
| you kiss | | |
| you say | | |

Questions:

What did I say?

What makes you happy/angry?

Expected Responses:

you say, "...” (present tense is acceptable)

I am happy when/ I am angry when

Speaking:

I have + object; he/she kisses..; I am angry when...; you kiss, you say

UNIT 8 FAMILY**Sample Recombinations****LESSON 1**

New Vocabulary

child, children, home

draw a small child sitting in a chair. draw another child beside it. point to the children.

run to the window and point to where your home is. (T) what colour is your house?

go to the table and pick up a child. now, pick up two more children. Bring them to me.

LESSON 2

New Vocabulary

“I have..”, picture, wall

(T) I have brown hair, a red shirt and blue pants. “what do you have?” (S) I have...

touch the picture on the wall, turn around, stop, turn around again. point to the picture.

walk backwards to the wall nearest you. touch the wall with your back. jump back to your chair.

LESSON 3

New Vocabulary

grandfather, grandmother, old, young

I will show you a picture of my grandfather. His name is _____. His home was in _____.

point to the picture of the female child. touch all of the children. point to the grandmother. now, point to the grandfather

(T) “Is the grandfather old or young?” “Are you young or old?”

LESSON 4

New Vocabulary

did I..?, funny, I say

(teacher walks. stops. turns around and sits back down) (T) “did I walk, stop, then run? (S) no. T: Touch your chair. touch my chair. “Did I say touch Mary’s chair?”

When I say “did I” everyone answer my question. “Did I put the toy on the table?, etc..”

draw a circle on the chalkboard. now, draw a funny face. put a funny hat on it and laugh all the way back to your seat.

UNIT 8 FAMILY**Sample Recombinations****LESSON 5**

New Vocabulary

angry, angry at, I am angry

Everyone, watch me, "I am angry. I am angry at my cat scratching me. I yell at my cat."
(teacher does the actions)

draw an angry man on the chalkboard. erase his mouth. now erase his eyes.

say, "I am angry" then go and kick the squirrel. grab the squirrel and pet it. hold the squirrel and sit down.

LESSON 6

New Vocabulary

anything, you kiss

make a funny face at anything. stop. now you kiss whatever you made a funny face at.

walk to the chalkboard. you kiss the chalkboard and return to your chair.

say to me, "you kiss anything". watch me do what you say.

LESSON 7

New Vocabulary

"I am happy when...'", you say, what did I say?, "what makes you happy?"

(T) "I like to eat socks." Now, everyone ask me, "what did you say?"

(name) first, you say "I like to eat ____", then (name) you say, "I like to eat (what first student said) and (name another food item). [plays continues in same pattern]

T: "What makes you happy?" A: "I am happy when I play/eat ____/ see my _____"

LESSON 8

New Vocabulary

arrive, I am angry when, sleepy, "what make you angry?"

(T) I drive my car. I stop when I arrive at my home. I am sleepy. I go to bed. I sleep. I snore.

(T) "what makes you angry?" (S) "I am angry when.... [teacher assists with sentence patterns]

draw a sleepy man lying beside a sleepy dog.

UNIT 8 FAMILY**Assessment**

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | draw an angry child. now draw 2 more angry children. draw a child with a funny face. | 1 | 2 | 3 |
| 2 | (T) tell me what make you angry, someone hitting you or someone giving you fried bread to eat? (S) I am angry when someone hits me | 1 | 2 | 3 |
| 3 | stand up. go to the door. open the door. pretend to be angry at someone and yell, "I am angry!" Close the door quickly and run to your chair. | 1 | 2 | 3 |
| 4 | pretend to walk to your home. when you arrive, open the door. find the kitchen and pretend to eat soup with a bowl and a spoon. | 1 | 2 | 3 |
| 5 | point to the picture of the grandmother. touch the nose of the young child. touch the beard of the grandfather. (T) "Is the grandmother old or young?" | 1 | 2 | 3 |
| 6 | run to the table and find anything you like. kiss it. run backwards to your chair and sit down slowly. | 1 | 2 | 3 |
| 7 | (T says a short phrase) "What did I say?" (S) "you say...then repeats the phrase" | 1 | 2 | 3 |
| 8 | find the funny squirrel. throw the funny squirrel to the picture of the child on the wall. Say "did I throw the squirrel to the child?" | 1 | 2 | 3 |
| 9 | stretch your arms out and yawn. pretend to be sleepy and lie down on the floor. go to sleep. snore loudly. | 1 | 2 | 3 |
| 10 | draw a home with four walls and a roof. draw a picture of yourself inside. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 9

