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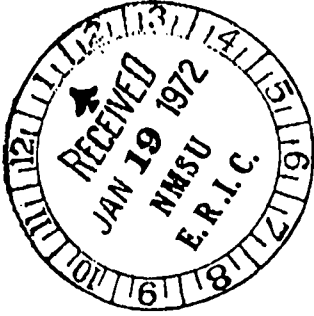
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ABSTRACT

This teacher's manual for a preschool second-year program in English as a second language contains daily lesson plans--objectives, activities, exercises, and subject material--for 22 weeks of class. The program is designed for two English instructional periods per day. English should also be used as the medium of instruction in one other subject. The first four weeks are spent in review of the first year's work. The subjectives and subject material for each week's work are listed at the beginning of the weekly plans. (VM)



TEACHER'S MANUAL

A SECOND YEAR PROGRAM IN ENGLISH AS A SECOND LANGUAGE

PREPARED FOR PARA-PROFESSIONAL TEACHERS IN BI-LINGUAL PRE-SCHOOL HOME TEACHING PROGRAMS

BY

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INTRODUCTION:

The second year of English instruction begins with a one month review of the major grammar points and operations taught during the first year English program. A review of these materials is necessary since many of the children will have had little opportunity to practice using their newly acquired English during the summer recess, and many have forgotten some of the patterns and vocabulary. Because the second year materials assume a mastery of the earlier ones, a thorough review is vitally important to the children's continued growth in English.

The second year curriculum is organized much as the first year's was, in that there are two English instruction periods daily: One early in the morning in which old materials are reviewed and new materials presented, and a second period later in the morning in which the new materials are stressed and confirmed.

In addition to these two periods of instruction in English, in which English is a content area being taught, it is suggested that you use English as the medium of instruction in one of your regular activities of each day. The children will then be using English for approximately half of the time each day, and Spanish the rest of the time. During this period, you simply speak entirely in English, demonstrating your meaning, if necessary, but not translating. If the children speak to you in Spanish, you respond in English and go right on. You should try to use simple vocabulary and constructions, but it is not suggested that you restrict yourself to the patterns which have already been taught. The idea is to give the children a short period of immersion in English each day, in which they are able to hear a variety of English constructions, and patterns, in a situation which is natural and interesting. They may be uncomfortable for a few days, but they will soon become accustomed to the new idea and will soon begin using the English which they know.

Materials will be prepared for you Tuesday through Friday as before. On Mondays, however, you will be planning your own lessons which will be reviews of the previous weeks materials. You will be stressing those with which the children have had the most difficulty. Some test items are included in each Friday's guide. These will enable you to pinpoint difficult areas and thus allow you to plan your Monday review.

Year 2
 Week 1
 Day 1
 Page 1

REVIEW PATTERNS: SUBJECT PRONOUN + BE + PROPER NOUN
 NOUN PHRASE COMMON NOUN

INTERROGATIVE: WHAT + BE + (NOUN PHRASE)?

- REVIEW VOCABULARY OR FORMS:
- 1) Subject Pronouns: I, You, He, She
 - 2) Interrogative Word: What?
 - 3) Possessive Pronoun: My, Your, His, Her
 - 4) Nominalized Possessive: Yours
 - 5) Forms of "Be" am, is, are

MATERIALS NEEDED: NAME TAGS FOR EACH CHILD, YOURSELF, THE HOSTESS, AND GUESTS

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

You and the children are seated in a circle. Get down to children's eye level. Tap your name tag and say:

Repeat, tapping tag.

Point at a child's name tag and ask him:

Model the response for him as you help him tap his tag:

Child repeats:

Then model the question for him rising intonation on pronoun.

Child asks:

Answer his question:

Turn to the others and say:

Speaker	Exchange
T:	My name is Mrs. _____.
T:	My name is Mrs. _____.
T:	What's your name?
T:	Tell me: My name is _____.
C#1	My name is _____.
T:	Ask me: What's yours?
C#1	"What's yours?"
T:	"My name is _____."
T:	"My name is _____."

INSTRUCTIONS TO TEACHER	SPEAKER	EXCHANGE
Pointing at child #1	T:	"His name is _____." "Her name is _____." Repeat please: "His name is _____." "Her name is _____."
Group responds, pointing at child #1	GRP:	"His name is _____." "Her name is _____."
Ask Child #1 to approach another child. Model this question for him:	T:	Ask (him): "What's your name?" (her)
Child #1 asks child #2	C#1	"What's your name?"
Model the response for child #2	T:	Tell (him): "My name is _____." (her)
Teacher models question for #2	T:	Again: "My name is _____." "What's yours?"
	C#2	"My name is _____." "What's yours?"

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Model response for child #1, if necessary	T:	Tell (him): "My name is _____." (her)
	C#1	"My name is _____."
Turn to the group and model question:	T:	Ask (him) (child #1): "What's (his) (child #2) name?" (her)
Model response for child #1	T:	Tell them: "(His)name is _____." "(Her)name is _____."
	C#1	"(His) name is _____." (Her) name is _____."
Ask for group repetition	T:	Everyone say: "(His) name is _____." (Her) name is _____."
Ask child #2 to approach another one. Model this question for him:	T:	Ask (him): "What's your name?" (her)
	C#2	"What's your name?"
Model response for child #3	T:	Tell (him): "My name is _____." (her)
	C#3	"My name is _____."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Teacher models question for #3	T:	Again: "My name is _____." "What's yours?"
Model response if necessary for child #2	T:	Tell (him): "My name is _____." (her)
	C#1	"My name is _____."
Turn to group as before and model question	T:	Ask(him) (child #2) (her) "What's(his) (child #3) name?"
	GRP	"What's(his) name?" (her)
Model response for child #2	T:	Tell them: "(His) name is _____." "(Her) name is _____."
	C#2	"(His) name is _____." "(Her) name is _____."
Ask for group repetition	T:	Everyone say: "(His) name is _____." "(Her) name is _____."
Repeat this drill as many times as needed, giving each child ample opportunity to practice using both statement and interrogative forms.		

**PART II: REINFORCEMENT AND SECOND PRESENTATION
 INSTRUCTIONS TO THE TEACHER**

	SPEAKER	EXCHANGE
Quickly review the materials introduced earlier. Tap your name tag and tell the children:	T:	"My name is _____."
Ask a child:	T:	"What's yours?"
Model response only if necessary	T:	Tell me: "My name is _____."
	C#1	"My name is _____."
Turn to group and as you point at child #1, say:	T:	"(His)name is _____." "(Her)name is _____." Repeat please: "(His)name is _____." "(Her)name is _____."
	GRP:	"(His)name is _____." "(Her)name is _____."
Ask child #1 to turn to child beside him and model:	T:	Say to (him): "My name is _____." (her) "What's yours?"
	C#1	"My name is _____." "What's yours?"
Model response only if necessary	T:	Tell(him): "My name is _____." (her)
	C#2	"My name is _____."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Help him point at you and model for him:	T:	Tell me: "You're Mrs. _____." "You're a teacher."
	C#1	"You're Mrs. _____." "You're a teacher."
Point at child and say:	T:	"You're _____." "You're a (boy) (girl)."
Help him tap self and model for him:	T:	Tell me: "I'm _____." "I'm a (boy) (girl)."
	C#1	"I'm _____." "I'm a (boy) (girl)."
Move on to next child and repeat this procedure. Move on to the next child until all of the children have had an opportunity to practice the drill.		
Begin the second presentation of review materials.		
Model this sequence as you _____.		
---Tap yourself	T:	"I'm Mrs. _____."
---Pointing at child #1		"You're _____." "You're a (boy) (girl)."
---Pointing at a boy as you look directly at #1		"She's _____." "She's a girl."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Repeat the above sequence for the child		
Now help him tap himself and nod at him to give the appropriate response: (Help him if necessary):	C#1	"I'm _____." "I'm a (boy) (girl)."
Help him point at you, again prompting him if needs it:	T:	"She's _____." "She's a girl."
	C#1	"She's _____." "She's a girl."
Repeat this for each of the girls:	T:	"She's _____." "She's a girl."
	C#1	"She's _____." "She's a girl."
Help him point at a boy and model:	T:	"He's _____." "He's a boy."
Etc.,	C#1	"He's _____." "He's a boy."
Repeat this for each child, carefully following each step as described.		Etc.,

- REVIEW PATTERNS:**
- 1) Formation of Plurals: Noun + (S,Z)
 - 2) Question Patterns: What's This?
What are These?
 - 3) (Demonstrative) + BE + (Noun Phrase)
 - 4) NP + BE + NP

REVIEW VOCABULARY OR FORMS: 1) Nominalized demonstrative forms: This, These
That, Those

2) Forms of "B": is, am, are

MATERIALS NEEDED: H-M Cards #1 through 20,
 Balloons, toy cars, marbles, blocks, crayons, pencils, toy boats,
 little balls, etc., You'll need several of each item.

PART I: REVIEW AND INTRODUCTION
INSTRUCTIONS TO THE TEACHER

SPEAKER EXCHANGE

Quickly review materials presented on day 1.		
Tell child #1:	T:	"My name is _____." "What's yours?"
	C#1	"My name is _____."
To the others:	T:	"(His)name is _____." "(Her)name is _____." Repeat please: "(His)name is _____." "(Her)name is _____."
	GRP:	"(His)name is _____." "(Her)name is _____."
Ask child #1 to approach another. Model this for him:	T:	Tell him (child #2): "My name is _____." "What's yours?"
	C#1	"My name is _____." "What's yours?"
	C#2	"My name is _____."

INSTRUCTIONS TO THE TEACHER

SPEAKER

EXCHANGE

<p>To the others:</p>	<p>T:</p>	<p>"(His) name is _____." "(Her) name is _____."</p>
		<p>Repeat please: "(His) name is _____." "(Her) name is _____."</p>
	<p>GRP:</p>	<p>"(His) name is _____." "(Her) name is _____."</p>
<p>Ask child #2 to approach another and repeat this drill following the steps as outlined. Repeat for each child.</p>		<p>Etc.,</p>
<p>Begin presentation of new materials.</p>		
<p>Hold up one of the H-M Cards listed above. Point first at one of the objects saying:</p>	<p>T:</p>	<p>"This is a Bat."</p>
<p>And then at the other:</p>	<p>T:</p>	<p>....."And this is a Bat."</p>
<p>Hold the card up close to the children so they are able to point at the pictures as you ask them to repeat:</p>	<p>T:</p>	<p>Repeat please: "This is a Bat, and this is a Bat."</p>
	<p>GRP:</p>	<p>"This is a Bat." "This is a Bat."</p>
<p>With a sweeping gesture to indicate both pictures, model:</p>	<p>T:</p>	<p>"<u>These</u> are Bats." Repeat please: "<u>These</u> are Bats."</p>
<p>Gesturing:</p>	<p>GRP:</p>	<p>"These are Bats."</p>

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Show the card to one of the children and say:	T:	"This is a Bat, and this is a Bat." "These are....."
Let the child fill in with plural form, if he's able to do so:	C#1Bats."
If he needs help, repeat the pattern and try again.	T:	"This is a Bat, and this is a Bat." "These are....."
	C#1Bats."
Then ask child to repeat the entire pattern.	T:	Repeat please: "This is a Bat." "These are Bats."
	C#1	"This is a Bat." "These are Bats."
Repeat this procedure for each of the cards listed above. Be careful in modeling the plural form: <u>"Z" following voiced consonants</u> <u>"S" following voiceless consonants</u> (Eg. dog + z. duck + s)		



PART II SECOND PRESENTATION
INSTRUCTIONS TO THE TEACHER

SPEAKER EXCHANGE

<p>You will need all of the small toys listed under "materials".</p>		
<p>Hold up a little car. Ask a child:</p>	<p>T:</p>	<p>"_____, What's this?"</p>
<p>*Model response, if necessary.</p>	<p>T: C#1</p>	<p>Tell me: "That's a car." "That's a car."</p>
<p>Hold up another car</p>	<p>T:</p>	<p>"And what's this?"</p>
<p>Again, model response, if necessary:</p>	<p>T:</p>	<p>Tell me: "That's a car."</p>
	<p>C#1</p>	<p>"That's a car."</p>
<p>Put the two cars together and with a sweeping gesture to indicate <u>both</u> cars ask the child:</p>	<p>T:</p>	<p>"What <u>are these</u>?"</p>
<p>Model the response:</p>	<p>T:</p>	<p>Tell me: "Those are cars."</p>
	<p>C#1</p>	<p>"Those are cars."</p>
<p>* In this drill, the child is not so close to the objects that the demonstratives "this" or "those" can be correctly used. Ask child #1 to be "The Teacher". Let him hold one of the cars up and model this question for him:</p>	<p>T:</p>	<p>Ask them: "What's this?"</p>

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	C#1	"What's this?"
Model response for the group, if necessary:	T:	Tell him: "That's a car."
	GRP:	"That's a car."
Give the child the other car and model the question for him again:	T:	Ask them: "What's this?"
Model response for group, if necessary:	C#1	"What's this?"
	T:	Tell him: "That's a car."
	GRP:	"That's a car."
Ask the child to hold up both cars and model the question for him:	T:	Ask them: "What are these?"
	C#1	"What are these?"
Model the response for the group:	T:	Tell him: "Those are cars."
	GRP:	"Those are cars."
Hold up another toy and call on another child:	T:	"_____, What's this?"
Model response, if necessary:	T:	Tell me: "That's a balloon."
	C#2	"That's a balloon."
Hold up another and ask the child:	T:	"And what's this?"
Model response, only if necessary:	C#2	"That's a balloon."
Hold up both and ask:	T:	"_____, What are these?"
Model response:	T:	Tell me: "These are balloons."
	C#2	"Those are balloons."

Ask the child to play "teacher" as you did before.

Repeat this procedure for each set of objects, allowing each child to practice questions as well as statement patterns.

REVIEW PATTERNS: Regular plural formation of nouns
 Yes -- No questions and responses
 Negation
 Nominalized demonstrative pronoun forms:
 This, that, these, those
 Pattern: NP + BE + NP

REVIEW VOCABULARY OR FORMS: Yes, no, not -- Pronoun: IT

MATERIALS NEEDED: H-M Picture cards 1 through 20,
 balloons, toy cars, marbles, blocks, crayons, pencils,
 toy boats, little balls, etc.,

PART I: REVIEW AND INTRODUCTION
INSTRUCTIONS TO THE TEACHER

A quick reinforcement of patterns reviewed earlier. Group the boys and girls separately.

	SPEAKER	EXCHANGE
Model this for girl #1:	T:	Tell us: "I'm (name)" "I'm a girl."
	G#1:	"I'm (name)." "I'm a girl."
Repeat this for each of the girls:	T:	Tell us: "I'm (name)." "I'm a girl."
	G#2:	"I'm (name)." "I'm a girl." etc.,
Use hand signal to indicate group response:	T:	Tell me: "We're girls."
	Girls:	"We're girls."
Point at the boys and say:	T:	"They're boys." Repeat: "They're boys."
	Girls:	"They're boys."
Turn to the boys and point at the girls:	T:	"They're girls." Repeat: "They're girls."
Model this for boy #1:	T:	Tell us: "I'm (name)." "I'm a boy."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	B#1:	"I'm (name)" "I'm a boy."
Repeat this for each boy:	T:	Tell us: "I'm (name)." "I'm a boy."
	B#2:	"I'm (name) _____." "I'm a boy." Etc.,
Use hand signal to indicate group response:	T:	Tell me: "We're boys."
	Boys:	"We're boys."
Point at the girls and say:	T:	"They're girls." Repeat please: "They're girls."
	Boys:	"They're girls."
Repeat this entire drill at least once more.		
<u>NEW REVIEW</u> Hold up one of the toys listed under materials. Ask the children:	T:	"What's this?" (Eg. a car) "Is it a car?"
Model the response:	T:	"Yes, it is. It's a car!"
Ask the question again:	T:	"Is it a car?"
	GRP:	"Yes, it is."
	T:	"It's a car." Repeat: "Yes, it is."
Ask a child to help you "be teacher". Give him one of the objects and model the question for them:	T:	Ask them: "What's this?" (a boat) "Is it a boat?"

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Model response for group:	C#1:	"What's this?" "Is it a boat?"
	T:	Tell him: "Yes, it is. It's a boat."
	GRP:	"Yes, it is. It's a boat."
Call on another child. Give him one of the toys. Model the question for him:	T:	Ask them: "What's this?" (a ball) "Is it a boat?"
Model the response for the group with appropriate head-shaking, etc.:	T:	Tell him: "No, it isn't." "It isn't a boat."
	GRP:	"No, it isn't." "It isn't a boat."
Model the correct answer for the group:	T:	"It isn't a boat." Tell him: "It's a ball."
Call on another child to "be teacher" and give him a toy.	T:	Ask them: "What's this?" (a pencil) "Is it a balloon?"
	C#3:	"What's this?" "Is it a balloon?"
Model the response for the group with appropriate head-shaking gesture, as before:	T:	Tell him: "No, it isn't." "It isn't a balloon."
	GRP:	"No, it isn't!" "It isn't a balloon."
Model the correct answer for the group:	T:	"It isn't a balloon!" "It's a pencil."
	T:	Tell him: "It's a pencil."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Call on other children as before. Alternate situations so children will have practice with both "yes" and "no" response questions.		
Use H-M Cards 1 - 20 as before.		
Hold up a picture card and point at one of the pictures. Ask the children:	T:	"What is this?"
Model response, if necessary:	T:	Tell me: "That's a hat."
	GRP:	"That's a hat."
Point at the other picture and ask:	T:"And what's this?"
	GRP:	"That's a car."
With a sweeping gesture to indicate both pictures, ask the children:	T:	"What are these?"
	T:	Tell me: "Those are cars."
	GRP:	"Those are cars."
Ask a child to help you. Give him a picture card and model the questions for him:	T:	Ask them: "What's this?"
	C#1:	"What's this?"
Model response for group:	T:	Tell him: "That's a bear."
Help child make a sweeping gesture to indicate both pictures:	T:	Ask them: "What are these?"
	C#1:	"What are these?"
Model the response:	T:	Tell him: "Those are bears."
	GRP:	"Those are bears."

Year 2
Week 1
Day 3
Page 5

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
<p>Call on the other children to play "teacher". Repeat the entire procedure for each. It is important that every child has as many opportunities as possible to participate since drills such as this gives valuable practice in using question patterns.</p>		

Year 2
 Week 1
 Day 4
 Page 1

- REVIEW PATTERNS:** 1) NP + BE + Adv. : Locative
 2) Where + BE + My + N
 Your
 The

REVIEW VOCABULARY OR FORMS:

- 1) Possessive pronouns: My, Your
 2) Question word: Where?

MATERIALS NEEDED: 1) A box, bag, can, and block
 2) Several of each: balloons, toy cars, marbles, crayons, pencil, little balls, etc.

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER:	SPEAKER	EXCHANGE
Have these objects on a table in front of the children:		
A block, a paper sack, a can, and a box.		
*Review the name of each:	T:	"THIS IS A BAG." Repeat please: "THIS IS A BAG."
Ask children to name each:	GRP:	"THIS IS A BAG." Etc.

* Children have to be able to touch each object for use of demonstrative "THIS" to be correct.

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	T:	"THIS IS A BLOCK." Repeat please: "THIS IS A BLOCK."
Go over this naming procedure several times to insure the children's comprehension of the vocabulary items used in the following review.	GRP:	"THIS IS A BLOCK." "THIS IS A _____." "THIS IS A _____." etc.
Hold one of the pencils over the bag and say to the children:	T:	"THIS IS A PENCIL."
Drop the pencil into the bag and say:	T:	"THE PENCIL IS <u>IN</u> THE BAG."
Point into the bag and repeat:	T:	"THE PENCIL IS IN THE BAG." Repeat please: "THE PENCIL IS IN THE BAG."
	GRP:	"THE PENCIL IS IN THE BAG."
Take the pencil out and hold it over the box. Place it in the box and tell the group:	T:	"THE PENCIL IS IN THE BOX." Repeat please: "THE PENCIL IS <u>IN</u> THE BOX."
	GRP:	"THE PENCIL IS IN THE BOX."
Put the pencil in the bag again and ask the children:	T:	"WHERE'S THE PENCIL?"
	GRP:	"THE PENCIL IS IN THE BAG."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Take the pencil out and hold it over the box. Place it in the box and tell the group:	T:	"THE PENCIL IS <u>IN</u> THE BOX." Repeat please: "THE PENCIL IS <u>IN</u> THE BOX."
	GRP:	"THE PENCIL IS <u>IN</u> THE BOX."
Put the pencil in the bag again and ask the children:	T:	"WHERE'S THE PENCIL?"
Model the response, if necessary:	T:	Tell me: "THE PENCIL IS IN THE BAG."
	GRP:	"THE PENCIL IS IN THE BAG."
Repeat again:	T:	"WHERE'S THE PENCIL?"
	GRP:	"THE PENCIL IS IN THE BAG."
	T:	"YES, IT IS! IT'S IN THE BAG."
Hold up a balloon. Tell the children:	T:	"THIS IS A BALLOON."
Place it <u>on</u> the block. Point at <u>it</u> and tell the children:	T:	"THE BALLOON IS ON THE BLOCK." "THE BALLOON IS ON THE BLOCK." Repeat please: "THE BALLOON IS ON THE BLOCK."
	GRP:	"THE BALLOON IS ON THE BLOCK."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Ask the children:	T:	"WHERE'S THE BALLOON?"
Model the response only if necessary:	T:	Tell me: "THE BALLOON IS ON THE BLOCK."
Repeat the question again:	GRP:	"THE BALLOON IS ON THE BLOCK."
	T:	"WHERE'S THE BALLOON?"
	GRP:	"THE BALLOON IS ON THE BLOCK."
Place the balloon in the can and tell the children:	T:	"THE BALLOON IS IN THE CAN." Repeat please: "THE BALLOON IS IN THE CAN."
Ask the children:	GRP:	"THE BALLOON IS IN THE CAN."
	T:	"WHERE'S THE BALLOON?"
	GRP:	"THE BALLOON IS IN THE CAN."
Continue with the review as outlined, using various possible combinations.		etc.

PART II: REINFORCEMENT

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Have containers set up as before. Hold up two cars. Tell the children:	T:	"THESE ARE <u>MY</u> CARS."
Indicate ownership by clutching the cars close to your chest:	T:	"THESE ARE <u>MY</u> CARS." Tell me: "THOSE ARE <u>YOUR</u> CARS."
	GRP:	"THOSE ARE <u>YOUR</u> CARS."
Place both cars in the box and say:	T:	"MY CARS ARE IN IN THE BOX."
To the group:	T:	Tell him: "THOSE ARE YOUR MARBLES."
Tell the child to put the marbles in or on one of the containers. Then model the question for him.	T:	Ask them: "WHERE ARE MY MARBLES?"
	C#1:	"WHERE ARE MY MARBLES?"
Model the response for the group:	T:	Tell him: "YOUR MARBLES ARE IN THE BAG."
	GRP:	"YOUR MARBLES ARE IN THE BAG."
	T:	"YES! HIS MARBLES ARE IN THE BAG."
Call on each child to help you "be teacher" and repeat the drill completely every time.		

Year 2
 Week 1
 Day 5
 Page 1

- REVIEW PATTERNS:**
- 1) Where + BE + NP?
 - 2) It
 - 3) Past tense forms of: BE
 - 4) Yes - No questions
 - 5) NP + BE + Adv: Locative
 - 6) Sequence statements
 - 7) Negation

REVIEW VOCABULARY OR FORMS:

- 1) Was
- 2) Were

MATERIALS NEEDED: Several of each: Balls, books, pencils, balloons, crayons.

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Place a ball on the floor and ask the children:	T:	"WHERE'S THE BALL?"
Model the response:	T:	Tell me: "IT'S ON THE FLOOR."
	GRP:	"IT'S ON THE FLOOR."
Place it on a chair and ask:	T:	"NOW, WHERE IS THE BALL?"
Model the response, if necessary:	T:	Tell me: "NOW, IT'S ON THE CHAIR."
	GRP:	"NOW, IT'S ON THE FLOOR."
Ask question:	T:	"IS IT ON THE FLOOR?" "IS IT ON THE FLOOR?"
Shaking your head, model the response, if needed:	T:	"NO, IT ISN'T!" "IT ISN'T ON THE FLOOR."
		Repeat please: "NO, IT ISN'T!" "IT ISN'T ON THE FLOOR."
	GRP:	"NO, IT ISN'T!" "IT ISN'T ON THE FLOOR."

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
Model the pattern, pointing at the floor and then at the chair:	T:	"IT WAS ON THE FLOOR." "NOW, IT'S ON THE CHAIR."
Repeat, asking for response:	T:	Tell me: "IT WAS ON THE FLOOR." "NOW, IT'S ON THE CHAIR."
	GRP:	"IT WAS ON THE FLOOR."
	T:	"NOW, IT'S ON THE CHAIR."
	GRP:	"NOW, IT'S ON THE CHAIR."
Place two books on the table. Ask the children:	T:	"WHERE ARE THE BOOKS?"
Model the response:	T:	"THEY'RE ON THE TABLE." Repeat please: "THEY'RE ON THE TABLE."
	GRP:	"THEY'RE ON THE TABLE."
Place them on the floor and ask:	T:	"NOW, WHERE ARE THE BOOKS?"
Model the response:	T:	Tell me: "NOW, THEY'RE ON THE FLOOR."
	GRP:	"NOW, THEY'RE ON THE FLOOR."
	T:	"ARE THEY ON THE TABLE?"
Shaking your head, model the response, if necessary:	T:	"NO, THEY AREN'T!" "THEY AREN'T ON THE TABLE."
	T:	Repeat please: "NO, THEY AREN'T!"
	GRP:	"NO, THEY AREN'T!"
	T:	"THEY AREN'T ON THE TABLE."

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INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	GRP:	"THEY AREN'T ON THE TABLE."
Model pattern, pointing first at the table, and then at the floor:	T:	"THEY WERE ON THE TABLE." "NOW, <u>THEY'RE</u> ON THE FLOOR."
	T:	Repeat please: "THEY WERE ON THE TABLE."
	GRP:	"THEY WERE ON THE TABLE."
	T:	"NOW, THEY'RE ON THE FLOOR."
Continue with the drill as outlined above, alternating between singular and plural constructions by using first one object and then two in the exercise.	GRP:	"NOW, THEY'RE ON THE FLOOR."

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PART II: EVALUATION

The following instrument will help you assess the progress of the children during the first week of review and allow you to plan your Monday lesson plan on the basis of their needs. Each child must be tested individually. Beside each item is the number of the lesson plan in which the tested grammar point is reviewed. You will want to repeat those with which the children have difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	DIALOGUE	Mark "C" for correct Mark " " for incorrect				
			S1	S2	S3	S4	S5
ITEM 1 Ask the child: WEEK 1 DAY 1 Child must respond with his name.	T: C:	"WHAT'S YOUR NAME?" " _____ "					
ITEM 2 You'll need a pencil and a box. Place pencil in box. Ask child: WEEK 1 DAY 4 Alternate responses:	T: C:	"WHERE'S THE PENCIL?" "IT'S IN THE BOX." "THE PENCIL IS IN THE BOX." "IN THE BOX" "THERE"					
ITEM 3 Give the child a crayon and have one for yourself. Place yours on the floor. WEEK 1 DAY 4 Acceptable responses:	T: C:	"THIS IS MY CRAYON, AND THIS IS YOURS." "WHERE'S MY CRAYON?" "YOUR CRAYON IS ON THE FLOOR." "ON THE FLOOR" "IT'S ON THE FLOOR." "THERE"					

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INSTRUCTIONS TO THE TEACHER	SPEAKER	DIALOGUE	Mark "C" for correct Mark "I" for incorrect				
			S1	S2	S3	S4	S5
ITEM 4 Use two little cars. WEEK 1 Hold one up and say: DAY 2 Hold both up and say: Correct response:	T: T: C:	"THIS IS A CAR." "THESE ARE _____." " <u>CARS</u> "					
ITEM 5 Hold two blocks up and WEEK 1 ask the child: DAY 2 Alternate response:	T: C:	"WHAT ARE THESE?" " <u>THOSE ARE BLOCKS.</u> " " <u>BLOCKS</u> "					
ITEM 6 Hold a balloon up and ask WEEK 1 child question: DAY 3 Phrase it so he must give negative response: Correct responses:	T: C:	"WHAT'S THIS?" "IS IT A CRAYON?" "NO, IT ISN'T!" "NO" " <u>IT'S A BALLOON.</u> "					
ITEM 7 Point to girls in the WEEK 1 room and ask: DAY 3 Correct response:	T: C:	"ARE THEY GIRLS?" " <u>YES, THEY ARE.</u> " "YES"					

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INSTRUCTIONS TO THE TEACHER	SPEAKER	DIALOGUE	Mark "C" for correct				
			Mark " " for incorrect				
			S1	S2	S3	S4	S5
ITEM 8 Place a book on the table. Ask the child: WEEK 1 DAY 5 Remove it, and place it on the floor. Ask again: Required response:	T: C: T: C:	"WHERE'S THE BOOK?" " <u>(IT'S) ON THE TABLE.</u> " "IS THE BOOK ON THE TABLE, NOW?" " <u>NO, IT ISN'T.</u> "					
ITEM 8 Ask again: WEEK 1 DAY 5 Required:	T: C:	"WAS IT ON THE TABLE?" " <u>YES, (IT WAS)</u> "					

ENGLISH COMPONENT
YEAR II
WEEK 2



OBJECTIVES

The major objective of the first four weeks of the second year is to offer a thorough review of the basic language patterns and operations which were taught during the first year. The materials to be covered during the first week of review are these:

1. Sentence Pattern: NP + (Aux) + Verb Intransitive + (Adverb Manner)
Locative
Directional
Verb Intransitive: walk, run, sit, stand, dance,
skip, hop, jump, go, come, etc.
2. Auxiliary Verb: Can
3. Question Construction: What can I do?
Where can I (go?)
(sit?)
(stand?)
etc.
4. Present Participle Formation: Verb + ing
5. Aspect: Present Progressive
Be + Verb + ing
6. Aspect: Progressive in Past - Be + Past + Verb + ing
7. Sequences of events in statements.
8. Conjunction of Sentences, and of Nouns in Noun Phrases
9. Plurals

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REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1	_____	Item 4	_____	Item 7	_____
Item 2	_____	Item 5	_____	Item 8	_____
Item 3	_____	Item 6	_____	Item 9	_____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: NP + (Aux) + Verb(int) + Adv: Direction
Locative

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VOCABULARY OR FORMS: 1) Jump, run, stand, come
Skip, walk, sit, go

2) Present participle form of above verbs

MATERIALS NEEDED: Block, sheet of paper, pencil, can, book, box

PART I: REVIEW AND INTRODUCTION

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
<p>Quickly test the children to see if they remember the following verbs which were taught earlier:</p> <p>Jump, sit, come walk Run, stand, go, skip</p> <p>Ask each child to do as you say and give the following commands:</p>	<p>T:</p>	<p>" _____, JUMP OVER THE BOOK." "HOP TO THE CHAIR." "WALK TO THE DOOR." "SIT ON THE FLOOR." "COME TO ME." "GO TO THE WINDOW." "STAND BY THE TABLE." "WALK AROUND THE TABLE."</p>
<p>If the children have difficulty with any of these, review in the following manner:</p> <p>Pair a child who is having difficulty with one who remembers. Tell them:</p>	<p>T:</p>	<p>" _____, and _____, and _____, GO TO THE DOOR." Tell me: "WE'RE GOING TO THE DOOR." "WE'RE GOING TO THE DOOR." " _____, and _____, ARE GOING TO THE DOOR." Please repeat: "THEY'RE GOING TO THE DOOR."</p>
<p>They do, and you model for them:</p>	<p>GRP:</p>	
<p>To the group:</p>	<p>T:</p>	

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	GRP:	"THEY'RE GOING TO THE DOOR."
Tell the two children:	T:	"COME TO THE TABLE, (name) _____, and (name) _____."
They do, and you model:	T:	Tell me: "WE'RE COMING TO THE TABLE."
	GRP:	"WE'RE COMING TO THE TABLE."
To the group:	T:	" _____, AND _____ ARE COMING TO THE TABLE." Repeat please: "THEY'RE COMING TO THE TABLE."
	GRP:	"THEY'RE COMING TO THE TABLE."
Call on other children, again pairing a child who is having difficulty with one who is not. Samples of sentences which might be used in this review are:	T: 1)	"(GO) (TO) THE (TABLE)" "(COME) (AROUND) (CHAIR)" "WALK (WINDOW)" "RUN (HALL)" "SKIP (DOOR)" "(BLACKBOARD)" "(CLOSET)" etc.
	2)	"JUMP OVER THE (BOOK)" (PENCIL) (BLOCK) etc. "(WE'RE) JUMPING OVER THE _____" (THEY'RE)

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INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE
	T:	3) "(SIT) ON THE (PAPER)". (STAND) (FLOOR) (CHAIR) etc. "(WE'RE) SITTING ON THE _____". (THEY'RE)
Include every child at least several times in your pairs. The child who knows the verb will provide the lead in demonstrating the action named, and everyone will have practice in saying the sentences.		

PART II: REINFORCEMENT

INSTRUCTIONS TO THE TEACHER	SPEAKER	DIALOGUE
<p>Play "Simon Dice"</p> <p>The commands you should use are these:</p> <p>Explain the game to the children. They are allowed to follow your command only if you precede it with "Simon Dice". Give each child as many opportunities to participate as possible.</p>	<p>T: <u>SIMON DICE:</u> <u>" (name) _____, YOU CAN (WALK) TO THE (DOOR) ".</u> <u>(SKIP)</u> <u>(RUN)</u> <u>(GO)</u> <u>(COME)</u> <u>etc.</u></p> <p>" (name) _____, YOU CAN (WALK) AROUND THE (CHAIR) ". <u>(SKIP)</u> <u>(RUN)</u> <u>etc.</u></p> <p>" (name) _____, JUMP OVER THE (BOX) ". <u>(CAN)</u> <u>(BLOCK)</u></p> <p>" (name) _____, (SIT) ON THE (SOFA) ". <u>(CHAIR)</u> <u>(PAPER)</u> <u>(FLOOR)</u> <u>(TABLE)</u></p>	
<p>As the child performs the action, help him describe it by modeling the pattern:</p>	<p>T: Tell us: "I'M SKIPPING TO THE DOOR." C: "I'M SKIPPING TO THE DOOR." T: "HE'S SKIPPING TO THE DOOR." Repeat please: "HE'S SKIPPING TO THE DOOR." GRP: "HE'S SKIPPING TO THE DOOR."</p>	
<p>Ask the others to repeat:</p>		



REVIEW PATTERNS: INTERROGATIVES: What can I do?

Where can I walk?
 run
 sit
 stand
 jump etc.

REVIEW VOCABULARY OR FORMS:
 ADVERBS -- LOCATIVE and DIRECTIONAL

on the chair
 to the door
 around the table etc.

MATERIALS NEEDED:
 H.M. Cards #112, 113, 114, 115, 116, 117, 283
 M&M's
 Little colored tickets.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE</p> <p>Line these picture cards up so the children are able to see them: H-M # 112,113,114,115,116,117,283.</p> <p>Call on a child. Point at each picture card asking:</p> <p>Model response if necessary:</p> <p>Repeat question:</p> <p>When you have gone through the cards, ask the child to play teacher. Let him ask the group as he points at each of the cards:</p>	<p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT'S HE DOING?</p> <p>Tell me: "HE'S RUNNING."</p> <p>WHAT'S HE DOING?</p> <p>ETC.</p>



Instructions to the teacher	Speaker	Dialogue
<p>Model the response for the other, if necessary:</p> <p>Go on with the next card:</p>	<p>C: T: GRP T: G:</p>	<p>WHAT'S SHE DOING? Tell him: SHE'S HOPPING. SHE'S HOPPING. Ask them: WHAT ARE THEY DOING? WHAT ARE THEY DOING?</p>
<p>Model the response only if necessary:</p> <p>Be certain that each child has an opportunity to help you by "playing teacher." This type of drill allows everyone an opportunity to practice using question patterns.</p>	<p>T: GRP</p>	<p>Tell him: THEY'RE SITTING. THEY'RE SITTING. ETC.</p>

PART II: SECOND REVIEW:

Instructions to the teacher	Speaker	Dialogue
<p>PROCEDURE:</p> <p>Explain to the children that you are going to play a game. (Explain in Spanish.) Tell them that you will call on each of them, and they must ask you: WHAT CAN I DO?</p> <p>You will tell them: YOU CAN WALK, YOU CAN SIT, YOU CAN STAND, YOU CAN JUMP, etc., but they cannot do so until they have asked you:</p> <p>WHERE CAN I WALK, etc., You will then tell them: YOU CAN WALK TO THE DOOR, YOU CAN SIT ON THE FLOOR, etc.</p> <p>Each time they do it correctly, you will give them a ticket which they can exchange for candy later.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Vamos a jugar un juego.</p> <p>Voy a llamar a cada uno de ustedes. Cuando yo te llamo a tí, debes preguntarme: WHAT CAN I DO?</p> <p>Repitan: WHAT CAN I DO?</p> <p>WHAT CAN I DO?</p> <p>Entonces voy a decirles algo: YOU CAN WALK, o, YOU CAN SIT, o, YOU CAN STAND, o, YOU CAN JUMP, etc. Pero, ustedes ya no pueden hacer lo que yo diga.</p> <p>Tienen que preguntarme primero: WHERE CAN I SIT, o, WHERE CAN I WALK, etc.</p> <p>Repitan: WHERE CAN I SIT?</p> <p>WHERE CAN I SIT?</p> <p>Repitan: WHERE CAN I JUMP?</p> <p>WHERE CAN I JUMP?</p> <p>Repitan: WHERE CAN I STAND?</p> <p>WHERE CAN I STAND?</p> <p>Muy bien! Y cuando yo les diga, YOU CAN WALK AROUND THE TABLE, o, YOU CAN SIT ON THE CHAIR, o,</p>



Instructions to the teacher	Speaker	Dialogue
<p>Begin the game. Call on a child:</p> <p>Model the next question for the child:</p> <p>Child does so. As he does, ask the others:</p> <p>Model the response if necessary:</p> <p>Give the child a ticket if he has done as asked Call on another child:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>YOU CAN STAND ON THE PAPER. Etc, Entonces ustedes pueden hacerlo.</p> <p>Entienden?</p> <p>Cada vez que ustedes hacen correctamente lo que yo les diga, voy a darles un vale y cuando termine la clase, ustedes pueden cambiar los vales que tengan por dulces aquí conmigo.</p> <p>_____, ask me: WHAT CAN I DO?</p> <p>WHAT CAN I DO?</p> <p>YOU CAN WALK.</p> <p>Ask me: WHERE CAN I WALK?</p> <p>WHERE CAN I WALK?</p> <p>YOU CAN WALK TO THE TABLE.</p> <p>WHERE CAN _____ WALK?</p> <p>Tell me: _____ CAN WALK TO THE TABLE.</p> <p>_____ CAN WALK TO THE TABLE.</p> <p>_____ Ask, me: WHAT CAN I DO?</p> <p>WHAT CAN I DO?</p> <p>YOU CAN JUMP.</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model the next question for the child:</p> <p>Child does. As he does, ask the others:</p> <p>Model the response only if necessary:</p> <p>Call on each child as many times as possible. Use the following verbs in the game:</p> <p>When the game is over, exchange M&M's for the tickets which the children have been given. You will have arranged for everyone to have won about an equal number of tickets, of course!</p>	<p>T: C: T: T: T: GRP</p>	<p>Ask me: WHERE CAN I JUMP? WHERE CAN I JUMP? YOU CAN JUMP OVER THE PENCIL. WHERE CAN _____ JUMP? Tell me: _____ CAN JUMP OVER THE PENCIL. _____ CAN JUMP OVER THE PENCIL.</p> <p>YOU CAN RUN AROUND THE TABLE, etc. WALK TO THE WINDOW, ETC. SIT ON THE CHAIR, ETC. STAND ON THE PAPER, ETC. SKIP TO THE TABLE., ETC.</p>

REVIEW PATTERNS: PAST TENSE OF COPULA: BE
 YES-NO QUESTIONS and RESPONSES
 NEGATION
 SEQUENCES OF EVENTS: (E.g. He was walking, now he's sitting.)

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REVIEW VOCABULARY OR FORMS: WERE, WAS
 IN, ON
 NOT, NO
 NOW

MATERIALS NEEDED: Box, bag, pencils, books, crayons, cars, trucks, etc.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker:	Exchange
<p>DEMONSTRATE:</p> <p>Sit on the chair and tell the children:</p> <p>Stand up and then ask them:</p> <p>Model the response for them if necessary:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p>	<p>I'M SITTING ON THE CHAIR.</p> <p>AM I SITTING?</p> <p>Tell me: NO, YOU AREN'T. YOU AREN'T SITTING.</p> <p>NO, YOU AREN'T. YOU AREN'T SITTING.</p> <p>Tell me: YOU WERE SITTING, NOW YOU'RE STANDING. Repeat, please: YOU WERE SITTING. NOW YOU'RE STANDING.</p> <p>YOU WERE SITTING. NOW YOU'RE STANDING.</p>
<p>Call on a child. Tell him:</p> <p>As he does, tell him:</p>	<p>T:</p> <p>T:</p>	<p>_____, WALK TO THE DOOR.</p> <p>_____, Tell me: I'M WALKING TO THE TABLE.</p>

Instructions to the teacher	Speaker	Dialogue
	C:	I'M WALKING TO THE TABLE.
Ask the child to sit on the table.	T:	_____, SIT ON THE TABLE.
When he has done so, then ask him:	T:	_____, are you walking?
Model the response if necessary:	T:	Tell me: NO, I'M NOT. I'M NOT WALKING.
	C:	NO, I'M NOT. I'M NOT WALKING.
Tell the child to ask the others:	T:	Ask them: AM I WALKING?
	C:	AM I WALKING?
Model the response if necessary:	T:	Tell him: NO, YOU'RE NOT. YOU'RE NOT WALKING.
	GRP:	NO, YOU'RE NOT. YOU'RE NOT WALKING.
To the group:	T:	Tell him: YOU WERE WALKING. NOW YOU'RE SITTING.
	GRP:	YOU WERE WALKING, NOW YOU'RE SITTING.
Call on another child. Tell him:	T:	_____, RUN AROUND THE CHAIR.
As he does, tell him:	T:	_____, tell me: I'M RUNNING AROUND THE CHAIR.
	C:	I'M RUNNING AROUND THE CHAIR.
Ask the child to stand on a sheet of paper on the floor.	T:	_____; STAND ON THE PAPER.



Instructions to the teacher	Speaker	Dialogue
<p>As he does, ask him:</p> <p>Model the response if necessary:</p> <p>Tell the child to ask the others:</p> <p>Model the response for the group if necessary.</p> <p>To the group:</p> <p>Call on each child at least twice for this drill. Note that the second of the two actions should be one in which the child comes to a stop, otherwise the drill is not manageable. E.g.:</p> <p>You were jumping. Now you're standing. You were running. Now you're sitting. You were skipping. Now you're kneeling.</p>	<p>T: _____, ARE YOU RUNNING?</p> <p>T: Tell me: NO, I'M NOT. I'M NOT RUNNING.</p> <p>C: NO, I'M NOT. I'M NOT RUNNING.</p> <p>T: Ask them: AM I RUNNING?</p> <p>C: AM I RUNNING?</p> <p>T: Tell him: NO, YOU'RE NOT. YOU'RE NOT RUNNING.</p> <p>GRP: NO, YOU'RE NOT. YOU'RE NOT RUNNING.</p> <p>T: Tell him: YOU WERE RUNNING. NOW YOU'RE STANDING.</p> <p>Etc.</p>	

PART II. SECOND REVIEW LESSON

Instructions to the teacher	Speaker	Dialogue
<p>You will need a number of different articles a couple of books, some crayons, some pencils, some paper, some little cars, some trucks, etc.</p> <p>DEMONSTRATE:</p> <p>Place two books on the table. Then place them on the floor. Tell the children as you point at the table first:</p>	<p>T:</p>	<p>THE BOOKS WERE ON THE TABLE. THE BOOKS WERE ON THE TABLE.</p>
<p>Point at the books on the floor:</p>	<p>GRP:</p>	<p>Repeat please, THE BOOKS WERE ON THE TABLE. THE BOOKS WERE ON THE TABLE.</p>
<p>Repeat the entire sequence, pointing at the appropriate place each time:</p>	<p>T:</p>	<p>NOW THEY'RE ON THE FLOOR. REPEAT PLEASE: NOW THEY'RE ON THE FLOOR.</p>
	<p>GRP:</p>	<p>NOW THEY'RE ON THE FLOOR.</p>
	<p>T:</p>	<p>THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR.</p>
	<p>GRP:</p>	<p>Repeat, please: THE BOOKS WERE ON THE TABLE. THE BOOKS WERE ON THE TABLE.</p>
	<p>T:</p>	<p>NOW THEY'RE ON THE FLOOR.</p>
	<p>GRP:</p>	<p>NOW THEY'RE ON THE FLOOR.</p>

Instructions to the teacher	Speaker	Dialogue
<p>Pointing at the books, ask the children</p> <p>Model the response, if necessary:</p> <p>Place some pencils first on the chair, and then place them in a bag. Point first at the chair and tell the group:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p>	<p>ARE THE BOOKS ON THE FLOOR?</p> <p>Tell me: YES, THEY ARE. THEY'RE ON THE FLOOR.</p> <p>YES, THEY ARE. THEY'RE ON THE FLOOR.</p> <p>THE PENCILS WERE ON THE CHAIR. Repeat, please: THE PENCILS WERE ON THE CHAIR.</p> <p>THE PENCILS WERE ON THE CHAIR.</p>
<p>Point at the pencils which are in the bag and say:</p> <p>Call on a child to help you be teacher. Tell him to ask the others:</p> <p>(Model the response if necessary.)</p> <p>To the group:</p>	<p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p>	<p>THE PENCILS WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.</p> <p>Repeat, please: NOW THEY'RE IN THE BAG.</p> <p>NOW THEY'RE IN THE BAG.</p> <p>Ask them: ARE THE PENCILS ON THE CHAIR?</p> <p>ARE THE PENCILS ON THE CHAIR?</p> <p>NO, THEY'RE NOT. THEY'RE NOT ON THE CHAIR.</p> <p>Tell him: THEY WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.</p> <p>THEY WERE ON THE CHAIR. NOW THEY'RE IN THE BAG.</p>

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Instructions to the teacher	Speaker	Dialogue
<p>To the child again: Model the question for him.</p> <p>(Model the correct response for the group only if necessary:)</p> <p>Place some other objects first in one place and then on another. Follow the procedure as given above, calling on a child to help you by playing teacher.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p>	<p>Ask them: ARE THE PENCILS IN THE BAG?</p> <p>ARE THE PENCILS IN THE BAG?</p> <p>Tell them: YES THEY ARE. THE'RE IN THE BAG.</p> <p>YES THEY ARE. THEY'RE IN THE BAG.</p>

REVIEW PATTERNS: CONJUNCTION: Conjoined sentences, and conjoined nouns in noun phrases.

SEQUENCE OF EVENTS (E.G. The pencil and book were on the table. Now they're on the floor.)

INTERROGATIVES: WHERE, WHAT

REVIEW VOCABULARY OR FORMS: Forms of BE: Is, are
Prepositions: On, in
Conjunction: And

MATERIALS NEEDED: Pencils, crayons, books, blocks, box, bag, paper, boat, truck, car, H-M cards for Evaluation: 112, 113, 114, 115, 116, 117, 283.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Place a pencil on the floor and a book on a chair. Point first at t's pencil and say:</p> <p>Point at the book and say:</p> <p>Repeat the entire sequence, pointing at each article as you say:</p> <p>Ask for repetition: (You may need to break it up for the children again.)</p> <p>Demonstrate once more:</p> <p>Place a truck on a block and a car in a box. Point at the truck first and say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>THE PENCIL IS ON THE FLOOR... THE PENCIL IS ON THE FLOOR... AND THE BOOK IS ON THE CHAIR. THE PENCIL IS ON THE FLOOR AND THE BOOK IS ON THE CHAIR. Repeat please: THE PENCIL IS ON THE FLOOR AND THE BOOK IS ON THE CHAIR. THE TRUCK IS ON THE BLOCK...</p>



Instructions to the teacher	Speaker	Dialogue
Then point at the car and say:	T:	<p>...AND THE CAR IS IN THE BOX.</p> <p>THE TRUCK IS ON THE BLOCK. ...AND THE CAR IS IN THE BOX.</p> <p>Repeat please. THE TRUCK IS ON THE BLOCK....</p>
	GRP:	THE TRUCK IS ON THE BLOCK....
	T:	AND THE CAR IS IN THE BOX.
	GRP:	AND THE CAR IS IN THE BOX.
Repeat the entire sequence, breaking it up if necessary:	T:	THE TRUCK IS ON THE BLOCK AND THE CAR IS IN THE BOX.
	GRP:	THE TRUCK IS ON THE BLOCK AND THE CAR IS IN THE BOX.
Ask a child to help you. Let him place a crayon in one place, and a block in another. Then help him ask the questions of the others.	T:	Ask them: WHAT'S IN THE BOX...AND WHAT'S ON THE TABLE.
Model response for the group:	T:	Tell him: THE CRAYON IS IN THE BOX....
	GRP:	THE CRAYON IS IN THE BOX...
Model the second half of the answer for the group:	T:	Tell him: AND THE BLOCK IS ON THE TABLE.
	C:	AND THE BLOCK IS ON THE TABLE.
To the group:	T:	Repeat please: THE CRAYON IS IN THE BOX AND THE BLOCK IS ON THE TABLE.



Instructions to the teacher	Speaker	Dialogue
<p>Repeat the entire sequence for the group:</p> <p>Model the response if necessary:</p>	<p>GRP:</p> <p>T:</p>	<p>THE CRAYON IS IN THE BOX.... AND THE BLOCK IS ON THE TABLE.:</p> <p>WHAT'S IN THE BOX...AND WHAT'S ON THE TABLE?</p> <p>Tell me: THE CRAYON IS ON THE BOX... AND THE BLOCK IS ON THE TABLE.</p> <p>THE CRAYON IS IN THE BOX.... AND THE BLOCK IS ON THE TABLE.</p>
<p>Call on others, letting them be teacher with your help, of course, in modeling the questions and responses.</p> <p>Alternate placement of articles in different places with placement of two different articles in the same place:</p> <p>DEMONSTRATE:</p> <p>Place a pencil and some paper on the table. Point at these and tell the children.</p> <p>Place a box and a bag on the chair: Point at these and ask the children:</p> <p>Model the response if necessary:</p>	<p>T:</p> <p>GRP:</p>	<p>THE PENCIL AND PAPER ARE ON THE TABLE.</p> <p>Repeat please: THE PENCIL AND PAPER ARE ON THE TABLE.</p> <p>THE PENCIL AND PAPER ARE ON THE TABLE.</p> <p>WHERE ARE THE BOX AND BAG?</p> <p>Tell me: THE BOX AND BAG ARE ON THE CHAIR.</p> <p>THE BOX AND BAG ARE ON THE CHAIR.</p>



Instructions to the teacher	Speaker	Dialogue
<p>Ask a child to help you be the teacher</p> <p>Let him place some articles in one place. (E.g. a truck and a car in the box.) Model question #1 for him.</p> <p>Model the response for the group:</p> <p>Model question #2 for child:</p> <p>Model response for the group:</p> <p>Ask others to help you play teacher. This type of drill allows everyone opportunity to practice using question patterns in English as well as practice in giving appropriate responses.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p>	<p>Ask them: WHERE ARE THE CAR AND TRUCK?</p> <p>WHERE ARE THE CAR AND TRUCK?</p> <p>Tell him: THE CAR AND TRUCK ARE IN THE BOX.</p> <p>THE CAR AND TRUCK ARE IN THE BOX.</p> <p>Ask them: WHAT'S IN THE BOX?</p> <p>WHAT'S IN THE BOX?</p> <p>Tell him: THE CAR AND TRUCK ARE IN THE BOX.</p> <p>THE CAR AND TRUCK ARE IN THE BOX.</p>

PART II. EVALUATION

Year 2
 Week 2
 Day 5
 Page 5

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	"C" = Correct ✓ = Incorrect
ITEM I. Ask the child to do the following actions. He is required only to demonstrate his comprehension in this item:	T:	JUMP OVER THE BLOCK. A B C	1 2 3 4 5 6	
ITEM II. Week 2 Day 3 Use H-M Cards listed below: Child is required to give a verbal response to your question for each of the following cards #112,114,115.	T: C:	WHAT'S <u>HE</u> DOING? <u>SHE</u> WHAT ARE THEY DOING? <u>HE'S</u> <u>RUNNING</u> <u>SHE'S</u> & <u>JUMPING</u> <u>WALKING</u>		
ITEM III. Week 2 Day 2 Ask the child to do the following actions. He is required only to demonstrate comprehension by following your instructions.	T:	STAND BY THE TABLE. COME TO ME. A B		

INSTRUCTIONS TO THE TEACHER	Speaker	ITEM AND RESPONSE	Mark "C" = Correct = Incorrect					
			1	2	3	4	5	6
ITEM IV. Use H-M Cards listed below: Week 2 Child is required to give a verbal response to your question for each of the following H-M Cards: Day 3 #113, 116, 117, 283.	T:	WHAT'S HE DOING? [SHE]						
	C:	WHAT ARE THEY DOING? or [HE'S] & [SITTING, HOPPING, SKIPPING, DANCING] [SHE'S] [THEY'RE]						
ITEM V. Week 2 Sit on a chair. Then get up. Ask the child: Child must respond:	T:	AM I SITTING?						
	C:	NO, YOU'RE NOT. or NO. or (Some other appropriate response.)						
ITEM VI. Week 2 Remain standing and ask the child: Child must respond:	T:	WAS I SITTING?						
	T:	YES, YOU WERE. or YES. or (Some other appropriate response.)						

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	Mark "C"=Correct ✓ = Incorrect
ITEM VII. Repeat the actions as in item 5. Week 2 Sit on a chair, then stand. This time Day 4 tell the child: Child must respond:	T: I WAS SITTING. NOW WHAT AM I DOING? C: (NOW YOU'RE) <u>STANDING.</u>	1 2 3 4 5 6 7		
ITEM VIII Week 2 Place two books on the table. Then place them on the floor. Tell the child: REPEAT THE ENTIRE SEQUENCE: Ask the child: Child must respond:	T: THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR. T: THE BOOKS WERE ON THE TABLE. NOW THEY'RE ON THE FLOOR. T: WHERE <u>WERE</u> THE BOOKS? C: (THEY WERE) <u>ON THE TABLE</u>			
ITEM IX Place a truck and a car on the floor. Point at them and ask the child: Child must respond: Ask the child: Child must respond:	T: WHAT'S ON THE FLOOR? C: THE TRUCK AND CAR (ARE ON THE FLOOR.) T: WHERE ARE THE TRUCK AND CAR? C: THEY'RE <u>ON THE FLOOR.</u> THE TRUCK AND CAR ARE			



ENGLISH COMPONENT

Year 2
Week 3
Day 1

OBJECTIVES

The objective of the third week of Second Year English instruction is to continue with the review of first year materials. The structures and operations covered the third week are:



1. Sentence Patterns:

A. NP + [VERB] + [ADJ]
 [BE]

VERB = feel, seem, look.

B. NP + VERB: transitive + NP

VERB transitive = open, close, touch, have, want, take, feel.

C. NP + BE + [NP]
 [ADJ]

2. Use of Auxiliary "DO" in Yes-No questions.

3. Use of interrogative words: WHO? WHAT? HOW?

4. Negation.

5. ELSE/ALSO, TOO.

6. PLURAL formation.

7. Adjectives in attributive position.

8. Past tense: TAKE-TOOK.

9. Auxiliaries: CAN, DO, WILL.

10. Adjectives: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry, rough, smooth, cool, soft, hard, wet, dry.

Year 2
Week 3
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
 Week 3
 Day 2
 Page 1

REVIEW PATTERNS: PATTERN: NP + VERB: Transitive + NP

Object Pronoun Replacement of Direct Object

Use of Auxiliary Verb DO in Yes-No Questions

Interrogative: WHO

REVIEW VOCABULARY OR FORMS: Transitive verbs: OPEN, CLOSE, TOUCH, HAVE

FORMS of DO: DOES, DO

ELSE - ALSO

FORMS of HAVE: HAS, HAVE

MATERIALS NEEDED: PURSE, BOX, BOOK, BEANBAG, CLOTH SACK, PAPER BAG, LOTTO CARDS.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

Name each of the articles above to make certain that the children remember the name of each.

*Hold up each and tell the children:

Hold up another:

Repeat this several times for each of the articles named above in the materials list.

*Note: In order for the use of the demonstrative THIS to be semantically correct, the children must be close enough to the article to be able to touch it.