Outdoors

UNIT 9 OUTDOORS

| UNIT PROGRAM GOAL | LANGUAGE SKILL | DESCRIPTION |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------|
| <p>Discovery</p> | <p>Begin to recognize the 3rd person singular "he/she/it" simple verb form present tense</p> | <p>he/she/it falls he/she/it descends</p> |
| <p>Comprehend and respond to main ideas being taught</p> | | |

UNIT 9: OUTDOORS

| ACTION | OBJECT | OTHER |
|-----------------|-------------------------------------------|-----------------|
| he/she descends | berry | all of the time |
| he/she/it falls | boat | hard |
| I descend | branch | over |
| I fall | land | out |
| you descend | waterbody (promi- | shiny |
| you fall | nent in your area, river, lake, ocean) | soft whole |

Questions:

“What do you do?”

“What does he/she/it do”

Expected Responses:

I fall, I descend

he/she it falls/descends

Speaking:

“he/she falls/descends”, “I descend/fall”, “you fall”, “you descend”

UNIT 9 OUTDOORS**Sample Recombinations****LESSON 1**

New Vocabulary

berry, branch, I fall, land

run to pick up the branch. pretend to eat a berry from the branch. throw the branch under the table and sit back down.

(T) "I fall when I am sleepy" (acts out) "I fall when I am climbing a mountain" (acts out)

point to the mountain, point to the sun, point to the land. touch the land. sit on the land. lie on the land.

LESSON 2

New Vocabulary

boat, I descend, over, waterbody

draw a river/lake/or ocean. draw a big boat on the river/lake/or ocean.

(T) "I climb the hill. Now, I descend the hill. Now, it's your turn. Say it as you do it"

walk over the string. walk under the string. (name) and (name) jump over the string.

LESSON 3

New Vocabulary

"do you fall when...?", hard, soft, you descend, you fall

touch the hard rock. stroke the soft cat. lift up anything hard. point to anything soft.

(T) "do you fall when you descend the mountain?"

After you descend the hill sit down on the grass.

UNIT 9 OUTDOORS**Sample Recombinations****LESSON 4**

New Vocabulary

he/she/it descends, out

(name) climb the hill. Now descend the hill. (T) "he descends the hill"

Put the moose into the box. take it out of the box. (T) "Is the moose out of the box?"

LESSON 5

New Vocabulary

all of the time, he/she/it falls, "does [name] fall when she/he + action ?"

(name) climb the hill. Now descend the hill and fall. (T) "he descends the hill. he falls"

(T) "what do you do all of the time?"

T: "Does [name] fall when she climbs the hill? A: "Yes, [name] falls"

LESSON 6

New Vocabulary

shiny, whole

go to the table and find something shiny, show me it. give it to (name)

get the plate with the cake. eat the whole cake.

UNIT 9 OUTDOORS**Assessment**

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | go to the box and get something soft. go to the front of the class and point to something hard. | 1 | 2 | 3 |
| 2 | show me how you fall when you descend a mountain. (T) "Do you fall all of the time?" | 1 | 2 | 3 |
| 3 | walk down the hill and tell me what you are doing (student says, "I descend") | 1 | 2 | 3 |
| 4 | find anything that is shiny and point to it. find anything soft and touch it. | 1 | 2 | 3 |
| 5 | get the branch and touch the boat with the branch. | 1 | 2 | 3 |
| 6 | draw a berry on the chalkboard. draw land under the berry. erase the berry. erase the land. | 1 | 2 | 3 |
| 7 | (T) "tell me anything that you like to do all of the time" | 1 | 2 | 3 |
| 8 | point to the picture that shows "he falls". now, say "I fall" and show me how you fall. | 1 | 2 | 3 |
| 9 | draw an apple on the chalkboard. draw a banana beside it. erase the whole apple. erase the whole banana. | 1 | 2 | 3 |
| 10 | get the paper from the table. put the paper over the lake/ocean/river. put the squirrel on the paper. kick the squirrel. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 10

Time

UNIT 10 **TIME**

UNIT PROGRAM GOAL **LANGUAGE SKILL** **DESCRIPTION**

| | | |
|-------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Self-Expression | Able to respond to simple personal questions concerning their age and birthday. | Q: "how old are you" A: "I am ___ years old" Q: When is your birthday? A: "month and day" |
| Self-Exploration | | |

| | | |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------|
| Discovery | Begin to recognize vocabulary to do with time: o'clock, clock, what time is it? | o'clock what time is it? |
| Respond appropriately to directions, instructions, and commands | | |

| | | |
|----------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|
| Comprehend and respond to main ideas being taught | Begin to recognize calendar vocabulary; days of the week, month, year | Monday to Sunday month year |
|----------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------|