Instructions to the teacher	Speaker	Exchange
<p>Name each of the articles above to make certain that the children remember the name of each.</p> <p>*Hold up each and tell the children:</p> <p>Hold up another:</p> <p>Repeat this several times for each of the articles named above in the materials list.</p> <p><u>*Note:</u> In order for the use of the demonstrative THIS to be semantically correct, the children must be close enough to the article to be able to touch it.</p>	<p>T:</p> <p>GRP:</p> <p>T:</p>	<p>THIS IS A SACK. Tell me: THIS IS A SACK.</p> <p>THIS IS A SACK.</p> <p>THIS IS A BEANBAG. Tell me: THIS IS A BEANBAG</p>

Instructions to the teacher	Speaker	Dialogue
<p>DEMONSTRATE:</p> <p>Touch each of the articles, telling the children as you do:</p> <p>Open each of the articles, saying as you do:</p> <p>And close it again, saying:</p> <p>Call on a child. Tell him:</p> <p>He does, and you ask the others:</p> <p>Model the correct response:</p> <p>Tell the child to:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p>	<p>I'M TOUCHING THE BEANBAG.</p> <p>I'M TOUCHING THE SACK.</p> <p>I'M TOUCHING THE BAG.</p> <p>Etc.</p> <p>I'M OPENING THE BAG.</p> <p>I'M CLOSING IT.</p> <p>I'M OPENING THE BOX.</p> <p>I'M CLOSING IT.</p> <p>I'M OPENING THE SACK.</p> <p>I'M CLOSING IT.</p> <p>Etc.</p> <p><u>(Name)</u>, TOUCH THE BOX.</p> <p>WHAT'S <u>(Name)</u> DOING?</p> <p>Tell me: <u>(Name)</u> IS TOUCHING THE BO...</p> <p><u>(Name)</u> IS TOUCHING THE BOX.</p> <p><u>(Name)</u>, OPEN IT.</p>

Instructions to the teacher	Speaker	Dialogue
<p>As the child does so, you ask the group:</p> <p>Model the response only if necessary:</p> <p>Substitute an object pronoun for the noun, and ask the group to repeat again:</p>	<p>T: WHAT'S <u>(Name)</u> DOING?</p> <p>T: Tell me: <u>(Name)</u> IS OPENING THE BOX.</p> <p>GRP: <u>(Name)</u> IS OPENING THE BOX.</p>	<p>YES, <u>(Name)</u> IS OPENING IT.</p> <p>Repeat, please: <u>(Name)</u> IS OPENING IT.</p> <p><u>(Name)</u> IS OPENING IT.</p>
<p>Ask the child to close the box:</p> <p>As he does so, ask the group:</p> <p>Model the response only if necessary:</p>	<p>T: CLOSE IT, <u>(Name)</u>.</p> <p>T: WHAT'S <u>(Name)</u> DOING?</p> <p>T: Tell me: HE'S CLOSING THE BOX.</p> <p>GRP: HE'S CLOSING THE BOX.</p>	<p>CLOSE IT, <u>(Name)</u>.</p> <p>WHAT'S <u>(Name)</u> DOING?</p> <p>Tell me: HE'S CLOSING THE BOX.</p> <p>HE'S CLOSING THE BOX.</p>
<p>Substitute an object pronoun for the noun and ask the group to repeat again:</p> <p>Call on others, using the same sequence of actions as given.</p> <p>TOUCH THE <u>(Noun)</u></p> <p>OPEN THE <u>(Noun)</u></p> <p>OPEN IT.</p> <p>CLOSE THE <u>(Noun)</u></p> <p>CLOSE IT.</p>	<p>T: YES, HE'S CLOSING IT.</p> <p>Repeat, please: HE'S CLOSING IT.</p> <p>GRP: HE'S CLOSING IT.</p>	<p>YES, HE'S CLOSING IT.</p> <p>Repeat, please: HE'S CLOSING IT.</p> <p>HE'S CLOSING IT.</p>



PART II: SECOND REVIEW

Instructions to the teacher	Speaker	Dialogue
<p>You will need a Lotto Set for this drill. One with which the children are already familiar is best. Even then, be sure you go through the names of each thing pictured on the little cards before you begin.</p> <p>In order to do this, go through all of the little cards asking the children as you do:</p> <p>Model response if necessary:</p>	<p>T: T: GRP: T: GRP:</p>	<p>WHAT'S THIS? Tell me: THAT'S A COW. THAT'S A COW. WHAT'S THIS? THAT'S A CHICKEN. Etc.</p>
<p>Take out all of those which the children do not know well. (You might save these and make sure that the children become familiar with them later.) For this drill, you want to use only those cards which the children are able to name easily.</p> <p>PROCEDURE:</p> <p>Hand each child two cards. Keep two for yourself. Hold up one card. Tell the children:</p> <p>Hold up the other card. Tell the children:</p> <p>Look over at the child beside you and ask:</p> <p>Ask the question again:</p>	<p>T: T: T: T:</p>	<p>I HAVE A COW. I HAVE A COW. I HAVE A PIG. WHAT DO YOU HAVE? WHAT DO YOU HAVE?</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model the response, if necessary:</p> <p>Ask the others:</p>	<p>T: C: T: GRP:</p>	<p>Tell me: I HAVE A GOAT. I HAVE A GOAT. WHAT DOES HE HAVE? [HE] HAS A GOAT. [SHE]</p>
<p>Ask the child as you glance at the other card:</p> <p>Model the response if necessary:</p> <p>Ask the others:</p>	<p>T: T: C: T:</p>	<p>WHAT ELSE DO YOU HAVE? Tell me: I HAVE A DUCK, ALSO. I HAVE A DUCK, ALSO. (Name), HAS A GOAT. WHAT ELSE DOES HE HAVE?</p>
<p>Model the response if necessary:</p> <p>Ask the children:</p> <p>Model the response, if necessary: (Showing the children your card)</p> <p>Point at your other card, asking:</p>	<p>T: GRP: T: T: GRP: T:</p>	<p>Tell me: [HE] HAS A DUCK, ALSO. [SHE] HAS A DUCK, ALSO WHO HAS A COW? Tell me: YOU HAVE A COW. YOU HAVE A COW. WHAT ELSE DO I HAVE?</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model the correct response:</p> <p>Look over at another child's cards. Point at one and ask him:</p> <p>Ask the others:</p> <p>Model the response if necessary:</p> <p>Point at the child's other card and ask him:</p> <p>Model the response:</p> <p>Ask the others:</p> <p>Model the response:</p> <p>Point at the first child's picture cards and ask:</p> <p>Model the response:</p>	<p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>Tell me: YOU HAVE A PIG, ALSO.</p> <p>YOU HAVE A PIG, ALSO.</p> <p>WHAT DO YOU HAVE?</p> <p>I HAVE A HORSE.</p> <p>WHAT DOES HE HAVE?</p> <p>Tell me: HE HAS A HORSE.</p> <p>HE HAS A HORSE.</p> <p>WHAT ELSE DO YOU HAVE?</p> <p>Tell me: I HAVE A BIRD, ALSO</p> <p>I HAVE A BIRD, ALSO.</p> <p>(Name) HAS A HORSE. WHAT ELSE DOES HE HAVE?</p> <p>Tell me: HE HAS A BIRD, ALSO.</p> <p>HE HAS A BIRD, ALSO.</p> <p>WHO HAS A DUCK?</p> <p>Tell me: HE HAS A DUCK.</p> <p>HE HAS A DUCK.</p>

Instructions to the teacher	Speaker	Dialogue
<p>Point at the child's other card and ask the group:</p> <p>Model the response only if necessary:</p> <p>Look at the next child's cards, asking as before. Continue with the drill as outlined above. Be certain that you go around the group several times at least. Many constructions are reviewed in this drill and it is important that the children have ample opportunity to practice all of them.</p>	<p>T:</p> <p>T:</p> <p>GRP:</p>	<p>YES, HE HAS A DUCK. WHAT ELSE DOES HE HAVE?</p> <p>Tell me: HE HAS A GOAT, ALSO. HE HAS A GOAT, ALSO.</p>

REVIEW PATTERNS: PATTERN: NP + VERB: Transitive +NP
 [NP] + BE + [NP]
 [DEMON] [ADJECTIVE]

QUESTIONS: WHO, WHAT
 PLURALS

ADJECTIVES IN ATTRIBUTIVE POSITION
 PAST TENSE OF VERB: TAKE, TOOK

REVIEW VOCABULARY OR FORMS: ADJECTIVES: Red, green, yellow, blue

TRANSITIVE VERBS: TAKE, HAVE, WANT

AUXILIARY VERBS: CAN, DO, MAY

MATERIALS NEEDED: A set of "Pick-up Sticks"

GRAMMAR POINTS: Position of adjectives in attributive relation to nouns is Adjective + Noun as Noun + Adjective as in Spanish. Form of Adjective is non-varying in English. In Spanish, adjective agrees in number and gender with noun which it modifies.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE: Hold up a "pick-up stick" Tell the children:	T	THIS IS A STICK. Repeat, please: THAT'S A STICK.
Hold up another, but of a different color. Tell the children again:	GRP:	THAT'S A STICK.
Continue doing this several times more. Then gather a number of the sticks together and hold them up, saying:	T:	AND THIS IS A STICK, ALSO. Repeat, please: THAT'S A STICK, ALSO.
	GRP:	THAT'S A STICK, ALSO.
	T:	THESE ARE STICKS. THESE ARE STICKS. Repeat, please: THOSE ARE STICKS.
	GRP:	THOSE ARE STICKS.

Instructions to the teacher	Speaker	Dialogue
<p>Hold up a red stick. Tell the children:</p> <p>Give each child a red stick. Tell them again:</p> <p>Children help up their sticks, saying:</p> <p>Ask each child pointing at the stick in his hand as you do:</p> <p>Model the response, if necessary:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>THIS STICK IS RED. IT'S A RED STICK.</p> <p>THIS STICK IS RED. IT'S A RED STICK. Repeat please: THIS STICK IS RED. IT'S A RED STICK.</p> <p>THIS STICK IS RED. IT'S A RED STICK.</p> <p>WHAT COLOR IS THAT STICK?</p> <p>Tell me: THIS STICK IS RED. IT'S A RED STICK.</p> <p>THIS STICK IS RED. IT'S A RED STICK.</p> <p>ETC.</p>
<p>Gather all of the sticks from the children and hold them in a bunch for the children to see. Tell them:</p>	<p>T:</p> <p>GRP:</p>	<p>THESE STICKS ARE RED. THEY'RE RED STICKS. Repeat please: THOSE STICKS ARE RED. THEY'RE RED STICKS.</p> <p>THOSE STICKS ARE RED. THEY'RE RED STICKS. ETC.</p>

Instructions to the teacher

Repeat the procedure given above for each of the colors: red, green, blue and yellow.

Give one child some red sticks:

Give another child some blue ones:

And to another, some yellow sticks:

And to another child, some green sticks:

Keep some yellow sticks for yourself.
 Tell the children:

Ask the child who has blue sticks:

Model the response, if necessary:

Ask the child:

Model the response:

Help the child to offer you some and model the sentence for him:

Exchange

ETC.

HERE, (Name), YOU MAY HAVE SOME RED STICKS.

(Name), YOU MAY HAVE SOME BLUE STICKS.

(Name), YOU MAY HAVE SOME YELLOW STICKS.

(Name), YOU MAY HAVE SOME GREEN STICKS.

I HAVE SOME YELLOW STICKS.
 I WANT SOME BLUE STICKS.

DO YOU HAVE SOME BLUE STICKS?

Tell me: YES, I DO. I HAVE SOME BLUE STICKS.

YES, I DO. I HAVE SOME BLUE STICKS.

MAY I HAVE SOME BLUE STICKS?

Tell me: YES, YOU MAY. YOU MAY HAVE SOME BLUE STICKS

YES, YOU MAY. YOU MAY HAVE SOME BLUE STICKS.

Tell me: YOU MAY TAKE SOME BLUE STICKS.

YOU MAY TAKE SOME BLUE STICKS.

Speaker

T:

T:

T:

T:

T:

T:

T:

C:

T:

T:

C:

T:

C:

Instruction to the teacher	Speaker	Dialogue
Hold up the sticks. Tell the children:	T:	NOW I HAVE SOME YELLOW STICKS AND SOME BLUE ONES.
Look around and say:	T:	I WANT SOME RED STICKS.
Ask the child who has the red sticks:	T:	DO YOU HAVE SOME RED STICKS?
Model the response, only if necessary:	T:	Tell me: YES, I DO. I HAVE SOME RED STICKS.
Ask him:	C:	YES, I DO. I HAVE SOME RED STICKS.
Model the response:	T:	MAY I HAVE SOME RED STICKS?
As the child offers you some, model this for him:	T:	Tell me: YES, YOU MAY. YOU MAY HAVE SOME RED STICKS.
	C:	YES, YOU MAY. YOU MAY HAVE SOME RED STICKS.
	T:	Tell me: YOU MAY TAKE SOME RED STICKS.
	C:	YOU MAY TAKE SOME RED STICKS.
Call on a child to play teacher. Tell him to hold up his sticks: Model this for him:	T:	Tell them: I HAVE SOME GREEN STICKS.
	C:	I HAVE SOME GREEN STICKS.
	T:	Tell them: I WANT SOME YELLOW STICKS.
	C:	I WANT SOME YELLOW STICKS.
Point at the child who has the yellow sticks. Model the question for child #1:	T:	Ask him: DO YOU HAVE SOME YELLOW STICKS?

Instruction to the teacher	Speaker	Dialogue
	C#1	DO YOU HAVE SOME YELLOW STICKS?
Model the response for child #2:	T:	Tell him: YES, I DO. I HAVE SOME YELLOW STICKS.
	C#2	YES, I DO. I HAVE SOME YELLOW STICKS.
Model the question for child #1:	T:	Ask him: MAY I HAVE SOME YELLOW STICKS?
	C#1	MAY I HAVE SOME YELLOW STICKS?
Model the response for child #2	T:	Tell him: YES, YOU MAY. YOU MAY HAVE SOME YELLOW STICKS.
	C#2	YES, YOU MAY. YOU MAY HAVE SOME YELLOW STICKS.
As Child #2 offers Child #1 the sticks, model this:	T:	Tell him: YOU MAY TAKE SOME YELLOW STICKS.
	C#2	YOU MAY TAKE SOME YELLOW STICKS.
Repeat the procedure for each child, in both roles.		ETC.



II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
<p>Give each child a pick-up stick. Each stick should be of a different color. Put the remaining sticks on the table before the group.</p>		
<p>Hold up a stick: Tell the group:</p>	T:	I HAVE A RED STICK.
<p>Look around the group and ask:</p>	T:	WHO ELSE HAS A RED STICK?
<p>Nod at the child who has one, and model this for him:</p>	T:	Tell us: I HAVE A RED STICK.
	C:	I HAVE A RED STICK.
<p>Tell the others:</p>	T:	I HAVE A RED STICK. (Name) HAS ONE, TOO. Tell me: YOU HAVE A RED STICK. (Name) HAS ONE TOO
	GRP:	YOU HAVE A RED STICK. (Name) HAS ONE, TOO.
<p>Ask the child:</p>	T:	DO YOU WANT A BLUE STICK?
	C:	YES, I DO.
	T:	THEN TAKE ONE.
<p>Child does, and then you tell the others:</p>	T:	(Name) TOOK A BLUE STICK. Repeat please: (Name) TOOK A BLUE STICK.
	GRP:	(Name), TOOK A BLUE STICK.
<p>Tell the child:</p>	T:	NOW YOU HAVE A BLUE STICK AND A RED ONE, TOO. Tell me: NOW I HAVE A BLUE STICK AND A RED ONE, TOO.
<p>Hold up another stick. Tell the children.</p>	T:	I HAVE A GREEN STICK.

Instruction to the teacher	Speaker	Dialogue
<p>Look around the group and ask:</p> <p>Nod at the child who has one, and model this for him:</p> <p>Tell the others:</p> <p>Ask the child:</p> <p>Child does, and you tell the</p> <p>Continue with this drill as presented above. Give every child a chance to participate. If the sentences are too long for the child to repeat without help, then break it up for him into logical segments: E.G., NOW I HAVE A GREEN STICK AND A RED ONE, TOO.</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:j</p>	<p>WHO ELSE HAS A GREEN STICK ?</p> <p>Tell us: I HAVE A GREEN STICK.</p> <p>I HAVE A GREEN STICK.</p> <p>I HAVE A GREEN STICK? (Name) HAS ONE TOO. Repeat, please: YOU HAVE A GREEN STICK. (Name), HAS ONE, TOO.</p> <p>YOU HAVE A GREEN STICK. _____ HAS ONE, TOO.</p> <p>DO YOU WANT A RED STICK?</p> <p>YES, I DO.</p> <p>THEN TAKE ONE.</p> <p>(Name) TOOK A RED STICK. Repeat, please: (Name), TOOK A RED STICK. (Name), TOOK A RED STICK.</p> <p>NOW YOU HAVE A GREEN STICK, AND A RED ONE, TOO. Tell us: NOW I HAVE A GREEN STICK AND A RED ONE, TOO.</p> <p>NOW I HAVE A GREEN STICK AND A RED ONE, TOO.</p> <p>Etc.</p>



REVIEW PATTERNS: NP + VERB + ADJECTIVE
 Questions with interrogative: WHO?
 Verb in simple present tense
 Negation

NEW PATTERNS: Questions with interrogative: HOW?

REVIEW VOCABULARY OR FORMS: Verb: Look, feel

Adjectives: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry.

MATERIALS NEEDED: H-M PICTURE CARDS: #31 to 40
 Pictures clipped from magazines which illustrate the above vocabulary items.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Hold up card #31. Tell the children: Place stress on the question word HOW as you ask this: Model the response: Again with stress on "HOW" as you ask: Model the response:	T: T: T: GRP: T: T: T:	THIS GIRL FEELS WARM. SHE FEELS WARM. SHE LOOKS WARM. HOW DOES SHE LOOK? HOW DOES SHE LOOK? Tell me: SHE LOOKS WARM. SHE LOOKS WARM. YES, THIS GIRL LOOKS WARM. SHE FEELS WARM. HOW DOES SHE FEEL? Tell me: SHE FEELS WARM.

Instruction to the teacher	Speaker	Dialogue
Hold up card #32. Ask the children:	T:	DOES THIS BOY FEEL WARM?
Shake your head vigorously as you say:	T:	NO! HE DOESN'T. HE DOESN'T FEEL WARM!
Ask the question again:	T:	DOES HE FEEL WARM?
Model the response with appropriate gestures:	T:	Tell me: NO, HE DOESN'T. HE DOESN'T FEEL WARM.
Hold up the card again. Tell the children:	GRP:	NO, HE DOESN'T! HE DOESN'T FEEL WARM.
Ask the question again with the stress on the interrogative word, HOW.	T:	THIS BOY DOESN'T FEEL WARM! HE FEELS COLD! HE LOOKS COLD.
Model the response:	T:	HOW DOES HE LOOK?
Pointing at the picture again:	T:	Tell me: HE LOOKS COLD. HE LOOKS COLD.
Ask the children:	T:	YES! HE LOOKS COLD. HE FEELS COLD.
Model the response:	T:	HOW DOES HE FEEL?
Point at picture #31 again. Ask the group:	T:	Tell me: HE FEELS COLD. HE FEELS COLD.
Shaking your head as a cue, model the response, if necessary:	T:	DOES THIS GIRL FEEL COLD? Tell me: NO! SHE DOESN'T. SHE DOESN'T FEEL COLD.

Instruction to the teacher	Speaker	Dialogue
Ask them:	GRP:	NO, SHE DOESN'T! SHE DOESN'T FEEL COLD.
Model the response only if necessary:	T:	HOW DOES SHE LOOK?
Hold up picture card #33. Stre	T:	(Tell me: SHE LOOKS WARM.)
Ask the children:	GRP:	SHE LOOKS WARM.
Model the response:	T:	THIS GIRL FEELS SLEEPY. SHE FEELS SLEEPY. SHE LOOKS SLEEPY.
Ask the question:	T:	HOW DOES SHE FEEL?
Model the response:	T:	Tell me: SHE FEELS SLEEPY.
Ask the question:	GRP:	SHE FEELS SLEEPY.
Model the response:	T:	YES, THIS GIRL FEELS SLEEPY. SHE LOOKS SLEEPY.
Hold up card #40.	T:	HOW DOES SHE LOOK?
Shake your head as you say:	T:	Tell me: SHE LOOKS SLEEPY.
Ask the question again:	T:	DOES THIS GIRL FEEL SLEEPY?
Model the response:	GRP:	NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY. SHE DOESN'T LOOK SLEEPY!
Ask the question again:	T:	DOES THIS GIRL FEEL SLEEPY?
Model the response:	T:	Tell me: NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY.
Ask the question again:	GRP:	NO! SHE DOESN'T. SHE DOESN'T FEEL SLEEPY.

Instruction to the teacher	Speaker	Dialogue
Hold up the card again. Tell the group: Place stress on LOOKS.	T:	THIS GIRL DOESN'T FEEL SLEEPY. SHE FEELS BUSY. SHE LOOKS BUSY.
Ask them:	T:	HOW DOES SHE LOOK?
Model the response:	T:	Tell me: SHE LOOKS BUSY.
	GRP:	SHE LOOKS BUSY.
	T:	YES, THIS GIRL LOOKS BUSY. SHE FEELS BUSY.
Ask the question:	T:	HOW DOES SHE FEEL?
Model the response:	T:	Tell me: SHE FEELS BUSY.
	GRP:	SHE FEELS BUSY.
Point at picture card #40 again. Ask:	T:	DOES THIS GIRL FEEL BUSY?
Model the response, if necessary:	T:	Tell me: NO, SHE DOESN'T. SHE DOESN'T FEEL BUSY.
	GRP:	NO, SHE DOESN'T. SHE DOESN'T FEEL BUSY.
Ask again:	T:	HOW DOES SHE LOOK?
Model the response, if necessary:	T:	Tell me: SHE LOOKS SLEEPY.
	GRP:	SHE LOOKS SLEEPY.

	Speaker	Dialogue
<p>Instruction to the teacher</p> <p>Continue with this review exercise as presented above. Use all of the cards listed above. The patterns you will be using are as follows:</p>		<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>THIS BOY THIS GIRL HE SHE</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>LOOKS FEELS</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <p>THIRSTY WARM COLD SLEEPY SICK HUNGRY HAPPY FUNNY BUSY</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <p>HOW DOES</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>HE SHE</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>LOOK FEEL</p> </div> <div style="width: 15%;"> <p>? ?</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <p>DOES</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>HE SHE</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>LOOK FEEL</p> </div> <div style="width: 15%;"> <p>? ?</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <p>YES NO</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>HE SHE</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>DOES DOESN'T</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;"> <p>HE SHE</p> </div> <div style="width: 15%;"> <p>DOESN'T</p> </div> <div style="border: 1px solid black; padding: 5px; width: 15%;"> <p>LOOK FEEL</p> </div> <div style="width: 15%;"> <p>+ Adjective</p> </div> </div>

PART II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
Line up the cards so the children can see them. You can supplement H-M cards with pictures from magazines. Ask children:	T:	WHO LOOKS WARM? WHO LOOKS WARM?
Call on a child:	T:	<u>(Name)</u> WHO LOOKS WARM?
Child identifies w the correct picture. If he doesn't, help him. Model the response if necessary:	T:	Tell me: THIS GIRL LOOKS WARM.
Repeat the response, and ask the child:	C:	THIS GIRL LOOKS WARM.
Help the child respond:	T:	YES! SHE LOOKS WARM. SHE FEELS WARM. DO YOU FEEL WARM?
Turn to the group and ask:	T:	Tell me: <u>YES, I DO</u> (or) <u>NO, I DON'T</u>
Let the child play "teacher."	C:	<u>YES, I DO.</u> <u>NO, I DON'T.</u>
Model this question for him:	T:	DOES <u>(Name)</u> FEEL WARM?
Model the response: After the children have correctly identified the picture.	GRP:	YES, <u>HE</u> DOES. <u>SHE</u> DOESN'T.
	T:	Ask them: WHO LOOKS THIRSTY?
	T:	WHO LOOKS THIRSTY?
	T:	Tell him: THIS GIRL LOOKS THIRSTY.
	GRP:	THIS GIRL LOOKS THIRSTY.

REVIEW PATTERNS: NP + [VERB] + ADJECTIVE
 [BE]

Verb in simple present tense.

Negation

Interrogatives: HOW? WHO?

NP + VERB + NP

REVIEW VOCABULARY OR FORMS: VERB: [Feel, look, be]

ADJECTIVES: Happy, sleepy, warm, sick, busy, cold, funny, thirsty, hungry. Rough, smooth, warm, cool, soft, hard, wet, dry.

MATERIALS NEEDED: H-M PICTURE cards: #31 to 40

Sand paper, corduroy, cotton balls, a mirror, a wet cloth and a dry piece of the same, a rock, a bit of satin ribbon, if you have it, and something fluffy such as a bit of fur.

FOR TEST: Pick-up sticks and Animal Lotto Cards

PART I: REVIEW AND INTRODUCTION

	Speaker	Exchange
<p>Instructions to the teacher</p> <p>Using the H-M Cards listed above, quickly review the materials covered yesterday. Use the Exercise found in Part II of Week 3, Day 4, Teacher's Guide. You might simply ask the children the questions yourself rather than calling on individuals to do so. The idea is to go over all of the adjectives reviewed yesterday before going on to new materials.</p>		<p>WHO [LOOKS] ADJECTIVE? [FEELS]</p> <p>[THE BOY] [LOOKS] Adjective. [THE GIRL] [FEELS] HE SHE]</p> <p>HOW DOES [HE] [LOOKS] [SHE] [FEELS]</p> <p>DOES [HE] [LOOK] Adjective? [SHE] [FEEL]</p> <p>DO YOU FEEL ADJECTIVE? YES, I DO. NO, I DON'T</p>

PART II

Instruction to the teacher	Speaker	Dialogue
<p>You'll need all of the materials listed above (except for the H-M cards.) Hold up the sand-paper for the children to see. Feel it with your finger tips and tell the group:</p>	T:	<p>THIS SAND PAPER FEELS ROUGH. IT FEELS ROUGH.</p>
<p>Hand it to a child and tell him: (Note the difference in use of "FEEL").</p>	T:	<p><u>(Name)</u>, FEEL THE SANDPAPER.</p>
<p>Child does, and you ask him:</p>	T:	<p>HOW DOES IT FEEL?</p>
<p>Model the response for him:</p>	T:	<p>Tell me: IT FEELS ROUGH.</p>
<p>Hand it to another child. Tell him:</p>	C:	<p>IT FEELS ROUGH.</p>
<p>He does, and you ask child #1 to ask child #2.</p>	T:	<p><u>(Name)</u>, FEEL THE SANDPAPER.</p>
<p>Model the response for child #2.</p>	T:	<p>Ask him: HOW DOES IT FEEL?</p>
<p>Ask child #2 to hand it to another, Ask this child to:</p>	C#1:	<p>HOW DOES IT FEEL?</p>
<p>He does, and you model this question for child #2 to ask of child #3:</p>	T:	<p>Tell him: IT FEELS ROUGH.</p>
<p>Model the response for Child #3:</p>	C#2:	<p>IT FEELS ROUGH.</p>
<p>Model the response for Child #3:</p>	T:	<p>Ask him: HOW DOES IT FEEL?</p>
<p>Model the response for Child #3:</p>	C#2:	<p>HOW DOES IT FEEL?</p>
<p>Model the response for Child #3:</p>	T:	<p>Tell him: IT FEELS ROUGH.</p>
<p>Model the response for Child #3:</p>	C#3:	<p>IT FEELS ROUGH. ETC.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Now hold up the mirror for the children to see. Feel it with your finger tips and tell the group:</p>	T:	<p>This mirror feels smooth. It feels smooth. IT FEELS SMOOTH.</p>
<p>Let all of the children feel it as you say:</p>	T:	<p>(Name), FEEL THE MIRROR.</p>
<p>Hand it to a child and ask him to:</p>	T:	<p>HOW DOES IT FEEL?</p>
<p>Child does, and you ask him:</p>	T:	<p>Tell me: IT FEELS SMOOTH.</p>
<p>Model the response:</p>	C#1	<p>IT FEELS SMOOTH.</p>
<p>Ask him:</p>	T:	<p>DOES IT FEEL ROUGH?</p>
<p>Shake your head as you model the response for him:</p>	T:	<p>Tell me: NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.</p>
<p>Note change from "FEEL" to "BE".</p>	C#1	<p>NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.</p>
<p>To the group:</p>	T:	<p>A MIRROR ISN'T ROUGH. IT'S SMOOTH.</p>
<p>Ask child #1 to hand the mirror to child #2. Tell #2 to:</p>	GRP:	<p>Repeat please: A MIRROR ISN'T ROUGH. IT'S SMOOTH.</p>
	T:	<p>A MIRROR ISN'T ROUGH IT'S SMOOTH. (Name), FEEL THE MIRROR.</p>

Instruction to the teacher	Speaker	Dialogue
<p>He does and you model this for child #1 to ask of #2.</p> <p>Model response for #2, if necessary:</p> <p>Model another question for child #1:</p> <p>Model response for #2:</p> <p>Tell the children:</p> <p>Hand the mirror to child #3. Tell him:</p> <p>Ask child #2 to ask of #3.</p> <p>Continue with this exercise as developed above. Pair these items of contrasting textures as Rough and Smooth were paired above in the examples given:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p>	<p>Ask him: HOW DOES IT FEEL?</p> <p>HOW DOES IT FEEL?</p> <p>Tell him: IT FEELS SMOOTH. IT FEELS SMOOTH.</p> <p>Ask him: DOES IT FEEL ROUGH? DOES IT FEEL ROUGH?</p> <p>Tell him: NO! IT DOESN'T. IT DOESN'T FEEL ROUGH.</p> <p>A MIRROR ISN'T ROUGH, IT'S SMOOTH.</p> <p>Repeat please: A MIRROR ISN'T ROUGH, IT'S SMOOTH.</p> <p>A MIRROR ISN'T ROUGH, IT'S SMOOTH.</p> <p>(Name), FEEL THE MIRROR.</p> <p>Ask him: HOW DOES IT FEEL? ETC.</p> <ol style="list-style-type: none"> 1. ROUGH (SANDPAPER), SMOOTH (MIRROR). 2. SOFT (COTTON BALLS), HARD (ROCKS OR MARBLES) 3. WET (WET CLOTH), DRY (DRY CLOTH). 4. WARM (FUR), COOL (SATIN).

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 3
 Day 5
 Page 5

"C" = Correct

✓ = Incorrect

Instructions to the teacher	Speaker	Item and Response	Student:					
			1	2	3	4	5	6
<p>Item I Give the child a blue pick-up Week 3 stick. Ask him: Day 2</p> <p>Child must respond:</p>	C:	<p>What do you have?</p> <p>A BLUE STICK. I HAVE A BLUE STICK.</p>						
<p>Item II A) Tell the child: Week 3 Child must take one of the Day 2 correct color.</p> <p>B) Hold a green stick in your hand and ask him: Child must respond:</p>	T: T: C:	<p>You may take a red stick.</p> <p>Who has a green stick?</p> <p>YOU HAVE, (or) YOU HAVE A GREEN STICK.</p>						
<p>Item III Tell the child: Week 3 Day 2</p> <p>Child must successfully imitate:</p>	T: C:	<p>You have a red stick and you have a blue one. Do you want a yellow one? Tell me: I WANT A YELLOW STICK. I WANT A YELLOW STICK.</p>						

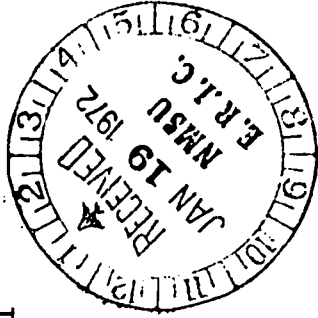
EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response	C= Correct = Incorrect						
			1	2	3	4	5	6	7
Item IV. Give the child two animal Week 3 lotto cards. Keep two for Day 3 yourself. Hold up one of your cards and tell him: Then ask him: Child must respond:	T: T: C:	I have a DUCK COW PIG, etc. What do you have? I have an <u>animal</u> .							
Item V Hold up your other card and say: Week 3 Point at the child's other card Day 3 and ask: Child must respond:	T: T: C:	I also have an animal. What else do you have? I also have an animal							
Item VI Use H-M Card #32 and ask the child: Week 3 Day 44 Child must respond:	T: C:	How does this girl look? WARM SHE LOOKS WARM							
Item VII Hold up cards #33 and #40. Ask: Week 3 Day 4 Child must identify correct one:	T: C:	Who looks sleepy? (Correct identification required)							

Year 2
 Week 3
 Day 5
 Page 7

Instructions to the teacher	Speaker	Item and Response	"C" = Correct ✓ = Incorrect					
			1	2	3	4	5	6
<p>Item VIII Give the child a sheet of sandpaper. Ask him to feel it. Then ask him: Child must respond:</p>	<p>T: C: T: C:</p>	<p>Feel the sandpaper. (Child does so). How does it feel? Rough It feels rough</p>						
<p>Item IX Give the child a mirror. Ask him to feel it. Then ask: Optional responses.</p>	<p>T: T: C:</p>	<p>Feel the mirror. Does it feel rough? No, it doesn't. No, it doesn't feel rough No. It feels smooth.</p>						

CS



OBJECTIVES

This is the fourth and final week of review materials. The grammatical patterns, processes, and vocabulary which were taught during the first year of English instruction have been reviewed, and beginning with the fifth week, new materials will be introduced. The objective of the fourth week is to cover these patterns and processes:

1. Sentence pattern: NP + VERB + NP + ADVERB: Locative Directive

Example: "He rolled the ball under the table."

Verb: Put-in, drop-into, roll-into, take-out of
under from

2. Sentence Pattern: NP + VERB + NP: Accusative + Adverb: Directive.

Verb: Roll, throw, bounce.

Example: "He threw the ball to Juan."

3. Sentence pattern: NP + VERB + NP: Accusative + NP: Dative Benefactive

Verb: Give, make, draw.

Examples: I drew the circle for Juan.
Then I gave it to him. (or) Then I gave him the circle.

4. Pronoun replacement of direct and indirect objects.

5. Possession: Noun's
Possessive pronouns

6. Past tense formation for all verbs used during this week of review.

7. Questions with interrogative words: WHERE? WHOSE? WHAT? WHO?

Year 2
Week 4
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

[Locative
 Directive]

REVIEW PATTERNS: NP + VERB + NP + ADVERB:

VERB: Put, drop, throw, roll, take from.

PAST TENSE OF VERBS: 'Put-put', 'drop-dropped', 'throw-threw',
 'roll-rolled', 'take-took'.

MATERIALS NEEDED: A basket, box, bag, ball, beanbag, marble, sponge.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Before you begin this exercise, review the names of all of the articles to be used:</p> <p>*Basket, box, bag, ball, beanbag, marble, sponge.</p> <p>*New words. You will need to teach these new vocabulary items in the customary way:</p> <p>Hold up each item. Say:</p>	<p>T:</p>	<p>THIS IS A BASKET. MARBLE SPONGE BEANBAG Etc.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Ask the entire group to repeat the name of the article several times:</p> <p>Pass the item to each child in turn, and ask for individual repetition:</p> <p>Child holds the article as he repeats:</p> <p>He passes it on to the next child, and you model:</p> <p>BEGIN THE EXERCISE BY DEMONSTRATING:</p> <p>Take the ball and hold it up for the children to see. Now slowly place it into the box. Tell them:</p> <p>Now point at the box and say:</p> <p>Take the ball out of the box and say:</p> <p>Hold the ball up for the children to see, and pointing at it and the box, say:</p>	<p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>Repeat, please: <u>BASKET</u> Etc.</p> <p>BASKET.</p> <p>Repeat again, please: BASKET.</p> <p>BASKET.</p> <p>Repeat, please: THIS IS A BASKET.</p> <p>THIS IS A BASKET.</p> <p>Repeat please: THIS IS A BASKET.</p> <p>THIS IS A BASKET.</p> <p>ETC.</p> <p>I'M PUTTING THE BALL IN THE BOX.</p> <p>I PUT THE BALL IN THE BOX.</p> <p>I'M TAKING THE BALL FROM THE BOX.</p> <p>I TOOK THE BALL FROM THE BOX.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Repeat the demonstration as given above:</p> <p>BEGIN THE REVIEW EXERCISE:</p> <p>Hand a child the ball. Tell him:</p> <p>As he does so, model the sentence for him:</p> <p>Point at the child and say to the others:</p> <p>After the child has done so, point at the box and ask him.</p> <p>Model the response for him immediately:</p> <p>Ask the others:</p> <p>Again, model the response immediately:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>I'M PUTTING THE BALL IN THE BOX. ETC.</p> <p><u>(Name)</u>, PUT THE BALL IN THE BOX.</p> <p>Tell me: I'M PUTTING THE BALL IN THE BOX.</p> <p>I'M PUTTING THE BALL IN THE BOX.</p> <p><u>(Name)</u>, IS PUTTING THE BALL IN THE BOX. Repeat, please: <u>(Name)</u> IS PUTTING THE BALL IN THE BOX.</p> <p><u>(Name)</u>, IS PUTTING THE BALL IN THE BOX.</p> <p>WHAT DID YOU DO?</p> <p>Tell me: I PUT THE BALL IN THE BOX.</p> <p>I PUT THE BALL IN THE BOX.</p> <p>WHAT DID <u>(Name)</u> DO?</p> <p>Tell me: <u>(Name)</u>, PUT THE BALL IN THE BOX.</p> <p><u>(Name)</u>, PUT THE BALL IN THE BOX.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Point at the ball in the box and tell the child:</p> <p>As he does, model this sentence for him:</p> <p>Point at the child and say to the others:</p>	<p>T: T: C: T:</p>	<p>(Name), TAKE THE BALL FROM THE BOX.</p> <p>Tell me: I'M TAKING THE BALL FROM THE BOX.</p> <p>I'M TAKING THE BALL FROM THE BOX.</p> <p>(Name), IS TAKING THE BALL FROM THE BOX. Repeat, please: (Name), IS TAKING THE BALL FROM THE BOX.</p> <p>(Name), IS TAKING THE BALL FROM THE BOX.</p>
<p>After the child has done so, point at the ball and ask him:</p> <p>Model the response for him immediately:</p>	<p>GRP: T: T: C:</p>	<p>WHAT DID YOU DO?</p> <p>Tell me: I TOOK THE BALL FROM THE BOX.</p> <p>I TOOK THE BALL FROM THE BOX.</p>
<p>Point at the child and ask the others:</p> <p>Model the response immediately:</p>	<p>T: T: GRP:</p>	<p>WHAT DID (Name), DO?</p> <p>Tell me: (Name) TOOK THE BALL FROM THE BOX.</p> <p>(Name) TOOK THE BALL FROM THE BOX.</p>
<p>DEMONSTRATE AGAIN: Hold a sponge over the box. Tell the children as you perform the action.</p> <p>Repeat the action:</p>	<p>T: T:</p>	<p>I'M DROPPING THE SPONGE INTO THE BOX.</p> <p>I'M DROPPING THE SPONGE INTO THE BOX.</p>
<p>Now point at the box and as you pantomime the action, say:</p>	<p>T: T:</p>	<p>I'M DROPPING THE SPONGE INTO THE BOX.</p> <p>I DROPPED THE SPONGE INTO THE BOX.</p>



Instruction to the teacher	Speaker	Dialogue
<p>Take the sponge from the box and say:</p> <p>Repeat the sequence:</p> <p>Now point at the sponge, and pantomiming say:</p> <p>Repeat the demonstration as given above.</p> <p>BEGIN THE REVIEW EXERCISE:</p> <p>Hand a child the sponge and tell him:</p> <p>Before he does, stop him and ask:</p> <p>Model the response:</p> <p>Before you let the child do so, ask the group:</p> <p>Model the response:</p> <p>After the child has done so, ask him:</p> <p>Model the response for him:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>I'M TAKING THE SPONGE FROM THE BOX.</p> <p>I'M DROPPING THE SPONGE INTO THE BOX.</p> <p>I'M TAKING THE SPONGE FROM THE BOX.</p> <p>I TOOK THE SPONGE FROM THE BOX.</p> <p>ETC.</p> <p>(Name), DROP THE SPONGE INTO THE BOX.</p> <p>WHAT ARE YOU DOING?</p> <p>Tell me: I'M DROPPING THE SPONGE INTO THE BOX.</p> <p>I'M DROPPING THE SPONGE INTO THE BOX.</p> <p>WHAT'S (Name), DOING?</p> <p>Tell me: HE'S DROPPING THE SPONGE INTO THE BOX.</p> <p>HE'S DROPPING THE SPONGE INTO THE BOX.</p> <p>WHAT DID YOU DO?</p> <p>Tell me: I DROPPED THE SPONGE INTO THE BOX.</p> <p>I DROPPED THE SPONGE INTO THE BOX.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Ask the group:</p> <p>Model the response immediately.</p> <p>Point at the sponge in the box and tell the child:</p> <p>Before the child does, ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model response, if necessary:</p> <p>Continue with the exercise as given above.</p> <p>Alternate the drill with these instructions:</p> <p>Alternate having the child respond, and having the group respond:</p> <p>And also alternate between use of present progressive and the past tense:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>GRP:</p> <p>T:</p>	<p>What did <u>(Name)</u>, do?</p> <p>Tell me: He dropped the sponge into the box.</p> <p>HE DROPPED THE SPONGE INTO THE BOX.</p> <p><u>(Name)</u>, TAKE THE SPONGE FROM THE BOX.</p> <p>What are you DOING?</p> <p>Tell me: I'M TAKING THE SPONGE FROM THE BOX.</p> <p>I'M TAKING THE SPONGE FROM THE BOX.</p> <p>WHAT'S <u>(Name)</u>, DOING?</p> <p>Tell me: HE'S TAKING THE SPONGE FROM THE BOX.</p> <p>ETC.</p> <p>PUT DROP TAKE</p> <p>THE</p> <p>BALL MARBLE SPONGE BEANBAG</p> <p>INTO IN FROM</p> <p>THE</p> <p>BASKET BAG BOX</p> <p>I'M DROPPING THE BALL INTO THE BASKET.</p> <p>HE'S DROPPING THE BALL INTO THE BASKET.</p> <p>WHAT ARE YOU DOING?</p>

Instruction to the teacher	Speaker	Dialogue
<p>Give every child several opportunities to participate individually, and involve him in all group responses as well.</p> <p>This review exercise is carried out exactly as was the first drill given above. The actions are these: ROLL THROW.</p> <p>Demonstrate the actions as before:</p> <p>Roll the ball into the box and say:</p> <p>Take it out and repeat the action, saying:</p> <p>Point at the ball in the box, and pantomiming the action again, say:</p> <p>Give a child a ball and tell him:</p> <p>Before child does, stop him and ask:</p> <p>Model the response for him:</p>	<p>C: T: C:</p> <p>T: T: T: T: T: T: C:</p>	<p>I'M TAKING THE SPONGE FROM THE BAG.</p> <p>WHAT DID YOU DO?</p> <p>I TOOK THE SPONGE FROM THE BAG.</p> <p>I'M ROLLING THE BALL INTO THE BOX.</p> <p>I'M ROLLING THE BALL INTO THE BOX.</p> <p>I ROLLED THE BALL INTO THE BOX.</p> <p>(Name), ROLL THE BALL INTO THE BOX.</p> <p>WHAT ARE YOU DOING?</p> <p>Tell me: I'M ROLLING THE BALL INTO THE BOX.</p> <p>I'M ROLLING THE BALL INTO THE BOX.</p>

Instructions to the teacher	Speaker	Dialogue
<p>Ask the others:</p> <p>Model the response:</p> <p>After the child has done so, ask him:</p> <p>Model the response for him:</p> <p>Ask the others:</p> <p>Model the response:</p> <p>Repeat for others:</p> <p>DEMONSTRATE AGAIN:</p> <p>Hold the beanbag and pantomiming a <u>throwing</u> action, say:</p> <p>After you have done so, point at the beanbag in the basket, and pantomiming say:</p> <p>REPEAT:</p> <p>Hand a child the beanbag and tell him:</p> <p>Before he does, ask him:</p> <p>Model response:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT'S <u>(Name)</u>, DOING?</p> <p>Tell me: HE'S ROLLING THE BALL INTO THE BOX.</p> <p>WHAT DID YOU DO?</p> <p>Tell me: I ROLLED THE BALL INTO THE BOX.</p> <p>I ROLLED THE BALL INTO THE BOX.</p> <p>WHAT DID <u>(Name)</u>, DO?</p> <p>Tell me: HE ROLLED THE BALL INTO THE BOX.</p> <p>ETC.</p> <p>I'M THROWING THE BEANBAG INTO THE BASKET.</p> <p>I'M THROWING THE BEANBAG INTO THE BASKET.</p> <p>I THREW THE BEANBAG INTO THE BASKET.</p> <p><u>(Name)</u>, THROW THE BEANBAG INTO THE BASKET.</p> <p>WHAT ARE YOU DOING.</p> <p>Tell me: I'M THROWING THE BEANBAG INTO THE BASKET.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Child will need help with this. Break the sentence between 'Beanbag' and 'into'.</p> <p>Continue with this exercise following the steps outlined in Review Part I above. Cover these variations:</p>	<p>C:</p>	<p>I'M THROWING THE BEANBAG/ INTO THE BASKET. ETC.</p> <p>[THROW] THE [TABLE] [ROLL] [THE] [BOX] [BALL] [INTO] [BAG] [MARBLE] [UNDER] [BASKET] [BEANBAG] [THE] [THE] [SPONGE] [INTO] [THE] [THROWING] [INTO] [THE] [ROLLING] [UNDER] [THE] [ROLLED] [INTO] [THE] [THREW] [UNDER] [THE]</p>

REVIEW PATTERNS: NP + VERB + NP + ADVERB (Directive)

Questions with interrogative WHERE? WHOSE?

Possession:

- a) NOUN + ' + S
- b) Possessive pronouns: MY, YOUR, HIS, HER.

Past tense forms of 'put', 'roll', 'throw', 'drop', 'give'.

NP + VERB + NP: Accusative + NP: Dative
 VERB= 'give'.

Auxiliary: CAN

PART I: Ball, sponge, beanbag, marble, basket, box, bag.

PART II: Several of each: Balls, beanbags, pencils, marbles.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

You will need a ball, a sponge, a beanbag, a marble, a basket, a box and a bag.

Have the containers lined up on the floor before the children.

Hold up the sponge. Ask the children:

Repeat the question:

Model the response, if necessary:

Place it in, and then ask the children:

Model the response:

Speaker	Exchange
T:	WHERE CAN I PUT THE SPONGE?
T:	WHERE CAN I PUT THE SPONGE?
T:	Tell me: YOU CAN PUT THE SPONGE IN THE _____.
GRP:	YOU CAN PUT THE SPONGE IN THE _____.
T:	WHERE DID I PUT THE SPONGE?
T:	Tell me: YOU PUT THE SPONGE IN THE _____.

Instruction to the teacher	Speaker	Dialogue
<p>Give the sponge to a child. Let him play "teacher." Tell him to ask the others:</p>	<p>T: C: T:</p>	<p>Ask them: WHERE CAN I THROW THE SPONGE? WHERE CAN I THROW THE SPONGE? Tell him: YOU CAN THROW THE SPONGE IN THE BASKET.</p>
<p>Model the response for the group if necessary:</p>	<p>GRP:</p>	<p>YOU CAN THROW THE SPONGE IN THE BASKET.</p>
<p>After the child has done so, model the question for him?</p>	<p>T: C:</p>	<p>Ask them: WHERE DID I THROW THE SPONGE? WHERE DID I THROW THE SPONGE?</p>
<p>Model the response for the group:</p>	<p>T: GRP:</p>	<p>Tell him: YOU THREW THE SPONGE INTO THE BASKET. YOU THREW THE SPONGE INTO THE BASKET.</p>
<p>Call on another child to help you play teacher. Give him a ball. Tell him to ask the others:</p>	<p>T: C#2</p>	<p>Ask them: WHERE CAN I ROLL THE BALL? WHERE CAN I ROLL THE BALL?</p>
<p>Offer some suggestions to the group; E.g., "under the table," into the box," "to Juan," etc. Model their response for them: e.g.</p>	<p>T: GRP:</p>	<p>Tell him: YOU CAN ROLL THE BALL UNDER THE TABLE. YOU CAN ROLL THE BALL UNDER THE TABLE.</p>
<p>After the child has done so, model this for him:</p>	<p>T: C#2</p>	<p>Ask them: WHERE DID I ROLL THE BALL? WHERE DID I ROLL THE BALL?</p>

Instruction to the teacher	Speaker	Dialogue
<p>Model the response for the children:</p> <p>Call on another child to play "teacher." Give him an article as described above and Model one of these questions for him to ask of the others:</p> <p>And after he has done so, model the question in the past tense for him:</p> <p>And model the response for the group:</p> <p>Call on each child at least twice to play role of "teacher." This type of exercise allows practice using question constructions in meaningful situations and care should be taken to see that everyone participates.</p>	<p>T:</p> <p>GRP:</p> <p>Example</p> <p>Example</p> <p>Example</p>	<p>Tell him: YOU ROLLED THE BALL UNDER THE TABLE.</p> <p>YOU ROLLED THE BALL UNDER THE TABLE.</p> <p>Ask them: WHERE CAN I THROW THE BALL DROP SPONGE ROLL MARBLE PUT BEANBAG</p> <p>Ask them: WHERE DID I THROW THE _____? DROP ETC.</p> <p>Tell him: YOU THREW THE _____ INTO _____ ROLLED UNDER _____ DROPPED IN _____ PUT _____</p>

PART II. SECOND REVIEW EXERCISE

Instruction to the teacher	Speaker	Dialogue
<p>You will need several of each of the following:</p> <p>PENCILS MARBLES BALLS BEANBAGS</p> <p>Hold up one of the pencils. Tell the children:</p> <p>Clutch the pencil to your chest in a gesture of ownership as you say the possessive pronoun MY.</p> <p>Ask one of the children:</p> <p>Child indicates his wish, and you model the appropriate response for him, if necessary. E.g.,</p> <p>Offer him one, and as you do, say:</p> <p>After you have done so, tell the others:</p> <p>Point at the child, and pantomiming say:</p> <p>Ask the children:</p> <p>Model the response for the children:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>THIS IS <u>MY</u> PENCIL.</p> <p>DO YOU WANT A PENCIL?</p> <p>Tell me: YES, I DO. I WANT A PENCIL. YES, I DO. I WANT A PENCIL. THEN I'LL GIVE YOU A PENCIL. I GAVE <u>(Name)</u> A PENCIL. I GAVE <u>(Name)</u> A PENCIL WHAT DID I GIVE <u>(Name)</u>? Tell me: YOU GAVE <u>(Name)</u> A PENCIL. YOU GAVE <u>(Name)</u> A PENCIL.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Ask the child:</p> <p>Expand his response into a full sentence:</p> <p>Hold up your pencil, and tell the children, again with a gesture of ownership as you pronounce the possessive:</p> <p>Point at the child's pencil and tell the others:</p> <p>Hold up your pencil again and ask the children:</p> <p>Model the response:</p> <p>Point at the child's pencil and ask the others:</p> <p>Model the response:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p>	<p>WHAT DID I GIVE YOU? A PENCIL.</p> <p>YES: I DID! I GAVE YOU A PENCIL. Repeat, please: YOU GAVE ME A PENCIL.</p> <p>YOU GAVE ME A PENCIL.</p> <p>THIS IS <u>MY</u> PENCIL IT'S <u>MY</u> PENCIL.</p> <p>THIS IS MY PENCIL, AND THAT'S (Name's) PENCIL. THAT'S (Name's) PENCIL.</p> <p><u>WHOSE</u> PENCIL IS THIS? Tell me: THAT'S YOUR PENCIL. THAT'S YOUR PENCIL.</p> <p>WHOSE PENCIL IS THAT? Tell me: THAT'S (Name's) PENCIL.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Repeat the children's response, substituting the possessive pronoun this time:</p> <p>Turn to the child. Hold up your pencil and ask him:</p> <p>Model the response for him, if necessary:</p> <p>Point at his pencil, and ask him:</p> <p>Model the response for him, if necessary:</p> <p>Ask him:</p> <p>Model the response, if necessary:</p> <p>Turn to the group:</p> <p>Model the response, if necessary:</p>	<p>T: GRP: T: T: C: T: T: C: T: T: C: T: T:</p>	<p>YES! THAT'S (Name's) PENCIL. IT'S [HIS] PENCIL. [HER] Repeat, please: IT'S [HIS] PENCIL. [HER] IT'S [HIS] PENCIL. [HER] WHOSE PENCIL IS THIS? Tell me: THAT'S YOUR PENCIL. THAT'S YOUR PENCIL. WHOSE PENCIL IS THAT? Tell me: THIS IS MY PENCIL. THIS IS MY PENCIL. WHO GAVE YOU THE PENCIL? Tell me: YOU GAVE ME THE PENCIL. YOU GAVE ME THE PENCIL. WHO GAVE (Name) THE PENCIL? Tell me: YOU GAVE (Name) THE PENCIL.</p>

Instruction to the teacher	Speaker	Dialogue
<p>Begin the exercise again with another item:</p> <p>Hold up one of the beanbags. Clutch it to yourself in a gesture of ownership as you tell the children:</p> <p>Ask another child:</p> <p>Child indicates whether he does or not, and you model the appropriate response for him, if necessary.</p> <p>Offer him one and as you do, say:</p> <p>Continue with this exercise as developed above. The steps are as follows:</p> <p>Use past tense of verb, give:</p> <p>Ask question in past tense:</p>	<p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>YOU GAVE <u>(Name)</u> THE PENCIL.</p> <p>YES! I GAVE <u>(Name)</u> THE PENCIL. IT'S HIS PENCIL.</p> <p>THIS IS <u>MY</u> BEANBAG. THIS IS <u>MY</u> BEANBAG.</p> <p>DO YOU WANT A BEANBAG?</p> <p>Tell me: YES, I DO. I WANT A BEANBAG.</p> <p>YES, I DO. I WANT A BEANBAG.</p> <p>THEN I'LL GIVE YOU A BEANBAG.</p> <p>1. I GAVE <u>(Name)</u> A BEANBAG. 2. WHAT DID I GIVE <u>(Name)</u>?</p>

Instruction to the teacher	Speaker	Dialogue
<p>Ask the child question in past tense:</p> <p>Model the response:</p> <p>Use possessive pronouns:</p> <p>Use (S) possession formation:</p> <p>Ask the question with interrogative: WHOSE?</p> <p>Model the response:</p> <p>Use question to elicit possessive form again:</p> <p>Model response:</p> <p>Substitute possessive pronouns:</p> <p>Repeat this exercise with each child serving as focus of attention. Substitute items used in examples with others which are suggested above or whatever is handy.</p>		<p>4. WHAT DID I GIVE YOU?</p> <p>5. YOU GAVE ME A BEANBAG.</p> <p>6. THIS IS MY BEANBAG.</p> <p>7. THAT'S (Name's) BEANBAG.</p> <p>8. WHOSE BEANBAG IS THIS?</p> <p>9. THAT'S YOUR BEANBAG.</p> <p>10. WHOSE BEANBAG IS THAT?</p> <p>11. THAT'S (Name's) BEANBAG.</p> <p>12. YES! THAT'S (Name's) BEANBAG. IT'S [HIS] BEANBAG. [HER]</p>

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REVIEW PATTERNS: NP + VERB + NP: Accusative + NP: Dative Benefactive

REVIEW PATTERNS: NP + VERB + NP: Accusative + NP: Dative Benefactive

VERB: Give, Make, Draw.

Pronoun replacement of direct and indirect noun objects.
 Possession.

REVIEW VOCABULARY OR FORMS: Square, circle, triangle.

MATERIALS NEEDED: Two dimensional geometric shapes (E.g. "Playskool" shapes or pieces from inlaid geometric puzzle)

Color crayons.

Paper.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Remind the children of the names of the shapes. Hold up one of the shapes. Tell the children: Ask a child: Child indicates whether he does or not, and you model the appropriate response, if necessary:	T: T: T: C: T:	TRIANGLE CIRCLE SQUARE THIS IS MY CIRCLE. THIS IS MY CIRCLE. DO YOU WANT A CIRCLE? Tell me: YES, I DO. YES, I DO. THEN I'LL MAKE YOU ONE.



Instruction to the teacher	Speaker	Dialogue
<p>Place the circle on a sheet of paper and repeat.</p> <p>Begin tracing around the circle and repeat:</p> <p>Tell the others: Use the present progressive form:</p> <p>Ask the group to repeat:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>I CAN MAKE YOU A CIRCLE.</p> <p>I CAN MAKE YOU A CIRCLE.</p> <p>I CAN MAKE <u>(Name)</u> A CIRCLE. I'M MAKING <u>(Name)</u> A CIRCLE.</p> <p>Tell me: YOU'RE MAKING <u>(Name)</u> A CIRCLE. YOU'RE MAKING <u>(Name)</u> A CIRCLE.</p>
<p>Repeat the sentence, this time substituting the indirect object with a pronoun.</p>	<p>T:</p> <p>GRP:</p> <p>T:</p>	<p>YES! I'M MAKING <u>HIM</u> A CIRCLE. <u>HER</u></p> <p>Repeat, please: YOU'RE MAKING <u>HIM</u> A CIRCLE. <u>HER</u></p> <p>YOU'RE MAKING <u>HIM</u> A CIRCLE. <u>HER</u></p>
<p>Hold up the circle. Tell the children: Substitute indirect object with pronoun:</p> <p>Model the response:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p>	<p>I MADE <u>(Name)</u> A CIRCLE. I MADE <u>HIM</u> A CIRCLE. <u>HER</u></p> <p>WHAT DID I DO?</p> <p>Tell me: YOU MADE <u>(Name)</u> A CIRCLE. YOU MADE <u>(Name)</u> A CIRCLE.</p>



Instruction to the teacher	Speaker	Dialogue
<p>Reward the children for their response, and then repeat it, substituting a pronoun for the indirect object.</p>	<p>T: GRP:</p>	<p>YES! I MADE [HIM] A CIRCLE. Repeat please: YOU MADE [HIM] A CIRCLE. [HER] [HER]</p>
<p>Ask the child, substituting a pronoun for the direct object:</p>	<p>T:</p>	<p>YOU MADE [HIM] A CIRCLE. [HER]</p>
<p>Model the response:</p>	<p>T:</p>	<p>WHO DID I MAKE IT FOR? WHO DID I MAKE IT FOR?</p>
<p>Ask the others:</p>	<p>T:</p>	<p>Tell me: YOU MADE IT FOR ME.</p>
<p>Model the response:</p>	<p>C:</p>	<p>YOU MADE IT FOR ME.</p>
<p>Ask the others:</p>	<p>T:</p>	<p>WHO DID I MAKE IT FOR?</p>
<p>Model the response:</p>	<p>T:</p>	<p>Tell me: YOU MADE IT FOR (Name). YOU MADE IT FOR (Name).</p>
<p>Offer the child the drawing, and tell him:</p>	<p>GRP:</p>	<p>THEN I'LL GIVE YOU THE CIRCLE. I MADE IT FOR YOU. WHO GAVE IT TO YOU?</p>
<p>Expand his response into a full sentence:</p>	<p>T:</p>	<p>YOU GAVE IT TO YOU?</p>
<p>Ask the others:</p>	<p>C:</p>	<p>YES! I DID. I GAVE YOU THE CIRCLE. Tell me: YOU GAVE ME THE CIRCLE.</p>
<p>Ask the others:</p>	<p>C:</p>	<p>YOU GAVE ME THE CIRCLE. WHO GAVE HIM THE CIRCLE?</p>



Instruction to the teacher	Speaker	Dialogue
<p>Expand his response into a full sentence:</p> <p>Continue with the exercise as outlined above. Alternately use the verb DRAW. E.g.</p>	<p>GRP: T: GRP: T:</p>	<p>YOU. YES! I DID. I GAVE <u>HIM</u> <u>HER</u> THE CIRCLE. Repeat, please: YOU GAVE <u>HIM</u> <u>HER</u> THE CIRCLE. YOU GAVE <u>HIM</u> <u>HER</u> THE CIRCLE.</p>
		<ol style="list-style-type: none"> 1. THIS IS MY HOUSE. 2. DO YOU WANT A HOUSE? 3. I CAN DRAW YOU A HOUSE. 4. I'M DRAWING <u>(Name)</u> A HOUSE. 5. I DREW <u>(Name)</u> A HOUSE. 6. WHAT DID I DO? 7. YOU DREW <u>(Name)</u> A HOUSE. 8. I DREW <u>HIM</u> <u>HER</u> A HOUSE. 9. WHO DID I DRAW IT FOR? 10. YOU DREW IT FOR <u>ME</u> <u>NAME</u> <u>HIM</u> <u>HER</u>? 11. WHO GAVE IT TO <u>YOU</u> <u>HER</u> <u>HIM</u> <u>NAME</u>? 12. YOU GAVE IT TO <u>ME</u> <u>ETC.</u>

PART II: REINFORCEMENT

Instruction to the teacher	Speaker	Dialogue
<p>Same drill essentially as part I, except individuals take your role.</p> <p>Give a child a shape. Tell him:</p> <p>Point at another child. Model the question:</p> <p>Model this for Child #1:</p> <p>Ask the others:</p> <p>And model the response:</p> <p>Child does, and then he holds it up: Model this for him:</p> <p>To the group:</p>	<p>T:</p> <p>T:</p> <p>C#1</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP:</p>	<p>THIS IS YOUR TRIANGLE.</p> <p>Ask him: DO YOU WANT A TRIANGLE?</p> <p>DO YOU WANT A TRIANGLE?</p> <p>YES, I DO.</p> <p>Tell him: I CAN MAKE YOU A TRIANGLE.</p> <p>I CAN MAKE YOU A TRIANGLE.</p> <p>WHAT CAN HE DO?</p> <p>Tell me: HE CAN MAKE <u>(Name)</u> A TRIANGLE.</p> <p>HE CAN MAKE <u>(Name)</u> A TRIANGLE.</p> <p>Tell them: I MADE THIS TRIANGLE FOR <u>(Name)</u>.</p> <p>I MADE THIS TRIANGLE FOR <u>(Name)</u>.</p> <p>YES! HE MADE IT FOR <u>(Name)</u>. WHO DID HE MAKE IT FOR?</p> <p>Tell me: HE MADE IT FOR <u>(Name)</u>. HE MADE IT FOR <u>(Name)</u>.</p>

PART II: REINFORCEMENT

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Instruction to the teacher	Speaker	Dialogue
<p>Ask child #2:</p> <p>Expand the response into a full sentence:</p> <p>To child #1:</p> <p>Tell the child to give it to the second child.</p> <p>Child does, and you ask the recipient:</p> <p>Expand the response:</p> <p>To the group:</p> <p>Model the response only if necessary:</p> <p>Call on others. Alternately use the verbs. MAKE and DRAW as in Part I.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>WHO DID HE MAKE IT FOR?</p> <p>ME.</p> <p>YES! HE MADE IT FOR YOU!</p> <p>Repeat, please: HE MADE IT FOR ME.</p> <p>HE MADE IT FOR ME.</p> <p>Tell him: YES! I MADE IT FOR YOU.</p> <p>THEN GIVE HIM THE TRIANGLE.</p> <p>WHO GAVE YOU THE TRIANGLE?</p> <p>HE DID.</p> <p>YES, HE DID!</p> <p>Tell me: HE GAVE ME THE TRIANGLE.</p> <p>HE GAVE ME THE TRIANGLE.</p> <p>WHO GAVE HIM THE TRIANGLE?</p> <p>Tell me: (Name) GAVE HIM THE TRIANGLE.</p> <p>(Name) GAVE HIM THE TRIANGLE.</p>



REVIEW PATTERNS: NP + VERB + NP: Accusative + Adverb: Directive

VERB: Roll, throw, bounce.