UNIT 10: TIME

| ACTION | OBJECT | OTHER |
|--------------------|-----------|------------------------|
| close your eyes | birthday | how old are you? |
| he/she wakes up | calendar | I am # years old |
| give it to him/her | days | it is # o'clock |
| I wake up | eleven | what time is it? |
| open your eyes | o'clock | when |
| wait | twelve | when is your birthday? |
| you go to sleep | year | |
| you wake up | Monday | |
| | Tuesday | |
| | Wednesday | |
| | Thursday | |
| | Friday | |
| | Saturday | |
| | Sunday | |
| | week | |

Questions:

how old are you?

what time is it?

when is your birthday

Expected Responses:

"I am # years old"

It is # o'clock

date

Speaking:

"I wake up at # o'clock; I am # years old; It is # o'clock

UNIT 10 TIME**Sample Recombinations****LESSON 1**

New Vocabulary

close your eyes, I wake up, open your eyes, you wake up

close your eyes, open your eyes, close your eyes and stand up. open your eyes and scream

watch me, "I sleep" (T pretends to sleep), "I wake up" (T pretends to wake up)

(T) "When you wake up, do you open your eyes or close your eyes?"

LESSON 2

New Vocabulary

eleven, he/she wakes up, twelve

count the numbers on the clock. count them again but stop at 6. count from 6 to 12

When (name) wakes up at 7 he is still sleepy. When I wake up at 7 I am not sleepy

get the number eleven and put it on top of the number twelve. stand on the numbers

LESSON 3

New Vocabulary

it is # o'clock, o'clock, what time is it?

It is # o'clock now. when is it lunchtime?

(name), tell me what time it is. (S) it is # o'clock

point to 3 o'clock. point to 5 o'clock. get 6 o'clock and put it on your head and turn around

LESSON 4

New Vocabulary

what time do you wake up/ go to sleep?

tell me what time you wake up? (S) I wake up at # o'clock. what time would like to wake up?

(S) # o'clock

What time do you go to sleep? (S) # o'clock. what time do you go want to go to sleep?

LESSON 5

New Vocabulary

days, Monday, Tuesday

what day does school start? (S) Monday. what day is after Monday? (S) Tuesday

get Monday and Tuesday and put the days on the table. count how many days are on the table

UNIT 10 TIME**Sample Recombinations****LESSON 6**

New Vocabulary

Wednesday, Thursday, wait

put Wednesday beside Monday. put Thursday under your chair. sit on Tuesday and laugh

run to the front of the room. find Thursday and draw a circle around Thursday

walk with me. stop and wait. (teacher walks ahead) now, walk to me.

LESSON 7

New Vocabulary

Friday, give it to him/her, when

pick up Friday and bring it to me. grab Friday from me and give it to (name)

when I say "go" run quickly to the table and find Monday and Friday. run back to your seat.

get all of the days on the table and give the days to (name)

LESSON 8

New Vocabulary

Saturday, Sunday, week

put Saturday beside Sunday and then sit on Saturday and Sunday.

count how many days are in a week. what is the first day of the week?

LESSON 9

New Vocabulary

birthday, how old are you? I am # years old

pretend it is your birthday. blow out the candles on your cake and clap your hands.

(T) "how old are you?" (S) "I am # years old"

LESSON 10

New Vocabulary

calendar, when is your birthday?

point to your birthday on the calendar. what day is your birthday on?

(T) when is your birthday? (S) [month and day]

UNIT 10 TIME

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|----------------|
| 1 | go to the calendar at the front. draw a circle on the first Wednesday. draw a square on the last Saturday. | 1 | 2 | 3 |
| 2 | close your eyes and show me how old you are with your fingers. | 1 | 2 | 3 |
| 3 | count the numbers on the clock. kiss your favourite number. | 1 | 2 | 3 |
| 4 | take Saturday and Tuesday from the table and give Tuesday to (name) and Saturday to (name) | 1 | 2 | 3 |
| 5 | show me on the clock what time you wake up. now show me what time you go to sleep. | 1 | 2 | 3 |
| 6 | walk to the door but when I say "wait" wait for me to clap before you start to walk to the door again. | 1 | 2 | 3 |
| 7 | pretend to sleep. now say, "I wake up" and wake up and stand up and stretch. yawn and go back to sleep. | 1 | 2 | 3 |
| 8 | count how many days are in a week. what days do you go to school? | 1 | 2 | 3 |
| 9 | (T asks student) "what time do you wake up?" (S) # o'clock. (T asks another student) "what time does he wake up? (S) he wakes up # o'clock | 1 | 2 | 3 |
| 10 | point to your birthday on the calendar. show me what you do when it is your birthday. | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