PAST TENSE FORMS: Rolled, bounced

Pronoun Substitution for Direct object and for directive clause.

MATERIALS NEEDED: A ball.

PART II EVALUATION: Beanbag, ball, sheet of paper, crayon, basket, two pencils.

PART I: REVIEW AND INTRODUCTION

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Instructions to the teacher	Speaker	Exchange
<p>Sit in a circle on the floor. Hold up the ball and say to the children: Select a child, and say: Do so, and say to them: Expand response into full sentence:</p>	<p>T: T: T: GRP: T: GRP:</p>	<p>WHO WANTS THE BALL? I CAN ROLL THE BALL TO <u>(Name)</u>. I ROLLED THE BALL TO <u>(Name)</u>. I ROLLED IT TO <u>(Name)</u>. WHO DID I ROLL IT TO? <u>(Name)</u>. YES, I DID. I ROLLED IT TO <u>[HIM]</u> / <u>[HER]</u>. Repeat, please: YOU ROLLED IT TO <u>[HIM]</u> / <u>[HER]</u>. YOU ROLLED IT TO <u>[HIM]</u> / <u>[HER]</u>.</p>



Instruction to the teacher	Speaker	Dialogue
Ask the child who has the ball:	T:	WHO CAN YOU ROLL THE BALL TO?
Expand his response:	C:	<u>(Name)</u> .
He does. Then model this question for the group to ask of the child:	T:	GOOD: Tell me: I CAN ROLL THE BALL TO <u>(Name)</u> .
Model the response for the child:	C:	I CAN ROLL THE BALL TO <u>(Name)</u> .
Model this question for the group to ask of the recipient of the ball:	T:	Ask him: WHO DID YOU ROLL THE BALL TO?
	GRP:	WHO DID YOU ROLL THE BALL TO?
	T:	Tell them: I ROLLED IT TO <u>(Name)</u> .
	C#1	I ROLLED IT TO <u>(Name)</u> .
	T:	Ask him: WHO ROLLED YOU THE BALL?
	GRP:	WHO ROLLED YOU THE BALL?
	C#2	HE DID. YES, HE DID. HE ROLLED YOU THE BALL. Tell them: HE ROLLED ME THE BALL.
	C#2	HE ROLLED ME THE BALL.
	T:	WHO CAN YOU ROLL THE BALL TO? ETC.

Year 2
Week 4
Day 5
Page 3

Instruction to the teacher	Speaker	Dialogue
<p>Continue with the exercise as given above. After you have gone all around the group using the verb ROLL, then begin the exercise all over from the beginning, introducing the verbs THROW and BOUNCE in the same way that ROLL was introduced.</p>		

PART II: EVALUATION

Year 2
 Week 4
 Day 5
 Page 4

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and response	Student:	C= Correct √= Incorrect
<p>ITEM 1 You will need a ball and a basket WEEK 4 for this item. Place the ball in DAY 2,3 basket. Then point at the ball and pantomime the action as you ask: Child must respond in past:</p>	<p>T: C:</p>	<p>WHAT DID I DO? [PUT IT IN THE BASKET. PUT THE BALL THERE. PUT THE BALL IN THE BASKET.]</p>	<p>1 2 3 4 5 6</p>	
<p>ITEM II Tell the child to take the ball from WEEK 4 the basket. DAY 2,3 He does, and then you ask him: Child must respond in the past:</p>	<p>T: T: C:</p>	<p>TAKE THE BALL FROM THE BASKET. WHAT DID YOU DO? [I TOOK IT OUT. TOOK IT OUT. I TOOK THE BALL FROM THE BASKET. I TOOK IT FROM THE BASKET.]</p>		
<p>ITEM III You will need two pencils for this WEEK 4 item. DAY 3 a) Give the child a pencil. Keep one for yourself. Ask him as you hold up yours: b) Point at his, and ask: Child must respond</p>	<p>T: C: T: C:</p>	<p>WHOSE PENCIL IS THIS? [YOUR PENCIL. THAT'S YOUR PENCIL. (YOURS)] WHO GAVE YOU THAT PENCIL? [YOU YOU DID.]</p>		

Year 2
 Week 4
 Day 5
 Page 5

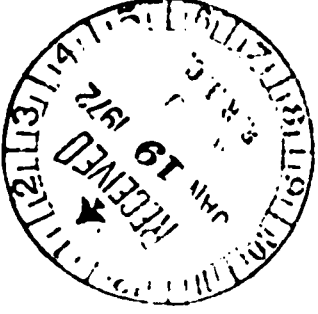
EVALUATION (continued)

Instructions to the teacher	Speaker	Item and response	C = Correct ✓ = Incorrect
ITEM IV Ask the child: WEEK 4 DAY 3 Child must respond:	T: T:	WHAT DID I GIVE YOU? A PENCIL YOU GAVE ME A PENCIL.	Student: 1 2 3 4 5 6
ITEM V You will need a sheet of paper WEEK 4 and a crayon for this item. DAY 4 Draw a tree. Tell the child: When you have done so, hold it up and ask: Child should respond:	T: T: T: C:	I CAN DRAW YOU A TREE. I CAN DRAW YOU A TREE. WHAT DID I DO? DREW A TREE. DREW A TREE.	
ITEM VI Ask the child: WEEK 4 DAY 4 Optional responses:	T: C:	WHO DID I DRAW IT FOR? WHO DID I DRAW IT FOR? FOR ME. ME. YOU DREW IT FOR ME.	

EVALUATION (Continued)

Year 2
 Week 4
 Day 5
 Page 6

Instructions to the teacher	Speaker	Item and response	C= Correct ✓= Incorrect 1 2 3 4 5 6
ITEM VII You will need a beanbag for this WEEK 4 item. DAY 5 Tell the child: Do so, then ask: Optional responses:	T: T: C:	I CAN THROW YOU THE BEANBAG. WHO DID I THROW IT TO? TO ME. ME. YOU THREW IT TO ME.	Student:
ITEM VIII You will need a ball for this item. WEEK 4 DAY 5 a) Give the ball to the child. Tell him: b) Tell him:	T: C: T: C:	ROLL ME THE BALL. (Must do as asked.) ROLL THE BALL UNDER THE TABLE. (Must do as asked.)	
ITEM IX Ask him when he has rolled the ball WEEK 4 under the table: DAY 5 Then ask him:	T: C: T: C:	WHAT DID YOU DO? ROLLED THE BALL. ROLLED THE BALL UNDER THE TABLE. WHERE DID YOU ROLL IT? UNDER THE TABLE. I ROLLED IT UNDER THE TABLE.	



OBJECTIVES

The language patterns and processes which were taught during the first year of English instruction have been reviewed during the preceding four weeks. Beginning with this week, new materials are introduced. As always, each new pattern or new process is taught in the context of familiar vocabulary and constructions which the children have already learned thoroughly. In addition to new materials, a number of old patterns are reviewed.

1. Sentence pattern: NP + (Aux) Verb Transitive + NP + Adverb: Instrumental

Verb transitive: paint, write, fill-in, draw.

2. Auxiliary verb: Can

3. Word questions: WHO? WHAT? Involving instrumental clauses:

What can you draw a circle with?

Who is drawing a circle with a pencil?

What can you do with a pencil?

What can you draw with a pencil?

4. Instrumental clauses:

He can draw a circle with a crayon.

He can fill in the square with a pencil.

5. Regular and irregular formation of past tense:

Paint-painted, draw-drew, write-wrote, fill-in-filled-in.

6. Expression of futurity with BE + GOING TO + VERB construction.

I'm going to draw a circle with the pencil.

He's going to stand on the paper.

7. YES-NO questions and responses.

8. Adjective in attributive position in Noun phrase.

Year 2
Week 5
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: NP + VP + NP

Vocabulary: pencil, pen, crayon, scissors, knife, circle, dot, paper, draw, cut.

Year 2
Week 5
Day 2
Page 1

NEW PATTERNS:

Instrumental (with _____)
Adjective in attributive position.

NEW VOCABULARY OR FORMS: Fill-in.

MATERIALS NEEDED: Colored pencils, crayons, pens, paper; toy scissors and knife.

NOTE: Be sure to use toy scissors and knife for safety.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Have materials at hand. Hold up a pencil and say:	T:	THIS IS A PENCIL.
Hold up a sheet of paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS PENCIL.
Draw the circle and hold up the paper.	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS PENCIL.
Hold up a pen and say:	T:	THIS IS A PEN.
Hold up paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS PEN.
Draw the circle and hold up the paper. Say:	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS PEN.
Hold up a crayon and say:	T:	THIS IS A CRAYON.
Hold up paper and say:	T:	I CAN DRAW A CIRCLE WITH THIS CRAYON.
Draw the circle and hold up the paper.	T:	SEE THE CIRCLE? I CAN DRAW A CIRCLE WITH THIS CRAYON.
Call on a child. Tell him:	T:	(Name), YOU CAN DRAW A CIRCLE WITH THIS PENCIL.

Instructions to the teacher	Speaker	Exchange
<p>Have him say: (If the sentence must be broken up for repetition, break after "Circle".)</p> <p>Have the group say: (Be sure the group says "THE" and not "THIS".)</p> <p>Have the child draw the circle. Then say:</p> <p>Call on another child. Say: (Use pen this time)</p> <p>Have him say:</p> <p>Have the group say:</p> <p>Have the child draw the circle. Then have him say:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p>	<p>Tell me: I CAN DRAW A CIRCLE WITH THIS PENCIL.</p> <p>Tell me: [HE] CAN DRAW A CIRCLE WITH THE PENCIL. [SHE]</p> <p>[HE] CAN DRAW A CIRCLE WITH THE PENCIL. [SHE]</p> <p>Tell me: I CAN DRAW A CIRCLE WITH THIS PENCIL.</p> <p>I CAN DRAW A CIRCLE WITH THIS PENCIL.</p> <p>(Name), YOU CAN DRAW A CIRCLE WITH THIS PEN.</p> <p>Tell me: I CAN DRAW A CIRCLE WITH THIS PEN.</p> <p>I CAN DRAW A CIRCLE WITH THIS PEN.</p> <p>Tell me: [HE] CAN DRAW A CIRCLE WITH THE PEN. [SHE]</p> <p>[HE] CAN DRAW A CIRCLE WITH THE PEN. [SHE]</p> <p>Tell me: I CAN DRAW A CIRCLE WITH THIS PEN.</p> <p>I CAN DRAW A CIRCLE WITH THIS PEN.</p>

Instructions to the teacher	Speaker	Exchange
<p>Call on another child. Use the crayon. Say:</p> <p>Have him say:</p> <p>Have the group say:</p> <p>Have the child draw the circle. Then have him say:</p> <p>DEMONSTRATE:</p> <p>Hold up one of the finished circles in one hand and a pencil in the other. Say:</p> <p>Fill in the circle. Hold up and say:</p> <p>Hold up another circle and a crayon. Say:</p> <p>Fill in the circle. Hold up and say:</p> <p>Hold up another circle and a pen. Say:</p> <p>Fill in the circle. Hold up and say:</p> <p>Call on a child. Hand him a finished circle and a pencil. Tell him:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>(Name), YOU CAN DRAW A CIRCLE WITH THIS CRAYON.</p> <p>Tell me: I CAN DRAW A CIRCLE WITH THIS CRAYON.</p> <p>I CAN DRAW A CIRCLE WITH THIS CRAYON.</p> <p>Tell me: [HE] CAN DRAW A CIRCLE WITH THE CRAYON.</p> <p>[SHE] CAN DRAW A CIRCLE WITH THE CRAYON.</p> <p>Tell me: I CAN DRAW A CIRCLE WITH THIS CRAYON.</p> <p>I CAN DRAW A CIRCLE WITH THIS CRAYON.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS PENCIL.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS PENCIL.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS CRAYON.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS CRAYON.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS PEN.</p> <p>I CAN FILL IN THE CIRCLE WITH THIS PEN.</p> <p>(Name), YOU CAN FILL IN THE CIRCLE WITH THIS PENCIL.</p>

Year 2
 Week 5
 Day 2
 Page 4

Instructions to the teacher	Speaker	Exchange
Have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Have the group say:	C:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
	T:	Tell me: [HE] CAN FILL IN THE CIRCLE WITH THE PENCIL.
	GRP:	[HE] CAN FILL IN THE CIRCLE WITH THE PENCIL. [SHE]
Have the child fill in the circle. Then have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
	C:	I CAN FILL IN THE CIRCLE WITH THIS PENCIL.
Call on another child. Hand him a finished circle and a pen. Say:	T:	(Name), YOU CAN FILL IN THE CIRCLE WITH THIS PEN.
	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PEN.
	C:	I CAN FILL IN THE CIRCLE WITH THIS PEN.
Have the group say:	T:	Tell me: [HE] CAN FILL IN THE CIRCLE WITH THE PEN. [SHE]
	GRP:	[HE] CAN FILL IN THE CIRCLE WITH THE PEN. [SHE]
Have the child fill in the circle. Then have him say:	T:	Tell me: I CAN FILL IN THE CIRCLE WITH THIS PEN.

Instructions to the teacher	Speaker	Exchange
<p>Repeat with another child, using the crayon.</p> <p>DEMONSTRATE:</p> <p>Hold up a pencil and a sheet of paper. Say:</p> <p>Make the dot. Hold up and say:</p> <p>Next use the crayon. Say:</p> <p>Make the dot. Hold up and say:</p> <p>Repeat, using the pen.</p> <p>Call on a child. Say:</p> <p>Have him say:</p> <p>Have the group say:</p> <p>Have the child make the dot. Say:</p> <p>Repeat with another child using the pen.</p> <p>Then repeat with a third child using the crayon.</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p>	<p>I CAN FILL IN THE CIRCLE WITH THIS PEN.</p> <p>I CAN MAKE A DOT WITH THIS PENCIL.</p> <p>SEE THE DOT? I CAN MAKE A DOT WITH THIS PENCIL.</p> <p>I CAN MAKE A DOT WITH THIS CRAYON.</p> <p>SEE THE DOT? I CAN MAKE A DOT WITH THIS CRAYON.</p> <p>(Name), YOU CAN MAKE A DOT WITH THIS PENCIL.</p> <p>Tell me: I CAN MAKE A DOT WITH THIS PENCIL.</p> <p>I CAN MAKE A DOT WITH THIS PENCIL.</p> <p>Tell me: [HE] CAN MAKE A DOT WITH THE PENCIL. [SHE]</p> <p>[HE] CAN MAKE A DOT WITH THE PENCIL [SHE]</p> <p>Tell me: I CAN MAKE A DOT WITH THIS PENCIL.</p> <p>I CAN MAKE A DOT WITH THIS PENCIL.</p>

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Take one of the finished circles and the scissors. Hold up the scissors and say:</p> <p>Hold up the paper and scissors. Say:</p> <p>Cut out the circle. Hold up and say:</p> <p>Fold a blank sheet of paper.</p> <p>Hold up the knife. Say:</p> <p>Cut the fold. Hold up the paper and the knife and say:</p> <p>Call on a child. Say:</p> <p>Give him a finished circle and the scissors. Have him say:</p> <p>Have the group say:</p> <p>Have the child cut out the circle. Have him say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p>	<p>THESE ARE SCISSORS.</p> <p>I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>SEE? I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>I CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>SEE? I CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>(Name), YOU CAN CUT THE PAPER WITH THIS SCISSORS.</p> <p>Tell me: I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>Tell me: [HE] CAN CUT THE PAPER WITH THE SCISSORS. [SHE]</p> <p>[HE] CAN CUT THE PAPER WITH THE SCISSORS. [SHE]</p> <p>Tell me: I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>I CAN CUT THE PAPER WITH THESE SCISSORS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Call on another child. Say:</p> <p>Give him a folded paper and a knife. Have him say:</p> <p>Have the group say:</p> <p>Have the child cut the paper. Have him say:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p>	<p>I CAN CUT THE PAPER WITH THESE SCISSORS.</p> <p>(Name), YOU CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>Tell me: I CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>I CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>Tell me: [HE] CAN CUT THE PAPER WITH THE KNIFE. [SHE]</p> <p>[HE] CAN CUT THE PAPER WITH THE KNIFE. [SHE]</p> <p>Tell me: I CAN CUT THE PAPER WITH THIS KNIFE.</p> <p>I CAN CUT THE PAPER WITH THIS KNIFE.</p>

PART II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Have ready red, green, and blue pencils. Hold up a red pencil and a sheet of paper. Say:</p>		
<p>Draw the circle. Hold it up and say:</p>	T:	I CAN DRAW A CIRCLE WITH THE RED PENCIL.
<p>Hold up a green pencil and say:</p>	T:	IT'S A RED CIRCLE.
<p>Draw the circle. Hold it up and say:</p>	T:	I CAN DRAW A CIRCLE WITH THE GREEN PENCIL.
<p>Repeat with a blue pencil.</p>	T:	IT'S A GREEN CIRCLE.
<p>Call on a child. Say:</p>	T:	<u>(Name)</u> , YOU CAN DRAW A CIRCLE WITH THE RED PENCIL.
<p>Have him say:</p>	T:	Tell me: I CAN DRAW A CIRCLE WITH THE RED PENCIL.
<p>Have the group say:</p>	C:	I CAN DRAW A CIRCLE WITH THE RED PENCIL.
<p>Have him draw the circle and hold it up. Say:</p>	T:	Tell me: HE CAN DRAW A CIRCLE WITH THE RED PENCIL.
<p>Call on another child and use a green pencil; then call on another child and use a blue pencil.</p>	GRP:	HE CAN DRAW A CIRCLE WITH THE RED PENCIL. SHE
	T:	Tell me: IT'S A RED CIRCLE.
	C:	IT'S A RED CIRCLE.

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE</p>		
<p>Hold up a green pencil. Say:</p>	T:	I CAN MAKE A DOT WITH THE GREEN PENCIL.
<p>Make a large dot. Hold it up and say:</p>	T:	IT'S A GREEN DOT.
<p>Hold up a blue pencil. Say:</p>	T:	I CAN MAKE A DOT WITH THE BLUE PENCIL.
<p>Make the dot. Hold it up and say:</p>	T:	IT'S A BLUE DOT.
<p>Repeat with the red pencil.</p>		
<p>Call on a child. Say:</p>	T:	<u>(Name)</u> , YOU CAN MAKE A DOT WITH THE BLUE PENCIL.
<p>Have him say:</p>	T:	Tell me: I CAN MAKE A DOT WITH THE BLUE PENCIL.
<p>Have the group say:</p>	C:	I CAN MAKE A DOT WITH THE BLUE PENCIL.
	T:	Tell me: HE CAN MAKE A DOT WITH THE BLUE PENCIL.
	GRP:	HE SHE CAN MAKE A DOT WITH THE BLUE PENCIL.
	T:	Tell me: IT'S A BLUE DOT.
	C:	IT'S A BLUE DOT.

REVIEW PATTERNS: Instrumental Clauses
 Past Tense of Verbs: DRAW-DREW, CUT-CUT, PAINT-PAINTED, WRITE-WROTE.
 What, Who questions

Year 2
 Week 5
 Day 3
 Page 1

NEW PATTERNS: Expression of futurity with BE + GOING TO + VERB Construction

NEW VOCABULARY OR FORMS: Paint, write.

MATERIALS NEEDED: Red, green and blue crayons; red paint; paper; toy scissors and knife; pencils and pens; brushes for paint.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Say to the children, holding up a pencil: See whether children can remember previous day's activities. If necessary, model the response: Get both responses from the children: Have a child play teacher. Tell him: (Give him a pair of toy scissors) If necessary, model the response: Have the child cut the paper. Then say:</p>	<p>T: T: GRP: T: C: T: GRP: T: C:</p>	<p>WHAT CAN I DO WITH THIS PENCIL? Tell me: YOU CAN DRAW A CIRCLE WITH THE PENCIL. MAKE A DOT YOU CAN DRAW A CIRCLE WITH THE PENCIL MAKE A DOT Ask them: WHAT CAN I DO WITH THESE SCISSORS? WHAT CAN I DO WITH THESE SCISSORS? Tell him: YOU CAN CUT THE PAPER WITH THE SCISSORS. YOU CAN CUT THE PAPER WITH THE SCISSORS. Tell them: I CAN CUT THE PAPER WITH THESE SCISSORS. I CAN CUT THE PAPER WITH THESE SCISSORS.</p>



Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>If necessary, model the response:</p> <p>Call on another child. Give him a crayon. Tell him:</p> <p>If necessary, model the response:</p> <p>Ask the group:</p> <p>If necessary, model the response:</p> <p>Repeat the above drill with each instrument used the previous day: pen, knife, pencil, crayon, scissors. Be sure each child has a chance to "Play teacher".</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>WHAT CAN [HE] DO WITH THE SCISSORS? [SHE]</p> <p>Tell me [HE] CAN CUT THE PAPER WITH THE SCISSORS. [SHE]</p> <p>[HE] CAN CUT THE PAPER WITH THE SCISSORS. [SHE]</p> <p>Ask them: WHAT CAN I DO WITH THIS CRAYON?</p> <p>Tell him: YOU CAN [DRAW A CIRCLE] WITH THE CRAYON. [MAKE A DOT]</p> <p>YOU CAN [DRAW A CIRCLE] WITH THE CRAYON. [MAKE A DOT]</p> <p>I CAN [DRAW A CIRCLE] WITH THIS CRAYON. [MAKE A DOT]</p> <p>WHAT CAN [HE] DO WITH THE CRAYON? [SHE]</p> <p>Tell me: [HE] CAN [DRAW A CIRCLE] WITH THE CRAYON. [SHE] [MAKE A DOT]</p> <p>[HE] CAN [DRAW A CIRCLE] WITH THE CRAYON. [SHE] [MAKE A DOT]</p>

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Take a sheet of paper and a green crayon. Hold up the crayon and say:</p> <p>Draw the tree. Then say:</p> <p>Now say:</p> <p>Color the tree. Then say:</p> <p>Ask the children:</p> <p>If necessary, model the response:</p> <p>Now call on a child. Give him a red crayon. Say:</p> <p>Before he begins, tell him:</p> <p>Before he begins, say to the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>I'M GOING TO DRAW A TREE WITH THE GREEN CRAYON.</p> <p>I DREW THE TREE WITH THE GREEN CRAYON.</p> <p>I'M GOING TO COLOR THE TREE WITH THE GREEN CRAYON.</p> <p>I COLORED THE TREE WITH THE GREEN CRAYON.</p> <p>WHAT DID I COLOR THE TREE WITH?</p> <p>Tell me: YOU COLORED THE TREE WITH THE GREEN CRAYON.</p> <p>YOU COLORED THE TREE WITH THE GREEN CRAYON.</p> <p>YOU CAN DRAW A TREE WITH THE RED CRAYON.</p> <p>Tell them: I'M GOING TO DRAW A TREE WITH THE RED CRAYON.</p> <p>I'M GOING TO DRAW A TREE WITH THE RED CRAYON.</p> <p>HE'S SHE'S GOING TO DRAW A TREE WITH THE RED CRAYON.</p> <p>Repeat, please: HE'S SHE'S GOING TO DRAW A TREE WITH THE RED CRAYON.</p> <p>HE'S SHE'S GOING TO DRAW A TREE WITH THE RED CRAYON.</p>

Instructions to the teacher	Speaker	Exchange
<p>After the child finishes drawing the tree, ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>Call on another child. Give him a blue crayon. Tell him:</p> <p>Before he begins, tell him:</p> <p>Before he begins, say to the group:</p> <p>After he finishes, ask him:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p>	<p>WHAT DID YOU DRAW WITH THE RED CRAYON?</p> <p>Tell me: I DREW A TREE WITH THE RED CRAYON.</p> <p>I DREW A TREE WITH THE RED CRAYON.</p> <p>WHAT DID HE DRAW THE TREE WITH? SHE</p> <p>Tell me: HE DREW THE TREE WITH THE RED CRAYON. SHE</p> <p>HE DREW THE TREE WITH THE RED CRAYON. SHE</p> <p>YOU CAN DRAW A HOUSE WITH THE BLUE CRAYON.</p> <p>Tell them: I'M GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.</p> <p>I'M GOING TO DRAW A HOUSE WITH THE BLUE CRAYON.</p> <p>HE'S GOING TO DRAW A HOUSE WITH THE BLUE CRAYON. SHE'S</p> <p>Repeat, please: HE'S GOING TO DRAW A HOUSE WITH THE BLUE CRAYON. SHE'S</p> <p>HE'S GOING TO DRAW A HOUSE WITH THE BLUE CRAYON. SHE'S</p> <p>WHAT DID YOU DRAW WITH THE BLUE CRAYON?</p>

Instructions to the teacher	Speaker	Exchange
<p>If necessary, model the response:</p> <p>Ask the group::</p> <p>If necessary, model the response:</p> <p>DEMONSTRATE:</p> <p>Use paint and a brush. Hold up the brush and say:</p> <p>Paint the apple. Hold it up and say:</p> <p>Now say:</p> <p>Paint the car. Hold it up and say:</p> <p>Now say:</p> <p>Paint the flower. Hold it up and say:</p> <p>Now give the brush to a child. Tell him:</p> <p>Before he begins, tell him:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>Tell me: I DREW A HOUSE WITH THE BLUE CRAYON</p> <p>I DREW A HOUSE WITH THE BLUE CRAYON.</p> <p>WHAT DID HE DRAW WITH THE BLUE CRAYON? SHE</p> <p>Tell me: HE DREW A HOUSE WITH THE BLUE CRAYON. SHE</p> <p>HE DREW A HOUSE WITH THE BLUE CRAYON SHE</p> <p>I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.</p> <p>I PAINTED AN APPLE WITH THE BRUSH.</p> <p>I'M GOING TO PAINT A CAR WITH THIS BRUSH.</p> <p>I PAINTED A CAR WITH THE BRUSH.</p> <p>I'M GOING TO PAINT A FLOWER WITH THIS BRUSH.</p> <p>I PAINTED A FLOWER WITH THE BRUSH.</p> <p>YOU CAN PAINT AN APPLE WITH THIS BRUSH.</p> <p>Tell them: I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.</p> <p>I'M GOING TO PAINT AN APPLE WITH THIS BRUSH.</p>

Instructions to the teacher	Speaker	Exchange
<p>Before he begins, tell the group:</p> <p>After he finishes, ask him:</p> <p>Model the response if necessary:</p> <p>Model the response if necessary:</p> <p>Repeat this drill with every child. Have them use either crayons or brushes and draw or paint a house, a car, a flower, a box, a tree, an apple, etc.</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p><u>HE'S</u> <u>SHE'S</u> GOING TO PAINT AN APPLE WITH THE BRUSH.</p> <p>Repeat, please. <u>HE'S</u> <u>SHE'S</u> GOING TO <u>PAINT AN APPLE WITH THE BRUSH.</u></p> <p><u>HE'S</u> <u>SHE'S</u> GOING TO PAINT AN APPLE WITH THE BRUSH.</p> <p>WHAT DID YOU PAINT WITH THE BRUSH?</p> <p>Tell me: I PAINTED AN APPLE WITH THE BRUSH.</p> <p>I PAINTED AN APPLE WITH THE BRUSH.</p> <p>WHAT DID <u>HE</u> <u>SHE</u> PAINT WITH THE BRUSH?</p> <p>Tell me: <u>HE</u> <u>SHE</u> PAINTED AN APPLE WITH THE BRUSH.</p> <p><u>HE</u> <u>SHE</u> PAINTED AN APPLE WITH THE BRUSH.</p>

PART II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
<p>Save the pictures that the children have drawn. As each child finishes, jot his name down on the back of the picture. Now hold up the first picture and say:</p>	T:	WHO DREW THIS HOUSE?
<p>If necessary, model the response:</p>	T:	Tell me: <u>(Name)</u> DREW THE HOUSE.
<p>Have the child come up. Ask him:</p>	GRP:	<u>(Name)</u> DREW THE HOUSE.
<p>If necessary, model the response:</p>	T:	WHO DREW THIS HOUSE?
<p>Ask him:</p>	T:	Tell me: I DREW THE HOUSE.
<p>If necessary, model the response:</p>	C:	I DREW THE HOUSE.
<p>Ask him:</p>	T:	WHAT DID YOU DRAW THE HOUSE WITH?
<p>If necessary, model the response:</p>	T:	Tell me: I DREW THE HOUSE WITH <u>A CRAYON.</u> <u>THE BLUE CRAYON.</u>
<p>Tell him:</p>	C:	I DREW THE HOUSE WITH <u>A CRAYON.</u> <u>THE BLUE CRAYON.</u>
<p>Model the response:</p>	T:	Ask them: WHAT DID I DRAW THE HOUSE WITH? WHAT DID I DRAW THE HOUSE WITH?
	T:	Tell him: YOU DREW THE HOUSE WITH <u>A CRAYON.</u> <u>THE BLUE CRAYON.</u>
	GRP:	YOU DREW THE HOUSE WITH <u>A CRAYON.</u> <u>THE BLUE CRAYON.</u>

Instructions to the teacher	ASpeaker	Exchange
<p>Tell the child:</p> <p>Tell the group:</p> <p>Write his name on the picture.</p> <p>Hold up another picture. Say:</p> <p>If necessary, model the response:</p> <p>Have the child come up. Ask him:</p> <p>If necessary, model the response:</p> <p>Tell him:</p> <p>Model the response if necessary:</p> <p>Tell him:</p> <p>Tell the group:</p> <p>Write his name on the picture.</p> <p>Repeat with each child.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p>	<p>I'M GOING TO PUT YOUR NAME ON YOUR PICTURE.</p> <p>I CAN WRITE <u>(Name)</u>'S NAME.</p> <p>WHO PAINTED THIS APPLE?</p> <p>Tell me: <u>(Name)</u> PAINTED THE APPLE.</p> <p><u>(Name)</u> PAINTED THE APPLE.</p> <p>WHO PAINTED THIS APPLE?</p> <p>Tell me: I PAINTED THE APPLE WITH A BRUSH.</p> <p>I PAINTED THE APPLE WITH A BRUSH.</p> <p>Ask them: WHAT DID I PAINT THE APPLE WITH?</p> <p>Tell him: YOU PAINTED THE APPLE WITH A BRUSH.</p> <p>YOU PAINTED THE APPLE WITH A BRUSH.</p> <p>I'M GOING TO PUT YOUR NAME ON YOUR PICTURE.</p> <p>I CAN WRITE <u>(Name)</u>'S NAME.</p>

Year 2
 Week 5
 Day 4
 Page 1

REVIEW PATTERNS: Possessive Pronouns: MY, YOUR, HIS, HER.
 Expression of Future with BE + GOING TO + VERB. construction.
 Past Tense: Irregular and Regular Verb.

NEW PATTERNS: Questions in Past Tense involving Instrumental Clauses.

NEW VOCABULARY OR FORMS: Comb, brush, file, clip (Verbs)
 Comb, brush, file, clippers (Nouns)

MATERIALS NEEDED: Pencils and paper, hairbrush, toothbrush, clothes brush, fingernail brush;
 comb, fingernail file, nail clippers, manicure scissors.

NOTE: Be sure that the scissors, file and clippers are harmless "toy" instruments and that all actions with all the instruments are make believe actions.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Hold up a pencil and paper. Say:	T:	I'M GOING TO WRITE MY NAME ON THE PAPER.
Print your name. Hold it up and say:	T:	THIS IS MY NAME.
Give the pencil and paper to a child.	T:	I WROTE MY NAME ON THE PAPER.
Tell him:	T:	<u>(Name)</u> , YOU CAN WRITE YOUR NAME ON THE PAPER.
Before he begins, tell him:	T:	Tell them: I'M GOING TO WRITE MY NAME ON THE PAPER.
Before he begins, tell the group:	C:	I'M GOING TO WRITE MY NAME ON THE PAPER.
	T:	Tell me: <u>HE'S</u> <u>SHE'S</u> GOING TO WRITE <u>HIS</u> <u>HER</u> NAME ON THE PAPER.
	GRP:	<u>HE'S</u> <u>SHE'S</u> GOING TO WRITE <u>HIS</u> <u>HER</u> NAME ON THE PAPER.

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	WHAT DID YOU WRITE ON THE PAPER?
Model the response:	T:	Tell me: I WROTE MY NAME ON THE PAPER.
Tell him:	C:	I WROTE MY NAME ON THE PAPER.
Model the response:	T:	Ask them: WHAT DID I WRITE ON THE PAPER?
Ask the group:	C:	WHAT DID I WRITE ON THE PAPER?
If necessary, model the response:	T:	Tell him: YOU WROTE YOUR NAME ON THE PAPER.
Ask the group:	T:	WHAT DID HE WRITE ON THE PAPER?
		SHE
	T:	Tell me: HE WROTE HIS NAME ON THE PAPER.
		SHE HER
	GRP:	HE WROTE HIS NAME ON THE PAPER.
		SHE HER
Ask the group:	T:	WHAT DID HE WRITE HIS NAME WITH?
		SHE HER
If necessary, model the response:	T:	Tell me: HE WROTE HIS NAME WITH A PENCIL.
		SHE HER
	GRP:	HE WROTE HIS NAME WITH A PENCIL.
		SHE HER

Repeat this exercise with every child, helping each one to write his name and asking all the above questions.

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Hold up the comb. Tell the children: Pantomime the action. Then say: Point to your hair as you say "HAIR". and to the comb as you say "COMB." Hold up the hairbrush. Tell them: Pantomime the action. Then say: Hold up the nailbrush. Tell them: Pantomime the action. Then say: Repeat with the clothesbrush and the toothbrush. Give a child one of the brushes (for example, the fingernail brush). Tell him: Before he begins, tell him: Break up the sentence into logical pieces for repetition: I'm going to/ brush my nails/ with the brush.</p>	<p>T: T: T: T: T: T: T: T: T: T: T: T: C:</p>	<p>THIS IS A COMB. I'M GOING TO COMB MY HAIR WITH THE COMB. I COMBED MY HAIR WITH THE COMB. THIS IS A BRUSH. I'M GOING TO BRUSH MY HAIR WITH THE BRUSH. I BRUSHED MY HAIR WITH THE BRUSH. THIS IS A BRUSH. I'M GOING TO BRUSH MY NAILS WITH THE BRUSH. I BRUSHED MY NAILS WITH THE BRUSH. YOU CAN BRUSH YOUR NAILS WITH THE BRUSH. Tell me: I'M GOING TO BRUSH MY NAILS WITH THE BRUSH. I'M GOING TO BRUSH MY NAILS WITH THE BRUSH.</p>

Instructions to the teacher	Speaker	Exchange
<p>After he finishes, ask him:</p> <p>Model the response:</p> <p>Tell him:</p> <p>Model the response:</p> <p>Repeat with every child, giving each one a different brush or the comb. Be sure that each one only pantomimes the action.</p> <p>PART II. REINFORCEMENT</p> <p>DEMONSTRATE:</p> <p>Hold up the fingernail clippers. Say:</p> <p>Pantomime the action. Then say:</p> <p>Hold up the fingernail file. Say:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT DID YOU DO WITH THE BRUSH?</p> <p>Tell me: I BRUSHED MY NAILS WITH THE BRUSH.</p> <p>I BRUSHED MY NAILS WITH THE BRUSH.</p> <p>Ask them: WHAT DID I DO WITH THE BRUSH?</p> <p>WHAT DID I DO WITH THE BRUSH?</p> <p>Tell him: YOU BRUSHED YOUR NAILS WITH THE BRUSH.</p> <p>YOU BRUSHED YOUR NAILS WITH THE BRUSH.</p> <p>THESE ARE CLIPPERS.</p> <p>I'M GOING TO CLIP MY NAILS WITH THE CLIPPERS.</p> <p>I CLIPPED MY NAILS WITH THE CLIPPERS.</p> <p>THIS IS A FILE.</p> <p>I'M GOING TO FILE MY NAILS WITH THE FILE.</p>



Instructions to the teacher	Speaker	Exchange
<p>Pantomime the action. Then say:</p> <p>Hold up the manicure scissors. Say:</p> <p>Pantomime the action. Then say:</p> <p>Give a child one of the instruments.</p> <p>Tell him:</p> <p>Before he begins, tell him:</p> <p>After he finishes, ask him:</p> <p>Model the response:</p> <p>Tell him:</p> <p>Model the response;</p> <p>Repeat with the other instruments, giving each child a chance to use them.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p>	<p>I FILED MY NAILS WITH THE FILE.</p> <p>THESE ARE SCISSORS.</p> <p>I'M GOING TO CUT MY NAILS WITH THE SCISSORS.</p> <p>I CUT MY NAILS WITH THE SCISSORS.</p> <p>YOU CAN FILE YOUR NAILS WITH THE FILE.</p> <p>Tell me: I'M GOING TO FILE MY NAILS WITH THE FILE.</p> <p>I'M GOING TO FILE MY NAILS WITH THE FILE.</p> <p>WHAT DID YOU DO WITH THE FILE?</p> <p>Tell me: I FILED MY NAILS WITH THE FILE.</p> <p>I FILED MY NAILS WITH THE FILE.</p> <p>Ask them: WHAT DID I DO WITH THE FILE?</p> <p>WHAT DID I DO WITH THE FILE?</p> <p>Tell him: YOU FILED YOUR NAILS WITH THE FILE.</p> <p>YOU FILED YOUR NAILS WITH THE FILE.</p>



Year 2
 Week 5
 Day 5
 Page 1

REVIEW PATTERNS: YES/NO Questions and Responses
 Instrumental Clauses

NEW PATTERNS: YES/NO Questions involving Instrumental Clauses

MATERIALS NEEDED: Pencils, paper, crayons, pens, scissors, knife;
 fingernail file, fingernail clippers.

FOR EVALUATION: Above materials plus paintbrush, nailbrush, toothbrush,
 clothes brush, manicure scissors, and a doll.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Have all the objects on a table. Ask the children:</p> <p>Let the children guess. Answer with:</p> <p>Then ask the children:</p> <p>Say as you shake your head:</p> <p>Tell them:</p> <p>Ask them:</p> <p>Say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p>	<p>WHAT CAN I WRITE MY NAME WITH?</p> <p>YES, I CAN WRITE MY NAME WITH THE PENCIL. PEN CRAYON</p> <p>CAN I WRITE MY NAME WITH A FILE?</p> <p>NO, I CAN'T. I CAN'T WRITE MY NAME WITH A FILE.</p> <p>Tell me: NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH A FILE.</p> <p>NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH A FILE.</p> <p>CAN I WRITE MY NAME WITH THE SCISSORS?</p> <p>NO, I CAN'T. I CAN'T WRITE MY NAME WITH THE SCISSORS.</p>



Instructions to the teacher	Speaker	Exchange
<p>Model the response.</p> <p>Now call on a child. Tell him:</p> <p>Let the children guess. Tell the child:</p> <p>Tell the child:</p> <p>Model the response:</p> <p>Tell the child:</p> <p>Model the response:</p>	<p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>R:</p> <p>C:</p> <p>T:</p> <p>GRP:</p>	<p>Tell me: NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH THE SCISSORS.</p> <p>NO, YOU CAN'T. YOU CAN'T WRITE YOUR NAME WITH THE SCISSORS.</p> <p>Ask them: WHAT CAN I CUT THE PAPER WITH?</p> <p>WHAT CAN I CUT THE PAPER WITH?</p> <p>Tell them: YES, I CAN CUT THE PAPER WITH THE SCISSORS. KNIFE.</p> <p>YES, I CAN CUT THE PAPER WITH THE SCISSORS. KNIFE.</p> <p>Ask them: CAN I CUT THE PAPER WITH THE PENCIL?</p> <p>CAN I CUT THE PAPER WITH THE PENCIL?</p> <p>Tell him: NO, YOU CAN'T. YOU CAN'T CUT THE PAPER WITH THE PENCIL.</p> <p>NO, YOU CAN'T. YOU CAN'T CUT THE PAPER WITH THE PENCIL.</p> <p>Ask them: CAN I CUT THE PAPER WITH THE KNIFE?</p> <p>CAN I CUT THE PAPER WITH THE KNIFE?</p> <p>Tell him: YES, YOU CAN. YOU CAN CUT THE PAPER WITH THE KNIFE.</p> <p>YES, YOU CAN. YOU CAN CUT THE PAPER WITH THE KNIFE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Call on another child. Tell him:</p> <p>Again let the children guess. Tell him:</p>	<p>T:</p> <p>T:</p> <p>C:</p>	<p>Ask them: WHAT CAN I DRAW A CIRCLE WITH?</p> <p>Tell them: YES I CAN CRAW A CIRCLE WITH THE PENCIL PEN CRAYON.</p> <p>YES, I CAN DRAW A CIRCLE WITH THE PENCIL PEN CRAYON.</p>
<p>Tell the child:</p>	<p>T:</p> <p>C:</p>	<p>Ask them: CAN I DRAW A CIRCLE WITH THE BRUSH?</p> <p>CAN I DRAW A CIRCLE WITH THE BRUSH?</p>
<p>Model the response:</p>	<p>T:</p>	<p>Tell him: NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE BRUSH.</p> <p>NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE BRUSH.</p>
<p>Tell the child:</p>	<p>GRP:</p> <p>T:</p> <p>C:</p>	<p>Ask them: CAN I DRAW A CIRCLE WITH THE COMB?</p> <p>CAN I DRAW A CIRCLE WITH THE COMB?</p>
<p>Model the response:</p>	<p>T:</p>	<p>Tell him: NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE COMB.</p> <p>NO, YOU CAN'T. YOU CAN'T DRAW A CIRCLE WITH THE COMB.</p>
<p>Tell the child:</p>	<p>GRP:</p> <p>T:</p> <p>C:</p>	<p>Ask them: CAN I DRAW A CIRCLE WITH THE PEN?</p> <p>CAN I DRAW A CIRCLE WITH THE PEN?</p>
<p>Model the response:</p>	<p>T:</p> <p>GRP:</p>	<p>Tell him: YES, YOU CAN. YOU CAN DRAW A CIRCLE WITH THE PEN.</p> <p>YES, YOU CAN DRAW A CIRCLE WITH THE PEN.</p>

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 5
 Day 5
 Page 4

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect
ITEM I Hand the child a pair of scissors WEEK 2 and some paper and tell him: DAY 2 DAY 3 He must demonstrate his comprehension DAY 5 by doing what you asked.	T:	YOU CAN CUT THE PAPER WITH THESE SCISSORS.		1 2 3 4 5 6 7
ITEM II Hold up a paint brush and ask: WEEK 5 DAY 3 Minimal response:	T: C:	WHAT CAN I DO WITH THIS BRUSH? PAINT. OR PAINT A HOUSE (AN APPLE, A CAR, ETC.)		
ITEM III Lay out 3 crayons, red, green and WEEK 5 blue. Tell the child: DAY 2 DAY 3 Child must make a dot. Then point to the dot and say: Minimal response: Child should name the correct color.	T: T: C:	YOU CAN MAKE A DOT WITH THE GREEN CRAYON. IS THIS A RED DOT? NO, IT'S GREEN. OR NO, IT'S A GREEN DOT.		



EVALUATION (Continued)

Year 2
 Week 5
 Day 5
 Page 5

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct √ = Incorrect
ITEM IV Tell the child: WEEK 5 DAY 3 Day 4 Then ask him: Child must respon	T: C:	I'M GOING TO DRAW A CIRCLE WITH THE PEN. WHAT AM I GOING TO DO? YOU'RE GOING TO DRAW A CIRCLE. OR DRAW A CIRCLE.		1 2 3 4 5 6 7
ITEM V Give the child a crayon and a sheet of paper. Tell him: When he finishes, ask him: Minimal response:	T: T: C:	(Name), DRAW A CIRCLE WITH THIS CRAYON WHAT DID YOU DO WITH THE CRAYON? DREW A CIRCLE.		
ITEM VI Use the circle that the child drew in Item V. Hand him another crayon and say: Child must fill in the circle. (Use this same paper for writing the child's name in Item X.)	T:	YOU CAN FILL IN THE CIRCLE WITH THIS CRAYON.		

Year 2
 Week 5
 Day 5
 Page 6

EVALUATION (Continued)

Instruction to the teacher	Speaker	Item and Response	Student:	C = Correct √ = Incorrect									
				1	2	3	4	5	6	7			
ITEM VII Use the doll and the 4 kinds of brushes WEEK 5 brushes (nail, hair, tooth, clothes DAY 3 brushes). DAY 4 Pick up each brush and ask the question:	T: C:	WHAT CAN YOU DO WITH THIS BRUSH? BRUSH HER <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>HAIR.</td></tr><tr><td>NAILS.</td></tr><tr><td>TEETH.</td></tr><tr><td>CLOTHES.</td></tr></table>	HAIR.	NAILS.	TEETH.	CLOTHES.							
HAIR.													
NAILS.													
TEETH.													
CLOTHES.													
Have the child perform each action as he names it by saying:	T:	SHOW ME.											
ITEM VIII Hold up the nail file. Ask: WEEK 5 DAY 5 Minimal response: Ask:	T: C: T:	WHAT IS THIS? A FILE. NO. or NO, YOU CAN'T. Or other appropriate response.											
ITEM IX. Hold up the fingernail clippers. Ask WEEK 5 DAY 5 Minimal response: Ask: Minimal response:	T: C: T: C:	WHAT ARE THESE? CLIPPERS. CAN I CLIP MY NAILS WITH THESE CLIPPERS? YES. or YES, YOU CAN. Or other appropriate response.											



EVALUATION (Continued)

Year 2
 Week 5
 Day 5
 Page 7

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM X Write the child's name twith a WEEK 5 pencil on the sheet of paper DAY 3 used in Items V and VI. DAY 4 Ask him: DAY 5 Minimal response:	T: C:	WHAT DID I DO WITH THIS PENCIL? WROTE. Or WROTE MY NAME. Or YOU WROTE MY NAME. Or other appropriate response.		



OBJECTIVES

REVIEW PATTERNS:

1. BE + GOING TO + V construction
2. Else, Also
3. Possession:
 - a. Noun's
 - b. Possessive Pronouns: my, your, his, her
4. Adverbial clauses: Instrumental
5. Past Tense
 - a. Declarative statements
 - b. Interrogative with WHAT

NEW PATTERNS:

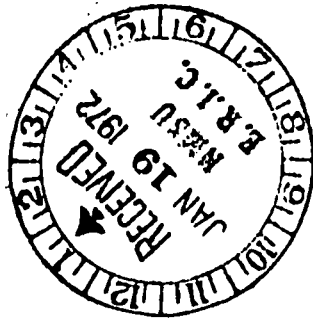
1. Future Aspect with WILL
2. Questions involving BE + GOING TO + V construction: a. WHAT
b. WHO
3. VERB = give, buy, sell. NP + VERB + NP (Dative) + NP (Accusative)

NEW VOCABULARY:

TOMORROW, BIRTHDAY, PARTY, PRESENT, CAKE, CANDY, ICE CREAM,
BALLOONS, FLOWERS, COOKIES, MONEY, BUY/BOUGHT, SELL/SOLD.

MATERIALS NEEDED FOR THE WEEK:

H-M cards: 22, 286, 106, 109, 176.
Play money: Coins and bills
Small toy objects: cards, trucks, boats, balls, pens, pencils, etc.
Empty box to serve as cash register.
Small paper sacks.
Pictures of candy and ice cream on cardboard backing.



Year 2
Week 6
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: BE + GOING TO + V construction
"GIVE" with dative

NEW PATTERNS: Questions involving BE + GOING TO + V construction

- a. Simple questions
- b. WHAT questions
- c. Future Aspect with "WILL"

NEW VOCABULARY OR FORMS: Tomorrow, birthday, party, present

MATERIALS NEEDED: None

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

Explain the situation in Spanish so the children understand what the dialogue means. They have learned what most of the vocabulary means in previous lessons, and are already familiar with all of the patterns, so they should have no trouble with this dialogue.*

*Note: Four vocabulary items are new: birthday, party, friend and present. These will be taught through translations -- a departure from our standing rule of non-translation for convenience sake.

Year 2
Week 6
Day 2
Page 1

	Speaker	Exchange
<p>Instructions to the teacher</p> <p>Explain the situation in Spanish so the children understand what the dialogue means. They have learned what most of the vocabulary means in previous lessons, and are already familiar with all of the patterns, so they should have no trouble with this dialogue.*</p> <p>*Note: Four vocabulary items are new: birthday, party, friend and present. These will be taught through translations -- a departure from our standing rule of non-translation for convenience sake.</p>	<p>T:</p>	<p>Vamos a pretender.</p> <p>Va a ser un cumpleaños mañana.</p> <p>Pretendan que ustedes quieren invitar a sus amigos a una fiesta de cumpleaños.</p> <p>En Español, pueden decir a sus amigos:</p> <p>MAÑANA VA A SER MI CUMPLEAÑOS.</p> <p>Y sus amigos pueden preguntar:</p> <p>¿VA A HACER UNA FIESTA DE CUMPLEAÑOS?</p> <p>Y ustedes pueden responder:</p> <p>SI! ¿PUEDES VENIR A MI FIESTA?</p> <p>¿Qué tienen que hacer antes de responder? Tienen que pedir permiso a su mamá, ¿verdad?</p>

Instructions to the teacher	Speaker	Exchange
<p>Teach meaning of 'party', 'birthday', and 'tomorrow' via translation. See note on page one.</p>	<p>T: GRP:</p>	<p>Ustedes responden: PRIMERO, TENGO QUE PEDIR PERMISO A MI MAMA. En inglés, 'cumpleaños' se dice 'birthday'. Repitan: 'BIRTHDAY', 'BIRTHDAY'. 'BIRTHDAY.' ETC.</p>
<p>Ask individuals to give you translation equivalents:</p>	<p>T: GRP: T: C: T: T: C: T:</p>	<p>En inglés, 'mañana' se dice 'tomorrow'. Todos repitan: TOMORROW. TOMORROW. (<u>Name</u>), ¿puedes decirme lo que significa 'Birthday'? SIGNIFICA 'CUMPLEAÑOS'. MUY BIEN. ETC. (<u>Name</u>), ¿CÓMO SE DICE MAÑANA EN INGLÉS? SE DICE: 'TOMORROW'. ¡Muy bien! ETC.</p>

Instructions to the teacher	Speaker	Exchange
	T:	En Inglés, 'fiesta' se dice 'party'.
	GRP:	Todos repitan: 'PARTY'.
	T:	<u>(Name)</u> , ¿puedes decirme lo que significa 'party'?
	T:	ETC.
Say to the children:	T:	Ahora, vamos a pretender en inglés. Voy a decirles que es mi cumpleaños mañana.
Model for the children:	T:	IT'S MY BIRTHDAY TOMORROW. IT'S MY BIRTHDAY TOMORROW.
Model for the children:	GRP:	Entonces: Pregúntenme: ¿Va a hacer una fiesta? Ask me: ARE YOU GOING TO HAVE A PARTY? ARE YOU GOING TO HAVE A PARTY?
Model for the children:	T:	Y yo les respondo: YES, I AM. CAN YOU COME? Pero ustedes tienen que pedir permiso a su mamá primero, ¿verdad?
Call on two of the children. Say to the first:	T:	Tell me: I'LL ASK MY MOTHER.
Say to the second child:	C#1	I'LL ASK MY MOTHER. Tell him: IT'S MY BIRTHDAY TOMORROW. IT'S MY BIRTHDAY TOMORROW.
	T:	Ask him: ARE YOU GOING TO HAVE A PARTY?

Instructions to the teacher	Speaker	Exchange
<p>Say to the first child:</p> <p>Say to the first child again:</p> <p>Say to the second child:</p> <p>Have these two children change parts and repeat the drill. Then call on two other children. Have them go through the drill and then change roles and repeat it. Then call on the last two children and then change roles and repeat it. Then call on the last two children and do the same thing. Be sure that all the children have a chance to go through the drill and that each pair changes roles and repeats the drill.</p> <p>Now explain the new situation to the children in Spanish as before.</p>	<p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p>	<p>ARE YOU GOING TO HAVE A PARTY?</p> <p>Tell him: YES, I AM.</p> <p>YES, I AM.</p> <p>Ask him: CAN YOU COME?</p> <p>CAN YOU COME?</p> <p>Tell him: I'LL ASK MY MOTHER.</p> <p>I'LL ASK MY MOTHER.</p> <p>ETC.</p> <p>Ahora, vamos a pretender que nosotros estamos pidiendo permiso a nuestra mamá.</p> <p>¿Cómo lo pedimos?</p> <p>Decimos:</p> <p>MI AMIGO VA A HACER UNA FIESTA DE CUMPLEAÑOS.</p> <p>¿PUEDO IR?</p>

Instructions to the teacher	Speaker	Exchange
<p>Give translation equivalent for the item "friend."</p>	<p>T: GRP: T: GRP: T: GRP: T:</p>	<p>¿Y cómo responde? Ella responde: SÍ, TU PUEDES IR. VAS A DARLE UN REGALO? SI. Entonces ella pregunta: ¿QUÉ VAS A DARLE? ¿Y qué dicen ustedes? Pueden decir: VOY A DARLE UN JUGUETE. En inglés, "amigo" se dice "friend." Repitan: FRIEND. FRIEND. ¿Qué significa "FRIEND"? Significa amigo. ¡Muy bien! Repitan: FRIEND. FRIEND. Vamos a pretender en inglés. Voy a pretender que soy la madre. Díganme que su amigo va a hacer una fiesta de cumpleaños.</p>

Instructions to the teacher	Speaker	Exchange
<p>NOTE: Break this sentence up for repetition after "FRIEND" and " HAVE."</p> <p>Model the response:</p> <p>Model the response:</p> <p>Now call on two children. Say to the first:</p> <p>Say to the second:</p> <p>Say to the first child:</p> <p>Say to the first child again.</p>	<p>GRP:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>Díganme: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.</p> <p>MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.</p> <p>Pídanme permiso: CAN I GO?</p> <p>CAN I GO?</p> <p>YES, YOU CAN. (Pause) ARE YOU GOING TO GIVE HIM A PRESENT?</p> <p>Tell me: YES, I AM.</p> <p>YES, I AM.</p> <p>WHAT ARE YOU GOING TO GIVE HIM?</p> <p>Tell me: I'M GOING TO GIVE HIM A TOY.</p> <p>I'M GOING TO GIVE HIM A TOY.</p> <p>You are the child.</p> <p>You are the mother.</p> <p>Tell him: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.</p> <p>MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.</p> <p>Ask him: CAN I GO?</p>

Instructions to the teacher	Speaker	Exchange
Say to the second child:	C#1	CAN I GO?
Say to the second child again:	T:	Tell him: YES, YOU CAN.
	C#2	YES, YOU CAN.
Say to the second child again:	t;	Ask him: ARE YOU GOING TO GIVE HIM A PRESENT?
	C#2	ARE YOU GOING TO GIVE HIM A PRESENT?
Say to the first child:	T:	Tell him: YES, I AM.
Say to the second child:	C#1	YES, I AM.
	T:	Ask him: WHAT ARE YOU GOING TO GIVE HIM?
Say to the first child:	C#2	WHAT ARE YOU GOING TO GIVE HIM?
Now have the children change roles.	T:	Tell him: I'M GOING TO GIVE HIM A TOY.
Say to the first:	C#1	I'M GOING TO GIVE HIM A TOY.
Say to the second:	T:	Now you are the mother.
Say to the second child:	T:	Now you are the child.
Say to the second child again:	T:	Tell him: MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	C#2	MY FRIEND IS GOING TO HAVE A BIRTHDAY PARTY.
	T:	Ask him: CAN I GO?
	C#2	CAN I GO?

Instructions to the teacher	Speaker	Exchange
<p>Say to the first child:</p> <p>Say to the first child again:</p> <p>Say to the second child:</p> <p>Say to the first child:</p> <p>Say to the second child:</p> <p>Call on two other children and go through the drill, changing parts and repeating. Then call on the last two children and do the same thing.</p> <p>II. REINFORCEMENT</p> <p>Repeat both of the above drills as many times as necessary until the children seem comfortable with them.</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>Tell him: YES, YOU CAN.</p> <p>YES, YOU CAN.</p> <p>Ask him: ARE YOU GOING TO GIVE HIM A PRESENT?</p> <p>ARE YOU GOING TO GIVE HIM A PRESENT?</p> <p>Tell him: YES, I AM.</p> <p>YES, I AM.</p> <p>Ask him: WHAT ARE YOU GOING TO GIVE HIM?</p> <p>WHAT ARE YOU GOING TO GIVE HIM?</p> <p>Tell him: I'M GOING TO GIVE HIM A TOY.</p> <p>I'M GOING TO GIVE HIM A TOY.</p> <p>ETC.</p>

- REVIEW PATTERNS:**
1. Questions involving BE + GOING TO + V construction
 2. Else, also
 3. "Who" questions involving BE + GOING TO + V construction.

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NEW VOCABULARY OR FORMS: Cake, candy, ice cream, balloons, cookies, flowers.