UNIT 11

Year-End Review

UNIT 11 YEAR-END REVIEW**Vocabulary to Review****LESSON 1**

New Vocabulary

| ACTION | OBJECT | OTHER |
|---------------------|---------------|--------------|
| I eat | garbage can | whose |
| hide | arms | striped |
| smell | plates | favourite |
| I like/I don't like | food | too hot |

LESSON 2

New Vocabulary

| ACTION | OBJECT | OTHER |
|-------------------|---------------|--------------|
| I wash | hands | after |
| I hold him/her/it | arms | also |
| I draw | plates | over there |
| open lid/cover | food | different |

LESSON 3

New Vocabulary

| ACTION | OBJECT | OTHER |
|------------------------|---------------|--------------|
| hit | crayons | something |
| I count | balls | nothing |
| you all run/stop/stand | 1-10 | |
| | | |

UNIT 11 YEAR-END REVIEW

Vocabulary to Review

LESSON 4

New Vocabulary

| ACTION | OBJECT | OTHER |
|----------------|----------|---------|
| I am afraid of | animals | crooked |
| I cry | monkey | angry |
| I kick | children | |
| | | |

LESSON 5

New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
| | | |
| | | |

LESSON 6

New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
| | | |
| | | |

UNIT YEAR-END REVIEW

Sample Recombinations

LESSON 7

New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
| | | |
| | | |

LESSON 8

New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
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| | | |

LESSON 9

New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
| | | |
| | | |

| | | |
|-------------|------------------------|------------------------------|
| UNIT | YEAR-END REVIEW | Sample Recombinations |
|-------------|------------------------|------------------------------|

LESSON 10
New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
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| | | |

LESSON 11
New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
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| | | |

LESSON 12
New Vocabulary

| ACTION | OBJECT | OTHER |
|--------|--------|-------|
| | | |
| | | |
| | | |
| | | |
| | | |

YEAR-END VOCABULARY REVIEW

Assessment

Circle the corresponding progress indicator 1, 2 or 3 for each oral assessment. Underline any aread in oral assessment needing work.

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|----------|--|------------------|-------------------|----------------|
| 1 | | 1 | 2 | 3 |
| 2 | | 1 | 2 | 3 |
| 3 | | 1 | 2 | 3 |
| 4 | | 1 | 2 | 3 |
| 5 | | 1 | 2 | 3 |
| 6 | | 1 | 2 | 3 |
| 7 | | 1 | 2 | 3 |
| 8 | | 1 | 2 | 3 |
| 9 | | 1 | 2 | 3 |
| 10 | | 1 | 2 | 3 |
| Subtotal | | | | |

YEAR-END VOCABULARY REVIEW

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|--|------------------|-------------------|----------------|
| 11 | | 1 | 2 | 3 |
| 12 | | 1 | 2 | 3 |
| 13 | | 1 | 2 | 3 |
| 14 | | 1 | 2 | 3 |
| 15 | | 1 | 2 | 3 |
| 16 | | 1 | 2 | 3 |
| 17 | | 1 | 2 | 3 |
| 18 | | 1 | 2 | 3 |
| 19 | | 1 | 2 | 3 |
| 20 | | 1 | 2 | 3 |
| Total Unit Assessment | | | | |

YEAR-END LANGUAGE SKILLS REVIEW

Assessment

Circle the corresponding progress indicator 1, 2 or 3 for each oral assessment. Underline any aread in oral assessment needing work.

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|----------|--|------------------|-------------------|----------------|
| 1 | | 1 | 2 | 3 |
| 2 | | 1 | 2 | 3 |
| 3 | | 1 | 2 | 3 |
| 4 | | 1 | 2 | 3 |
| 5 | | 1 | 2 | 3 |
| 6 | | 1 | 2 | 3 |
| 7 | | 1 | 2 | 3 |
| 8 | | 1 | 2 | 3 |
| 9 | | 1 | 2 | 3 |
| 10 | | 1 | 2 | 3 |
| Subtotal | | | | |

YEAR-END LANGUAGE SKILLS REVIEW

Assessment

| | | <i>Beginning</i> | <i>Developing</i> | <i>Mastery</i> |
|-----------------------|--|------------------|-------------------|----------------|
| 11 | | 1 | 2 | 3 |
| 12 | | 1 | 2 | 3 |
| 13 | | 1 | 2 | 3 |
| 14 | | 1 | 2 | 3 |
| 15 | | 1 | 2 | 3 |
| 16 | | 1 | 2 | 3 |
| 17 | | 1 | 2 | 3 |
| 18 | | 1 | 2 | 3 |
| 19 | | 1 | 2 | 3 |
| 20 | | 1 | 2 | 3 |
| Total Unit Assessment | | | | |