MATERIALS NEEDED: H-M pictures 22 and 286 for balloons and flowers; H-M 106 and 109 for cake, cookies, candy and ice cream pictures cut from magazines and pasted on stiff cardboard.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Say to the group:</p> <p>Say to a child:</p> <p>Model the response:</p> <p>Ask another child:</p> <p>Model the response if necessary:</p> <p>Repeat with each child in the group. Then say to one child:</p> <p>Say to the group as you point to child #1.</p> <p>Say to the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP:</p> <p>T:</p>	<p>I'M GOING TO HAVE A BIRTHDAY PARTY.</p> <p>ARE YOU GOING TO COME TO MY PARTY?</p> <p>Tell me: YES, I AM.</p> <p>YES, I AM.</p> <p>ARE YOU GOING TO COME TO MY PARTY?</p> <p>Tell me: YES, I AM.</p> <p>YES, I AM.</p> <p>Tell me: I'M GOING TO HAVE A BIRTHDAY PARTY.</p> <p>I'M GOING TO HAVE A BIRTHDAY PARTY.</p> <p>Tell me: [HE'S] GOING TO HAVE A BIRTHDAY PARTY. [SHE'S]</p> <p>[HE'S] GOING TO HAVE A BIRTHDAY PARTY. [SHE'S]</p> <p>Ask him: WHO'S GOING TO COME TO YOUR PARTY?</p>

Instructions to the teacher	Speaker	Exchange
<p>Point at one of the other children as you say:</p> <p>Say to the group:</p> <p>Point at another child as you say to child #1.</p> <p>Say to the group: (Break this up for repetition after "YOU" and "HAVE".)</p> <p>Give the child a picture of a cake. Model the response and have him point to the picture as he says "CAKE":</p> <p>Say to the group:</p> <p>Give the child a picture of some candy. Model the response and have him point to the picture as he says "CANDY".</p>	<p>GRP:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p>	<p>WHO'S GOING TO COME TO YOUR PARTY?</p> <p>Tell them: <u>(Name)</u> IS GOING TO COME.</p> <p><u>(Name)</u> IS GOING TO COME.</p> <p>Ask him: WHO ELSE IS GOING TO COME?</p> <p>WHO ELSE IS GOING TO COME?</p> <p>Tell them: <u>(Name)</u> IS ALSO GOING TO COME.</p> <p><u>(Name)</u> IS ALSO GOING TO COME.</p> <p>Ask him: WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?</p> <p>WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?</p> <p>Tell them: I'M GOING TO HAVE <u>CAKE</u>.</p> <p>I'M GOING TO HAVE <u>CAKE</u>.</p> <p>Ask him: WHAT ELSE ARE YOU GOING TO HAVE?</p> <p>WHAT ELSE ARE YOU GOING TO HAVE?</p>

Instructions to the teacher	Speaker	Exchange
<p>Call on another child. Say to him:</p> <p>Say to the group:</p> <p>Say to the group:</p> <p>Point at one of the other children as you say to child #2:</p> <p>Say to the group:</p> <p>Point at another child as you say to child #2:</p> <p>Say to the group:</p>	<p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP:</p>	<p>I'M ALSO GOING TO HAVE <u>CANDY</u>.</p> <p>Tell me: I'M GOING TO HAVE A BIRTHDAY PARTY.</p> <p>I'M GOING TO HAVE A BIRTHDAY PARTY.</p> <p>Tell me: <u>HE'S</u> GOING TO HAVE A BIRTHDAY PARTY. <u>SHE'S</u></p> <p><u>HE'S</u> GOING TO HAVE A BIRTHDAY PARTY. <u>SHE'S</u></p> <p>Ask him: WHO'S GOING TO COME TO YOUR PARTY?</p> <p>WHO'S GOING TO COME TO YOUR PARTY?</p> <p>Tell them: <u>(Name)</u> IS GOING TO COME.</p> <p><u>(Name)</u> IS GOING TO COME.</p> <p>Ask him: WHO ELSE IS GOING TO COME?</p> <p>WHO ELSE IS GOING TO COME?</p> <p>Tell them: <u>(Name)</u> IS ALSO GOING TO COME.</p> <p><u>(Name)</u> IS ALSO GOING TO COME.</p> <p>Ask him: WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?</p> <p>WHAT ARE YOU GOING TO HAVE AT YOUR PARTY?</p>

Instructions to the teacher	Speaker	Exchange
<p>Give the child a picture of balloons. Model the response and have him point to the picture as he says "BALLOONS".</p> <p>Say to the group:</p> <p>Give the child a picture of ice cream. Model the response and have him point to the picture as he says "ICE CREAM":</p> <p>Repeat with the remaining children. Use the words "FLOWERS" and "COOKIES" and the accompanying pictures, as well as the pictures and words already used.</p>	<p>T: C#2 T: GRP: T:</p>	<p>Tell them: <u>I'M GOING TO HAVE BALLOONS.</u></p> <p><u>I'M GOING TO HAVE BALLOONS.</u></p> <p>Ask him: <u>WHAT ELSE ARE YOU GOING TO HAVE?</u></p> <p><u>WHAT ELSE ARE YOU GOING TO HAVE?</u></p> <p>Tell them: <u>I'M ALSO GOING TO HAVE ICE CREAM.</u></p>

II. REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Say to the group:</p> <p>Say to one child:</p> <p>Say to the group:</p> <p>Model:</p> <p>Say to the child:</p> <p>Point to the other children and model:</p> <p>Say to the group:</p> <p>Model:</p> <p>Repeat with each child.</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>WHO'S GOING TO HAVE A PARTY?</p> <p>Tell me: I AM. I'M GOING TO HAVE A PARTY.</p> <p>I AM. I'M GOING TO HAVE A PARTY.</p> <p>WHO'S GOING TO HAVE A PARTY?</p> <p>Tell me: [HE] IS. [HE'S] GOING TO HAVE A PARTY.</p> <p>[SHE] IS. [HE'S] GOING TO HAVE A PARTY.</p> <p>WHO'S GOING TO COME TO YOUR PARTY?</p> <p>Tell me: THEY ARE. THEY'RE GOING TO COME.</p> <p>WHO'S GOING TO COME TO [HIS] PARTY?</p> <p>[HER]</p> <p>Tell me: WE ARE. WE'RE GOING TO COME.</p> <p>WE ARE. WE'RE GOING TO COME.</p>

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REVIEW PATTERNS: WHAT Questions involving BE + GOING TO + V construction
 Instrumental Clauses
 Possession: 1. N + apostrophe + s
 2. Pronouns

NEW PATTERNS: Past tense questions with WHAT: Tense attachment on "DO".

NEW VOCABULARY OR FORMS: Money, buy/bought

MATERIALS NEEDED: Play money: coins and bills
 Small toy objects: cars, trucks, boats, balls, pencils, pens, crayons.
 Empty box
 Small paper sacks.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Have a table set up with the following objects on it: the toy objects listed above; an empty box for a "cash register"; and some small paper sacks.</p> <p>REVIEW AND INTRODUCTION</p> <p>Say to the group:</p>	<p>T: GRP: T: GRP: T:</p>	<p>IT'S (Name)'S BIRTHDAY TOMORROW. Repeat please.</p> <p>IT'S (Name)'S BIRTHDAY TOMORROW.</p> <p>[HE'S SHE'S] GOING TO HAVE A PARTY. Repeat, please.</p> <p>[HE'S SHE'S] GOING TO HAVE A PARTY.</p> <p>T: WE'RE GOING TO GIVE [HIM HER] PRESENTS.</p>



Instructions to the teacher	Speaker	Exchange
<p>Say to the group:</p> <p>Say to one of the children:</p> <p>Model, if necessary:</p> <p>(Let the child look at the table and name an object.)</p> <p>Say to another child:</p> <p>Model, if necessary:</p> <p>(Again, let the child name an object.)</p> <p>Repeat this with each child.</p> <p>Now explain in Spanish that we are going to give the child presents for his/her birthday and that we must somehow get these presents.</p>	<p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>WE'RE GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER PRESENTS.</p> <p>I'M GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER PRESENTS.</p> <p>(Name), WHAT ARE YOU GOING TO GIVE <input type="checkbox"/> HIM, <input type="checkbox"/> HER ?</p> <p>Tell me: I'M GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER A _____.</p> <p>I'M GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER A _____.</p> <p>(Name), WHAT ARE YOU GOING TO GIVE <input type="checkbox"/> HIM? <input type="checkbox"/> HER?</p> <p>Tell me: I'M GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER A _____.</p> <p>I'M GOING TO GIVE <input type="checkbox"/> HIM <input type="checkbox"/> HER A _____.</p> <p>¡Si! Vamos a darle muchos regalos, pero primero, tenemos que comprarlos.</p> <p>Vamos a comprarlos. ¿A donde debemos ir?</p> <p>¡Si! ¡A una tienda donde se venden juguetes!</p>

Instructions to the teacher	Speaker	Exchange
<p>Take out the play money.</p> <p>Give each child two coins and two bills of play money. Have two coins and two bills for yourself. Hold up your coins and say:</p> <p>Indicate that children are to hold up their coins. They must do this in order for "THIS" to be correct, since the money must be close to them.</p> <p>Now hold up your bills. Say:</p> <p>Again, have the group hold up their bills.</p> <p>Hold up both coins and bills and say:</p> <p>Have the children hold up both coins and bills and say:</p> <p>Now hold up your money and say:</p> <p>Point to a child's money and say:</p> <p>Say to him:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>¿Y qué necesitamos primero?</p> <p>¡Sí! ¡Necesitamos dinero!</p> <p>Vamos a pretender. Voy a darles dinero.</p> <p>THIS IS MONEY. THIS IS MONEY. Repeat, please. THIS IS MONEY.</p> <p>THIS IS MONEY.</p> <p>THIS IS MONEY. Repeat, please. THIS IS MONEY.</p> <p>THIS IS MONEY.</p> <p>THIS IS MONEY. Repeat, please. THIS IS MONEY.</p> <p>THIS IS MONEY.</p> <p>THIS IS MY MONEY.</p> <p>THAT'S YOUR MONEY.</p> <p>SHOW ME YOUR MONEY.</p> <p>Tell me: THIS IS MY MONEY.</p> <p>THIS IS MY MONEY.</p>

Instructions to the teacher	Speaker	Exchange
<p>Say to the group, pointing to the same child's money:</p> <p>Model, and have them point with you:</p> <p>Say to another child, pointing to his money:</p> <p>Say to him:</p> <p>Model:</p> <p>Say to the group, pointing to the child's money:</p> <p>Model:</p> <p>Now go to the table. Stand behind it as if you were a storekeeper. Call a child to come up. Say to him:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p>	<p>THIS IS MY MONEY.</p> <p>THAT'S HIS MONEY HER</p> <p>Tell me: THAT'S HIS HER MONEY.</p> <p>THAT'S HIS MONEY. HER</p> <p>THAT'S YOUR MONEY.</p> <p>SHOW ME YOUR MONEY.</p> <p>Tell me: THIS IS MY MONEY.</p> <p>THIS IS MY MONEY.</p> <p>THAT'S HIS MONEY. HER</p> <p>Tell me: THAT'S HIS MONEY HER</p> <p>THAT'S HIS MONEY HER</p> <p><u>(Name)</u>, DO YOU WANT A CAR?</p>

Instructions to the teacher	Speaker	Exchange
<p>Before he begins any action, model for him:</p> <p>Put the car in a paper sack. Take the child's money at the same time that you give him the car. Say to the group:</p> <p>Call another child to the table. Say to him:</p> <p>Before he begins, say:</p> <p>Model for him:</p> <p>Put the ball in a paper sack. Take the child's money at the same time that you give him the ball. Say to the group:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP:</p>	<p>YES YES, I DO.</p> <p>YOU CAN BUY A CAR WITH YOUR MONEY.</p> <p>Tell me: I CAN BUY A CAR WITH MY MONEY.</p> <p>I CAN BUY A CAR WITH MY MONEY.</p> <p>Tell me: <u>HE</u> CAN BUY A CAR WITH <u>HIS</u> MONEY. <u>SHE</u> <u>HER</u></p> <p><u>HE</u> CAN BUY A CAR WITH <u>HIS</u> MONEY. <u>SHE</u> <u>HER</u></p> <p>(Name), DO YOU WANT A BALL?</p> <p>YES. YES, I DO.</p> <p>YOU CAN BUY A BALL WITH YOUR MONEY.</p> <p>Tell me: I CAN BUY A BALL WITH MY MONEY.</p> <p>I CAN BUY A BALL WITH MY MONEY.</p> <p>Tell me: <u>HE</u> CAN BUY A BALL WITH <u>HIS</u> MONEY. <u>SHE</u> <u>HER</u></p> <p><u>HE</u> CAN BUY A BALL WITH <u>HIS</u> MONEY. <u>SHE</u> <u>HER</u></p>

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Instructions to the teacher	Speaker	Exchange
<p>II. REINFORCEMENT</p> <p>Have the children hold their paper sacks on their laps. Ask one child:</p> <p>Child should open his sack and show the object. Then say to him:</p> <p>Say to another child:</p> <p>After he shows the object, say:</p> <p>Repeat with each child.</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>(Name), WHAT DID YOU BUY WITH YOUR MONEY? SHOW ME.</p> <p>Tell me: I BOUGHT A _____ WITH MY MONEY.</p> <p>I BOUGHT A _____ WITH MY MONEY.</p> <p>(Name), WHAT DID YOU BUY WITH YOUR MONEY? SHOW ME.</p> <p>Tell me: I BOUGHT A _____ WITH MY MONEY.</p> <p>I BOUGHT A _____ WITH MY MONEY.</p>

NEW PATTERNS: Buy and sell with Dative: "I can sell You a car."

NEW VOCABULARY OR FORMS: Sell

MATERIALS NEEDED: Play money: Coins and bills
 Small toy objects: cars, trucks, boats, balls, pencils, pens, crayons
 Empty box
 Small paper sacks

MATERIALS FOR EVALUATION: Same as above, plus: Pencil and paper
 Red pencil, red ball, red crayon
 H-M CARDS 22, 286, 106, 109 plus pictures of candy
 and ice cream on cardboard backing.

PART I: REVIEW AND INTRODUCTION

	Speaker	Exchange
<p>Instructions to the teacher</p> <p>Everyone should have play money, as on Day 4. The table is set up with the toy objects, the empty box, and the paper sacks on it.</p> <p>Stand behind the table. Call child #1 to you. Say to him:</p> <p>Child does so. Then model:</p> <p>Say to him (naming several items and pointing to each.)</p>	<p>T: (Name), DO YOU HAVE MONEY?</p> <p>C: YES.</p> <p>T: YES, I DO.</p> <p>T: SHOW ME YOUR MONEY.</p> <p>T: Tell me: THIS IS MY MONEY.</p> <p>C: THIS IS MY MONEY.</p> <p>T: I CAN SELL YOU A BALL. I CAN SELL YOU A CAR I CAN SELL YOU A TRUCK. I CAN SELL YOU A CRAYON.</p>	

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	WHAT DO YOU WANT?
Let the child name an object:	C:	I WANT A <u>(CAR)</u> .
Model for him:	T:	YOU HAVE MONEY. YOU CAN BUY A <u>(CAR)</u> FROM ME.
Ask the group:	T:	Tell me: I CAN BUY A <u>(CAR)</u> FROM YOU.
Model the response:	C:	I CAN BUY A <u>(CAR)</u> FROM YOU.
Put the object in a bag and give it to the child at the same time that you take his money.	T:	WHAT CAN <u>[HE]</u> BUY FROM ME? <u>[SHE]</u>
Then say to him:	T:	Tell me: <u>[HE]</u> CAN BUY A <u>(CAR)</u> FROM YOU. <u>[SHE]</u>
Model:	GRP:	<u>[HE]</u> CAN BUY A <u>(CAR)</u> FROM YOU. <u>[SHE]</u>
Ask the group:	T:	WHAT DID YOU BUY FROM ME?
	T:	Tell me: I BOUGHT A <u>(CAR)</u> FROM YOU.
	C:	I BOUGHT A <u>(CAR)</u> FROM YOU.
	T:	WHAT DID <u>[HE]</u> BUY FROM ME? <u>[SHE]</u>
	GRP:	<u>[HE]</u> BOUGHT A <u>(CAR)</u> FROM YOU. <u>[SHE]</u>

Instructions to the teacher	Speaker	Exchange
<p>Say to the child:</p> <p>Model the response:</p> <p>Say to the group:</p> <p>Model the response:</p> <p>Repeat this same drill with every child. Call each child to the table and start with.</p> <p>Then continue as above from page 1 through page 2.</p> <p>II. REINFORCEMENT</p> <p>Now let the children take turns acting as storekeeper. Call on two children. Have one stand behind the table as "storekeeper" and the other stand in front of the table as "buyer."</p> <p>Say to the first child (storekeeper):</p> <p>Say to child #2</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>WHAT DID I SELL YOU?</p> <p>Tell me: YOU SOLD ME A (CAR).</p> <p>YOU SOLD ME A (CAR).</p> <p>WHAT DID I SELL HIM ? HER</p> <p>Tell me: YOU SOLD HIM A (CAR). HER</p> <p>YOU SOLD HIM A (CAR). HER</p> <p>(Name), DO YOU HAVE MONEY?</p> <p>(Name), ask him: DO YOU HAVE MONEY?</p> <p>DO YOU HAVE MONEY?</p> <p>Tell him: YES, I DO.</p>

Instructions to the teacher	Speaker	Exchange
<p>Say to child #1:</p> <p>Child #2 should do so. Then say to child #1:</p> <p>To child #1:</p> <p>To child #1:</p> <p>Now say to child #1:</p> <p>Let child #2 name an object:</p> <p>Say to child #1:</p> <p>Say to child #1:</p> <p>Help the children complete the transaction if necessary. Child #1 should put the object in a paper sack and give it to child #2, at the same time taking his money. He puts the money in the box.</p>	<p>C#2</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p>	<p>YES, I DO.</p> <p>Tell him: SHOW ME YOUR MONEY.</p> <p>Tell him: I CAN SELL YOU A CAR.</p> <p>I CAN SELL YOU A CAR.</p> <p>Tell him: I CAN SELL YOU A BOAT.</p> <p>I CAN SELL YOU A BOAT.</p> <p>Tell him: I CAN SELL YOU A TRUCK.</p> <p>I CAN SELL YOU A TRUCK.</p> <p>Ask him: WHAT DO YOU WANT?</p> <p>WHAT DO YOU WANT?</p> <p>I WANT A _____.</p> <p>Tell him: YOU HAVE MONEY.</p> <p>YOU HAVE MONEY.</p> <p>Tell him: YOU CAN BUY A _____ FROM ME.</p> <p>YOU CAN BUY A _____ FROM ME.</p>

Instructions to the teacher	Speaker	Exchange
Say to child #1:	T:	Ask him: WHAT DID YOU BUY FROM ME?
Say to child #2:	C#1	WHAT DID YOU BUY FROM ME?
Say to child #1, pointing to the group:	T:	Tell him: I BOUGHT A _____ FROM YOU.
Model the response:	C#2	I BOUGHT A _____ FROM YOU.
	T:	Ask them: WHAT DID HE BUY FROM ME?
	C#1:	WHAT DID HE BUY FROM ME? SHE
	T:	Tell him HE BOUGHT A _____ FROM YOU. SHE
	GRP:	HE BOUGHT A _____ YOU. SHE
Say to child #1:	T:	Ask him: WHAT DID I SELL YOU?
Say to child #2:	C#1	WHAT DID I SELL YOU?
Say to child #1, pointing to group:	T:	Tell him: YOU SOLD ME A _____. YOU SOLD ME A _____.
	C#2	Ask them: WHAT DID I SELL HIM ? HER ?
Say to the group:	C#1	WHAT DID I SELL HIM ? HER ?
	T:	Tell him: YOU SOLD HIM A _____. HER

Year 2
Week 6
Day 5
Page 6

Instructions to the teacher	Speaker	Exchange
<p>Repeat this drill with all the children, allowing one to play storekeeper and to play buyer, each time.</p> <p>If there is time, allow the children to change roles and repeat the drill again.</p>	GRP:	YOU SOLD HIM A _____. HER

PART II. EVALUATION

Year 2
 Week 6
 Day 5
 Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Instructions to the teacher	Speaker	Item and Response	Student	C = Correct ✓ = Incorrect
ITEM I. Give the child a pencil and paper. WEEK 5 Tell him: DAY 4 Before he begins, ask: WEEK 6 DAY 2 Minimal response: DAY 3 DAY 4 After he draws it, ask him: Minimal response:	T: T: C: T: C:	YOU CAN DRAW A CIRCLE. WHAT ARE YOU GOING TO DO? DRAW A CIRCLE. WHAT DID YOU DO? DREW A CIRCLE.		1 2 3 4 5 6
ITEM II. Have a pencil and paper in your hand. Tell the child: WEEK 6 DAY 3 Ask him: DAY 4 DAY Minimal response:	T: T: C:	I'M GOING TO DRAW A CIRCLE. WHO'S GOING TO DRAW A CIRCLE? YOU ARE. Or YOU'RE GOING TO DRAW A CIRCLE.		
ITEM III. Show the child H-M picture 176 (a birthday party). Point to one of the children in the picture and say: WEEK 6 DAY 2 Leave the sentence uncompleted. DAY 3 DAY 4 The child should say:	T: C:	IT'S HIS BIRTHDAY TODAY. HE'S HAVING A _____. PARTY. Or BIRTHDAY PARTY.		

EVALUATION (continued)

Year 2
 Week 6
 Day 5
 Page 8

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct √ = Incorrect 1 2 3 4 5 6
ITEM IV. Show the child, one by one, the pictures of cake, cookies, flowers, balloons, candy, and ice cream. WEEK 6 DAY 3 Ask him as you present each one: Child should identify the pictures correctly.	T:	WHAT'S THIS? Or WHAT ARE THESE?		
ITEM V. Give the child play money coins and bills. WEEK 6 DAY 4 DAY 5 Ask him: Minimal response:	T: C:	WHAT IS THIS? MONEY. Or THIS IS MONEY.		
ITEM VI. Child has play money coins and bills. Show him some small objects and ask him: WEEK 6 DAY 4 Minimal response:	T: C:	WHAT CAN YOU BUY WITH YOUR MONEY? A CAR (TRUCK, BALL, ETC.). Or I CAN BUY A CAR (TRUCK, BALL, ETC.)		

EVALUATION (continued)

Year 2
 Week 6
 Day 5
 Page 9

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect
<p>ITEM VII. Have a red ball, a red crayon, and a red pencil on the table, as well as a pair of scissors, a green car, and a white sheet of paper. Say to the child:</p> <p>Minimal response:</p>	<p>T: C:</p>	<p>THE BALL IS RED. (Pause) THE CRAYON IS ALSO RED. WHAT ELSE IS RED, THE PENCIL. Or THE PENCIL IS ALSO RED.</p>		<p>1 2 3 4 5 6</p>
<p>ITEM VIII. On the table are some small objects and an empty box for "cash register." Have some money in your hand.</p> <p>Say to the child:</p> <p>He should give you the object. Then say to him:</p>	<p>T: T: C:</p>	<p>I HAVE MONEY. YOU CAN SELL ME A PEN. (BALL, etc.) Tell me: I SOLD YOU A PEN. I SOLD YOU A PEN.</p>		
<p>ITEM IX. Change places with the child and give him the play money. Say to him:</p> <p>He should select the car and offer you the money. Take it and give him the car. Then say to him:</p>	<p>T: T: C:</p>	<p>YOU HAVE MONEY. YOU CAN BUY A CAR FROM ME. Tell me: I BOUGHT A CAR FROM YOU. I BOUGHT A CAR FROM YOU.</p>		

OBJECTIVES

- NEW PATTERNS:**
1. NP +

help
want
need

 (to) + Sentence. Eg. "I want you to stir the cake."
"I'll help you stir the cake."
 2. NP + Verb + NP
Verb = Need.
 3. How much?
 4. Here/there
 5. Dollar, cents
 6. What color?

NEW VOCABULARY: Wrap/wrapped, candles, store, plate, cup, napkin, fork, spoon, set the table, cake mix/mix, cake batter/batter, stir, egg, pan, oven, place mat, dollar, fifty cents, costs/cost, bring/brought.

REVIEW PATTERNS: Past tense forms: Buy/bought, Put/put.
Benefactives constructions
Money terms
Some
Possessives: 1) Noun + s 2) Pronouns
Color adjectives
Else/also

MATERIALS:

Day 2: Teddy Bear; small toys; box, 2 or 3 sheets wrapping paper, ribbon, ribbon bows.

Day 3: Play money (coins and bills); Bear; paper and pencil;
H-M pictures 22, 106; magazine pictures of cake mix, candy
At store: muffin mix, candles, balloons, candy, cupcake papers.
Real money: \$2.00

Day 4: Bear; Materials for party hats: 12" by 16" construction paper.
stapler, paste, crayons; already cut triangles, squares, flowers, circles.
Materials for setting table: place mats, toy dishes, forks, spoons, knives, napkins.

Day 5: Muffin mix, eggs, water, cup, bowl, fork, muffin pan, cupcake papers.
Wrapped presents, balloons, candy, paper hats. Bear, set of toy dishes.

REVIEW DAY

Year 2
Week 7
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Benefactive Phrases (for + Noun/Pronoun)
Be + going to + Verb construction to express future

Year 2
Week 7
Day 2
PAGE 1

NEW PATTERNS: NP + help
need + NP
NP + 'help' + NP + Sentence

NEW VOCABULARY OR FORMS: Past tense: Wrap/wrapped
Ribbon
Bow

MATERIALS NEEDED: A Teddy Bear (stuffed bear); small toys (one for each child); box, two or three pieces of paper cut to size of box, ribbon bows, ribbon cut to go around box.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Children are seated in a circle. You have a table beside you with the following objects on it: stuffed bear; box, wrapping paper, ribbon bows and ribbon. Each child holds a small toy. You have one also.</p> <p>Let the children hold the bear and say:</p> <p>Say to the group:</p> <p>If necessary, model:</p>	<p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p>	<p>THIS IS POOH BEAR.</p> <p>Repeat, please: THIS IS POOH BEAR.</p> <p>THIS IS POOH BEAR.</p> <p>HE'S GOING TO HAVE A BIRTHDAY. ARE YOU GOING TO COME TO HIS PARTY?</p> <p>Tell me: YES, WE ARE. YES, WE APE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Hold up your toy object and say:</p> <p>Point to the wrappings and say:</p> <p>Put the toy in the box, fold the wrapping paper around it, tie it with ribbon, and place a bow on it. While you are wrapping it say:</p> <p>Model:</p> <p>When you have finished, hold up the box and say:</p> <p>Model:</p> <p>Undo the wrappings and take the toy out of the box. Say to child #1:</p> <p>Ask him:</p> <p>Let the child help you put on the paper, tie the ribbon, put on a bow, etc.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>I BOUGHT THIS CAR. (BALL, BOAT, ETC.) I'M GOING TO GIVE IT TO POOH BEAR.</p> <p>BUT FIRST, I'M GOING TO WRAP IT.</p> <p>I CAN WRAP THE PRESENT.</p> <p>Tell me: YOU CAN WRAP THE PRESENT. YOU CAN WRAP THE PRESENT.</p> <p>I WRAPPED THE PRESENT.</p> <p>Tell me: YOU WRAPPED THE PRESENT. YOU WRAPPED THE PRESENT.</p> <p>YOU CAN HELP ME. YOU CAN HELP ME WRAP THE PRESENT.</p> <p>CAN YOU HELP ME?</p> <p>Tell me: YES, I CAN HELP YOU. YES, I CAN HELP YOU.</p> <p>GOOD. YOU CAN HELP ME WRAP THE PRESENT.</p>

Year 2
 Week 7
 Day 2
 Page 3

Instructions to the teacher	Speaker	Exchange		
While he is helping you, say to him:	T:	Tell me: I CAN HELP YOU WRAP THE PRESENT.		
Say to the group:	C#1	I CAN HELP YOU WRAP THE PRESENT.		
When you are finished, say to child #1:	T:	Tell me: <u>(Name)</u> , CAN HELP YOU WRAP THE PRESENT.		
Ask him:	GRP:	<u>(Name)</u> , CAN HELP YOU WRAP THE PRESENT.		
Model, if necessary:	T:	THANK YOU. YOU HELPED ME WRAP THE PRESENT.		
Ask the group:	C:	WHAT DID YOU DO?		
Model, if necessary:	T:	Tell me: I HELPED YOU WRAP THE PRESENT.		
Ask the group:	C#1	I HELPED YOU WRAP THE PRESENT.		
Model, if necessary:	T:	WHAT DID <table border="1" data-bbox="1046 1028 1119 1106"> <tr><td>HE</td></tr> <tr><td>SHE</td></tr> </table> DO?	HE	SHE
HE				
SHE				
(NOTE: Be sure the child is helping you and that neither of you is doing all the wrapping.)	T:	Tell me: <table border="1" data-bbox="1155 1054 1228 1132"> <tr><td>HE</td></tr> <tr><td>SHE</td></tr> </table> HELPED YOU WRAP THE PRESENT.	HE	SHE
HE				
SHE				
Undo the wrappings again and remove the toy from the box. Say to child #2:	T:	YOU CAN HELP ME. YOU CAN HELP ME WRAP THE PRESENT.		

Continue with the drill as above.
 Repeat with every child.

Instructions to the teacher	Speaker	Exchange
<p>When all children have helped you wrap the present, say to child #1:</p>	T:	WHAT DID YOU BUY FOR POOH BEAR?
<p>Model, if necessary:</p>	T:	Tell me: I BOUGHT A _____ FOR POOH BEAR.
<p>Model for the child:</p>	C#1	I BOUGHT A _____ FOR POOH BEAR.
<p>Model:</p>	T:	Tell me: I'M GOING TO GIVE IT TO HIM.
<p>Say to child #1:</p>	C#1	I'M GOING TO GIVE IT TO HIM.
<p>Point to the paper, ribbon, box, and bows on the table. Model:</p>	T:	Tell me: BUT FIRST, I'M GOING TO WRAP IT.
<p>Hand him the box and say:</p>	T:	BUT FIRST, I'M GOING TO WRAP IT.
<p>Ask him:</p>	C#1	YOU'RE GOING TO WRAP THE PRESENT. WHAT DO YOU NEED?
<p>Model, if necessary:</p>	T:	Tell me: I NEED A BOX.
<p>Hand him the paper and say:</p>	C#1	I NEED A BOX.
<p>Ask him:</p>	T:	HERE YOU ARE. HERE'S A BOX.
	T:	WHAT ELSE DO YOU NEED?
	T:	Tell me: I ALSO NEED SOME PAPER.
	C#1	I ALSO NEED SOME PAPER.
	T:	HERE YOU ARE. HERE'S SOME PAPER.
	T:	WHAT ELSE DO YOU NEED?

PART II. REINFORCEMENT AND INTRODUCTION OF 2ND EXERCISE

Year 2
 Week 7
 Day 2
 Page 5

Instructions to the teacher	Speaker	Exchange
Model if necessary:	T:	Tell me: I ALSO NEED SOME RIBBON.
Hand him some ribbon and say:	C#1	I ALSO NEED SOME RIBBON.
Ask him:	T:	HERE YOU ARE. HERE'S SOME RIBBON.
Model if necessary:	T:	WHAT ELSE DO YOU NEED?
When he has the materials assembled, say to him:	T:	Tell me: I ALSO NEED A BOW.
Say to the group:	T:	Tell me: I CAN WRAP THE PRESENT.
Let him wrap it, giving help where necessary. When he finishes, say to him:	C#1	I CAN WRAP THE PRESENT.
Model, if necessary:	T:	Tell me: [HE] CAN WRAP THE PRESENT.
Ask the group:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	Tell me: I WRAPPED THE PRESENT.
Ask the group:	C#1	I WRAPPED THE PRESENT.
Model, if necessary:	T:	WHAT DID [HE] DO?
Model, if necessary:	T:	Tell me: [HE] WRAPPED THE PRESENT.
Now undo the wrappings and have the same child ask another child to help him.	GRP:	[HE] WRAPPED THE PRESENT.



Instructions to the teacher	Speaker	Exchange
Say to child #1, pointing to C#2:	T:	Ask him : CAN YOU HELP ME WRAP THE PRESENT? her
C#1 says to C#2:	C#1	CAN YOU HELP ME WRAP THE PRESENT?
Model for C#2, if necessary:	T:	Tell him: YES, I CAN. Tell him: I CAN HELP YOU WRAP THE PRESENT.
	C#2	YES, I CAN. I CAN HELP YOU WRAP THE PRESENT.
While the two are wrapping the present, say to the group:	T:	Tell him: HE CAN HELP YOU WRAP THE PRESENT. SHE
	GRP	HE CAN HELP YOU WRAP THE PRESENT. SHE
When they are finished, say to C#1:	T:	Tell him: THANK YOU. YOU HELPED ME WRAP THE PRESENT.
	C#1	THANK YOU. YOU HELPED ME WRAP THE PRESENT.
Ask C#2:	T:	WHAT DID YOU DO?
Model, if necessary:	T:	I HELPED HIM WRAP THE PRESENT. HER
Ask another child: (C#3)	T:	WHAT DID YOU BUY FOR POOH BEAR?
Repeat the entire drill with him, first having him name the things he needs to		

Year 2
Week 7
Day 2
Page 7

	Speaker	Exchange
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Instructions to the teacher

wrap the present, and then having him ask another child (C#4) to help him.

Repeat the drill with every child. This means that every child in the group will have a chance to play the part of Child #1 and also of Child #2.

Year	2
Week	7
Day	3
Page	A

ADDENDUM

For Week 7, Days 3, 4, and 5.

You will need a Polaroid camera, film, and flash bulbs to record the grocery store field trip, party preparations and party. These pictures will serve as your materials for review during Week 8.

REVIEW PATTERNS: Need + NP
Money Terms

NEW PATTERNS: 1) NP + want to + Sentence
2) How much?

NEW VOCABULARY OR FORMS: Costs/cost
Cake mix
Candles

MATERIALS NEEDED: Play money (coins and bills); Pooh Bear: pencil and paper.
Real money for trip to store: about \$1.50 - \$2.00.
Buy at the store: Muffin mix, candles, balloons, candy, cupcake papers.
H-M pictures: 22, 106 (balloons, cake)
Magazine pictures of candy and cake mix.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

Today the children will walk to the store and buy materials for the party on Friday. They will rehearse the trip to the store beforehand. During the walk to the store, they should rehearse what they will say to the storekeeper.

DEMONSTRATE:

Show the bear to the children. Say:

Get the pencil.

Get the paper. Say to the group:

POOH BEAR'S GOING TO HAVE A BIRTHDAY.
WE'RE GOING TO GIVE HIM A PARTY.

WHAT DO WE NEED?
LET'S MAKE A LIST.

I NEED A PENCIL.

I NEED SOME PAPER.

WE'RE GOING TO GIVE POOH BEAR A PARTY.

Year 2
Week 7
Day 3
Page 1

Instructions to the teacher	Speaker	Exchange
<p>Show the picture of the cake. (H-M 106) Model the response, if necessary:</p> <p>Write "CAKE" on the list. Ask:</p> <p>Point to the candles on the cake. Model, if necessary:</p> <p>(Take time to repeat the word "CANDLES" by itself, if it is unfamiliar.)</p> <p>Write "CANDLES".</p> <p>Show picture of balloons. Model if necessary: (H-M 22).</p> <p>Write "BALLOONS." Ask:</p> <p>Show picture of candy. Model, if necessary:</p> <p>Write "CANDY." Then ask the group:</p>	<p>T: GRP T: T: GRP T: T: GRP T: T: GRP T:</p>	<p>Tell me: WE NEED A CAKE. WE NEED A CAKE. WHAT ELSE DO WE NEED?</p> <p>Tell me: WE ALSO NEED SOME CANDLES. WE ALSO NEED SOME CANDLES.</p> <p>T: GRP</p> <p>WHAT ELSE DO WE NEED?</p> <p>Tell me: WE ALSO NEED SOME BALLOONS. WE ALSO NEED SOME BALLOONS. WHAT ELSE DO WE NEED?</p> <p>Tell me: WE ALSO NEED SOME CANDY. WE ALSO NEED SOME CANDY.</p> <p>WHERE CAN WE BUY THE CAKE?</p> <p>Tell me: WE CAN BUY THE CAKE AT THE STORE. WE CAN BUY THE CAKE AT THE STORE. WHERE CAN WE BUY THE CANDLES?</p>

Instructions to the teacher	Speaker	Exchange
Model if necessary:	T:	Tell me: WE CAN BUY THE CANDLES AT THE STORE.
Model, if necessary:	GRP	WE CAN BUY THE CANDLES AT THE STORE.
Model, if necessary:	T:	Tell me: WE CAN BUY THE BALLOONS AT THE STORE.
Model, if necessary:	GRP:	WE CAN BUY THE BALLOONS AT THE STORE.
Ask the group:	T:	WHERE CAN WE BUY THE CANDY?
Show the picture of the cake mix. Say:	T:	Tell me: WE CAN BUY THE CANDY AT THE STORE.
Say:	GRP	WE CAN BUY THE CANDY AT THE STORE.
Say:	T:	HOW ARE WE GOING TO BUY THE CAKE?
Say:	T:	WE'RE GOING TO ASK THE MAN: DO YOU HAVE A CAKE MIX?
Say:	T:	THIS IS A CAKE MIX.
Say:	GRP	Repeat, please: THIS IS A CAKE MIX.
Say:	T:	DO YOU HAVE A CAKE MIX?
Say:	GRP	Repeat, please: DO YOU HAVE A CAKE MIX?
Say:	T:	DO YOU HAVE A CAKE MIX?
Say:	GRP	Repeat, please: DO YOU HAVE A CAKE MIX?
Say:	T:	WE'RE GOING TO ASK THE MAN: DO YOU HAVE A CAKE MIX?
Say:	T:	Repeat, please: DO YOU HAVE A CAKE MIX?
Say:	GRP	DO YOU HAVE A CAKE MIX?
Say:	T:	WE'RE GOING TO TELL HIM: WE WANT A CAKE MIX.
Say:	T:	WE WANT TO BUY A CAKE MIX.
Say:	GRP	Repeat, please: WE WANT TO BUY A CAKE MIX.
Say:	GRP	WE WANT TO BUY A CAKE MIX.

Instructions to the teacher	Speaker	Exchange
<p>Give out play money (coins and bills) to the children, saying:</p> <p>Indicate the table beside you. (Have an empty box on it for cash register.) Lay the pictures on it. Say:</p> <p>Call one child to be storekeeper. He stands behind the table.</p> <p>Call on another child (C#2) to come to the table. Ask him:</p> <p>Model the response, if necessary:</p> <p>Model for C#2:</p> <p>Model for C#1:</p> <p>Model for C#2, if necessary:</p> <p>Model for C#2:</p> <p>Model for C#1:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p>	<p>LET'S PRETEND.</p> <p>THIS IS THE STORE.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: <u>I WANT A CAKE MIX</u> (some candy, etc.).</p> <p>I WANT A CAKE MIX.</p> <p>Tell him: I WANT TO BUY A CAKE MIX.</p> <p>I WANT TO BUY A CAKE MIX.</p> <p>Ask him: DO YOU HAVE SOME MONEY?</p> <p>DO YOU HAVE SOME MONEY?</p> <p>Tell him: YES, I DO.</p> <p>YES, I DO.</p> <p>Ask him: HOW MUCH DOES IT COST?</p> <p>HOW MUCH DOES IT COST?</p> <p>Tell him: IT COSTS A DOLLAR.</p>

Instructions to the teacher	Speaker	Exchange
<p>Help C#2 choose one of his bills. Model for him:</p> <p>C#2 hands the money to C#1:</p> <p>Model for C#1:</p> <p>C#1 hand the picture to C#2:</p> <p>Model for C#2:</p> <p>Call on two more children, one to be store-keeper and one to buy. Say to C#4 (the buyer).</p>	<p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p>	<p>IT COSTS A DOLLAR.</p> <p>Tell him: HERE YOU ARE. HERE'S THE DOLLAR.</p> <p>HERE YOU ARE. HERE'S THE DOLLAR.</p> <p>Tell him: HERE YOU ARE. HERE'S THE CAKE MIX.</p> <p>HERE YOU ARE. HERE'S THE CAKE MIX.</p> <p>Tell him: THANK YOU.</p> <p>THANK YOU.</p>
<p>Model for C#4:</p>	<p>T:</p> <p>C#4</p> <p>T:</p> <p>C#4</p>	<p>WHAT DO YOU WANT?</p> <p>I WANT SOME BALLOONS.</p> <p>Tell him: I WANT TO BUY SOME BALLOONS.</p> <p>I WANT TO BUY SOME BALLOONS.</p>
<p>Model for C#3:</p>	<p>T:</p> <p>C#3</p> <p>C#4</p>	<p>Ask him: DO YOU HAVE SOME MONEY?</p> <p>DO YOU HAVE SOME MONEY?</p> <p>YES, I DO.</p>
<p>Model for C#4:</p>	<p>T:</p> <p>C#4</p>	<p>Ask him: HOW MUCH DO THEY COST?</p> <p>HOW MUCH DO THEY COST?</p>

Instructions to the teacher	Speaker	Exchange
<p>Help C#4 choose one or two of his coins. Model for him:</p>	<p>T: C#3</p>	<p>Tell him: THEY COST FIFTY CENTS. THEY COST FIFTY CENTS.</p>
<p>C#4 gives C#3 the coin(s): Model for C#3:</p>	<p>T: C#4</p>	<p>Tell him: HERE YOU ARE. HERE'S FIFTY CENTS. HERE YOU ARE. HERE'S FIFTY CENTS.</p>
<p>C#3 hands the picture to C#4: Model for C#4:</p>	<p>T: C#3 T: C#4</p>	<p>Tell him: HERE YOU ARE. HERE ARE THE BALLOONS. HERE YOU ARE. HERE ARE THE BALLOONS. Tell him: THANK YOU. THANK YOU.</p>
<p>Repeat the drill with every child using both "a dollar" and "fifty cents" as prices for items.</p> <p>PART II. REINFORCEMENT</p> <p>Today's reinforcement is the actual trip to the store. On the way to the store, the children should rehearse what they will say. Ask them the following questions:</p>	<p>T:</p>	<p>WHAT DO WE NEED? WHERE ARE WE GOING? WHAT ARE WE GOING TO BUY? Etc.</p>
<p>Model the dialogue for the children:</p>	<p>T:</p>	<p>WE'RE GOING TO ASK THE MAN: DO YOU HAVE SOME CANDY? (A cake mix, some balloons, etc.)</p>

Instructions to the teacher	Speaker	Exchange
<p>At the store, have the children ask in unison for the items they need. Example:</p> <p>Model for them:</p>	<p>T: WE'RE GOING TO TELL THE MAN: WE WANT TO BUY A CAKE MIX. (Some balloons, some candy, etc.)</p>	<p>Ask him: DO YOU HAVE A CAKE MIX? (some candy, etc.)</p>
<p>Model for them:</p>	<p>T: Tell him: WE WANT TO BUY SOME BALLOONS. (a cake mix, some candy, some candles).</p>	<p>Tell him: WE WANT TO BUY SOME BALLOONS. (a cake mix, some candy, some candles).</p>
<p>Model for them:</p>	<p>T: Ask him: HOW MUCH</p>	<p>Ask him: DOES IT COST? DO THEY</p>
<p>Model: Model any other responses and questions that are necessary. Also buy cupcake papers at the store. Buy a muffin mix instead of a cake mix, because it does not need as much beating. (The children will do most of the stirring of the mix.)</p>	<p>T: HERE YOU ARE. HERE'S THE MONEY. (a dollar, etc.)</p>	<p>HERE YOU ARE. HERE'S THE MONEY. (a dollar, etc.)</p>

REVIEW PATTERNS: Need + NP
 Possessives: 1) Nouns
 2) Possessive Pronoun Adjectives
 NP + help + NP + Sentence

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 Week 7
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 Page 1

NEW PATTERNS: What color?
 NP + Need + Sentence
 Here/there

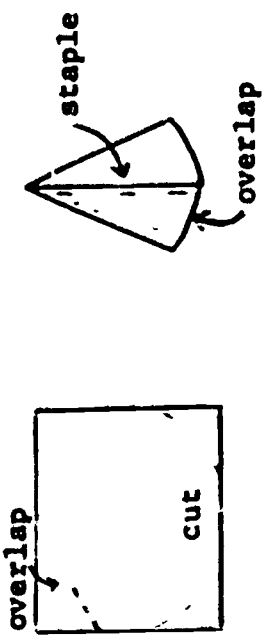
NEW VOCABULARY OR FORMS: Bring/brought

MATERIALS NEEDED: Pooh Bear; Materials for party hats: 12" by 16" construction paper (colored), stapler, paste, scissors, crayons; have small triangles, squares, circles, and flowers already cut out of colored paper.
 Materials for setting table: toy dishes, plates and cups, saucers, forks, spoons, knives; napkins; place mats.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have materials for making party hats on a table		
DEMONSTRATE:		
Hold up Pooh Bear. Say to the group:	T:	IT'S POOH BEAR'S BIRTHDAY TOMORROW. WE'RE GOING TO HAVE A PARTY.
Ask them:	T:	WHAT DO WE NEED? WE NEED A CAKE.
Model for them:	T:	Tell me: WE HAVE A CAKE.
	GRP	WE HAVE A CAKE.
Model:	T:	Tell me: WE BOUGHT A CAKE MIX AT THE STORE.
	GRP	WE BOUGHT A CAKE MIX AT THE STORE.
Ask:	T:	WHAT ELSE DO WE NEED?
	GRP	WE ALSO NEED SOME CANDY.
Model:	T:	Tell me: WE HAVE SOME CANDY.

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Repeat for balloons and candles. Then ask:</p> <p>Ask the group:</p> <p>Model the responses, if necessary:</p> <p>Repeat for scissors, crayons.</p> <p>Making party hats: Let the children choose sheets of paper and draw on them with crayons, or paste circles, flowers, triangles, etc., on them. Then fold the hats according to the diagram and staple. Use the following dialogue while making the hats:</p> <p>Say to child #1:</p>	<p>T: Tell me: WE BOUGHT THE CANDY AT THE STORE.</p> <p>GRP WE BOUGHT THE CANDY AT THE STORE.</p> <p>T: WHAT ELSE DO WE NEED? WE ALSO NEED SOME PARTY HATS.</p> <p>T: DID WE BUY SOME PARTY HATS AT THE STORE? NO, WE DIDN'T.</p> <p>T: LET'S MAKE SOME PARTY HATS.</p> <p>T: WHAT DO WE NEED?</p> <p>T: Tell me: WE NEED SOME PAPER.</p> <p>GRP WE NEED SOME PAPER.</p> <p>T: Tell me: WE NEED SOME PASTE.</p> <p>GRP WE NEED SOME PASTE.</p> <p>ETC.</p> <p>T: WHAT ARE YOU DOING?</p>	<p>Tell me: WE BOUGHT THE CANDY AT THE STORE.</p> <p>WE BOUGHT THE CANDY AT THE STORE.</p> <p>WHAT ELSE DO WE NEED? WE ALSO NEED SOME PARTY HATS.</p> <p>DID WE BUY SOME PARTY HATS AT THE STORE? NO, WE DIDN'T.</p> <p>LET'S MAKE SOME PARTY HATS.</p> <p>WHAT DO WE NEED?</p> <p>Tell me: WE NEED SOME PAPER.</p> <p>WE NEED SOME PAPER.</p> <p>Tell me: WE NEED SOME PASTE.</p> <p>WE NEED SOME PASTE.</p> <p>ETC.</p> <p>WHAT ARE YOU DOING?</p>



Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Help the child to choose something to draw or paste on his hat. Say to him:</p>	<p>T:</p> <p>C#1</p>	<p>Tell me: I'M MAKING A PARTY HAT.</p> <p>I'M MAKING A PARTY HAT.</p>
<p>Model for him:</p>	<p>T:</p> <p>C:</p>	<p>Tell me: I CAN PASTE A FLOWER DRAW A CIRCLE etc. ON MY PARTY HAT.</p> <p>I CAN PASTE A FLOWER DRAW A CIRCLE etc. ON MY PARTY HAT.</p>
<p>Model: (pointing to your own hat) Child fills in with color word.</p>	<p>T:</p> <p>C:</p>	<p>Tell me: MY PARTY HAT IS BLUE. RED etc.</p> <p>MY PARTY HAT IS BLUE.</p>
<p>Model: (pointing to another child's hat)</p>	<p>T:</p> <p>C:</p>	<p>Tell me: THE TEACHER'S HAT IS.....</p> <p>THE TEACHER'S HAT IS RED.</p>
<p>Continue: have him name the colors of all the other children's hats.</p>	<p>T:</p> <p>C:</p>	<p>Tell me: <u>(Name)'S</u> HAT IS _____.</p> <p><u>(Name)'S</u> HAT IS <u>GREEN</u>.</p>
<p>Say to another child:</p>	<p>T:</p>	<p>WHAT ARE YOU DOING?</p>
<p>Model, if necessary:</p>	<p>T:</p> <p>C#2</p>	<p>Tell me: I'M MAKING A PARTY HAT.</p> <p>I'M MAKING A PARTY HAT.</p>

Instructions to the teacher	Speaker	Exchange
<p>Help him to draw or paste something on his hat. Say to him:</p> <p>Model for C#2:</p> <p>Point to your own hat and model:</p> <p>Let him name the color:</p> <p>Model:</p> <p>Let him name the color:</p> <p>Have him name the colors to fold the hats. Staple them for the children.</p> <p>Set up a dialogue. Say to C#1:</p> <p>C#1 says to another child:</p> <p>Model for C#2:</p> <p>Model for C#1:</p> <p>C#1 says to C#2:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C#2:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C#1:</p> <p>T:</p> <p>C#2:</p> <p>T:</p> <p>C#1:</p>	<p>Tell me: I CAN DRAW A SQUARE PASTE A CIRCLE etc. ON MY HAT.</p> <p>I CAN DRAW A SQUARE PASTE A CIRCLE ON MY HAT.</p> <p>Tell me: MY PARTY HAT IS ORANGE. (red, etc.)</p> <p>C#2 MY PARTY HAT IS ORANGE. (red, etc.)</p> <p>Tell me: THE TEACHER'S HAT IS _____.</p> <p>C: THE TEACHER'S HAT IS RED.</p> <p>Tell me: <u>(Name)'S HAT IS _____.</u></p> <p>C: <u>(Name)'S HAT IS YELLOW.</u></p> <p>T: Ask him: WHAT COLOR IS YOUR HAT?</p> <p>C#1 WHAT COLOR IS YOUR HAT?</p> <p>T: Tell him: MY HAT IS BLUE.</p> <p>C#2 MY HAT IS BLUE.</p> <p>T: Ask him: WHAT COLOR IS <u>(NAME)'S HAT?</u></p> <p>C#1 WHAT COLOR IS <u>(NAME)'S HAT?</u></p>

Instructions to the teacher	Speaker	Exchange
<p>Model for C#2: (Let him name the color)</p> <p>Model for C#2:</p> <p>C#2 asks C#1:</p> <p>Model for C#1, if necessary: (Let him name the color)</p>	<p>T: Tell him: HIS HAT IS ____.</p> <p>C#2 HIS HAT IS PURPLE.</p> <p>T: Ask him: WHAT COLOR IS <u>(NAME)</u>'S HAT?</p> <p>C#2 WHAT COLOR IS <u>(NAME)</u>'S HAT?</p> <p>T: Tell him: <u>(NAME)</u>'S HAT IS</p> <p>C#1 <u>(NAME)</u>'S HAT IS YELLOW.</p>	
<p>Repeat this drill with other pairs of children.</p> <p>PART II. 2nd Exercise: SETTING THE TABLE</p>		
<p>Set all the party hats out of the way. Have table-setting materials stacked on a table or counter nearby. Say to the children, holding up Pooh Bear:</p>	<p>T: IT'S POOH BEAR'S BIRTHDAY TOMORROW. WE'RE GOING TO HAVE A PARTY. WE WENT TO THE STORE. WE MADE PARTY HATS.</p> <p>T:</p>	
<p>Move to the table where the dishes, etc., are stacked. Say:</p> <p>Point to the table which is to be set</p>	<p>T: NOW, WHAT DO WE NEED TO DO? WE NEED TO SET THE TABLE. Repeat, please. WE NEED TO SET THE TABLE.</p> <p>GRP WE NEED TO SET THE TABLE.</p>	

Instructions to the teacher	Speaker	Exchange
<p>and say:</p> <p>Hold up a plate and say:</p> <p>Hold up a cup. Say:</p> <p>Repeat with all items: forks, knives, spoons, napkins, place mats.</p> <p>Take one of each item needed for setting the table and walk to the empty table. Say:</p> <p>Hold up the place mat and put it in place, saying:</p> <p>Point to it and say:</p> <p>(Note: be sure to stand back from the table when you point to the mat, so that "THERE" will be semantically correct.)</p> <p>Hold up the knife and put it in place, saying:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WE'RE GOING TO SET THE TABLE. Repeat, please. WE'RE GOING TO SET THE TABLE.</p> <p>WE'RE GOING TO SET THE TABLE.</p> <p>WE'RE GOING TO SET THE TABLE. WHAT DO WE NEED?</p> <p>WE NEED SOME PLATES. Repeat, please. WE NEED SOME PLATES.</p> <p>WE NEED SOME PLATES.</p> <p>WE NEED SOME CUPS. Repeat, please. WE NEED SOME CUPS.</p> <p>WE NEED SOME CUPS.</p> <p>I'M GOING TO SET THE TABLE.</p> <p>FIRST, I'LL PUT THE PLACE MAT <u>HERE</u>.</p> <p>I PUT THE PLACE MAT <u>THERE</u>!</p> <p>I'LL PUT THE KNIFE <u>HERE</u>.</p>

Instructions to the teacher	Speaker	Exchange
Stand back, point, and say: Repeat with the fork, spoon, napkin, and cup.	T:	I PUT THE KNIFE <u>THERE</u> .
Say to a child:	T:	WILL YOU HELP ME SET THE TABLE?
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL HELP YOU SET THE TABLE.
Ask him:	C#1	YES, I WILL. I'LL HELP YOU SET THE TABLE.
Model, if necessary:	T:	WILL YOU BRING ME A PLACE MAT?
Say to the group:	T:	Tell me: YES, I WILL. I'LL BRING YOU A PLACE MAT.
When he brings it, say to him:	C#1	YES, I WILL. I'LL BRING YOU A PLACE MAT.
Model, if necessary:	T:	Tell me: HE'LL BRING YOU A PLACE MAT. SHE'LL
Say to the group:	GRP	HE'LL BRING YOU A PLACE MAT. SHE'LL
Say to the group:	T:	WHAT DID YOU BRING ME?
Say to the group:	T:	Tell me: I BROUGHT YOU A PLACE MAT.
	T:	WHAT DID HE BRING YOU? SHE
	GRP	HE BROUGHT YOU A PLACE MAT. SHE

Instructions to the teacher	Speaker	Exchange		
Ask the child:	T:	WHERE WILL YOU PUT THE PLACE MAT?		
Model, if necessary:	T:	Tell me: I'LL PUT IT <u>HERE</u> .		
Help him to put it in place as he says:	C#1	I'LL PUT IT <u>HERE</u> .		
Ask him:	T:	WHERE DID YOU PUT IT?		
Model: (pointing)	T:	Tell me: I PUT IT <u>THERE</u> .		
Have the child stand back, point, and say:	C#1	I PUT IT <u>THERE</u> .		
	T:	THANK YOU.		
Call on another child. Say:	T:	<u>(NAME)</u> , WILL YOU HELP ME SET THE TABLE?		
Model, if necessary:	T:	Tell me: YES, I WILL. I'LL HELP YOU SET THE TABLE.		
	C#2	YES, I WILL. I'LL HELP YOU SET THE TABLE.		
Ask him:	T:	WILL YOU BRING ME A KNIFE?		
Model, if necessary:	T:	YES, I WILL. I'LL BRING YOU A KNIFE.		
	C#2	YES, I WILL. I'LL BRING YOU A KNIFE.		
Say to the group:	T:	Tell me: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>HE'LL</td></tr><tr><td>SHE'LL</td></tr></table> BRING YOU A KNIFE.	HE'LL	SHE'LL
HE'LL				
SHE'LL				
	GRP	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>HE'LL</td></tr><tr><td>SHE'LL</td></tr></table> BRING YOU A KNIFE.	HE'LL	SHE'LL
HE'LL				
SHE'LL				
When he brings it, say to him:	T:	WHAT DID YOU BRING ME?		

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T: C#2	Tell me: I BROUGHT YOU A KNIFE. I BROUGHT YOU A KNIFE.
Ask the group:	T:	WHAT DID HE BRING ME? SHE
Model, if necessary:	T:	Tell me: HE BROUGHT YOU A KNIFE. SHE
Ask the child:	GRP:	HE BROUGHT YOU A KNIFE. SHE
Model, if necessary:	T:	WHERE WILL YOU PUT THE KNIFE.
Help him to place it as he says:	T:	Tell me: I'LL PUT IT <u>HERE</u> .
Then ask him:	C#2	I'LL PUT IT <u>HERE</u> .
Model (standing back and pointing):	T:	WHERE DID YOU PUT IT?
Have him stand back, point, and say:	T:	Tell me: I PUT IT <u>THERE</u> .
Repeat this with every child for each of the place settings until the table is completely set.	C#2	I PUT IT <u>THERE</u> .

Note: After the first time, you need not ask the child "WILL YOU HELP ME SET THE TABLE?" Just ask him to bring you an item.

REVIEW PATTERNS: All new patterns introduced this week; EVALUATION

NEW PATTERNS: None

NEW VOCABULARY OR FORMS: Batter/cake batter
stir/stirred
bowl
eggs

MATERIALS NEEDED: Muffin mix, 2 eggs, water, cup, bowl, fork for mixing, muffin pan,
cupcake papers.
Wrapped presents (small toys)
Paper hats made on Day 4.
Materials for setting table: place mats, napkins, forks, spoons,
knives, plates, cups.
Pooh Bear; Balloons, already blown up; Candy.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Have the children around the table. Have ready all the materials for mixing the cake. Hold up Pooh Bear and say:</p> <p>Hold up the cake mix.</p> <p>"Read" off the back of the box:</p> <p>Ask the group:</p> <p>Point to the pan and model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>IT'S POOH BEAR'S BIRTHDAY TODAY. HE'S GOING TO HAVE A PARTY. WE NEED A CAKE. LET'S MAKE A CAKE. WHAT DO WE NEED? WE NEED A CAKE MIX. HERE'S THE MIX. WHAT ELSE DO WE NEED? WE NEED A PAN. WE NEED A BOWL. WE NEED A FORK. WE NEED SOME WATER. WE NEED SOME EGGS. DO WE HAVE A PAN? Tell me: YES, WE DO. WE HAVE A PAN.</p>

Year 2
Week 7
Day 5
Page 1

Instructions to the teacher	Speaker	Exchange
<p>Ask:</p> <p>Point to the bowl. Model if necessary:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>YES WE DO. WE HAVE A PAN.</p> <p>DO WE HAVE A BOWL?</p> <p>Tell me: YES, WE DO. WE HAVE A BOWL.</p> <p>YES, WE DO. WE HAVE A BOWL.</p> <p>DO WE HAVE A FORK? ETC..</p>
<p>Continue with all the items needed.</p> <p>Ask the group:</p> <p>Model if necessary:</p> <p>Say to one child:</p> <p>Model the response:</p>	<p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>WILL YOU HELP ME MAKE THE CAKE?</p> <p>Tell me: YES, WE WILL. WE'LL HELP YOU MAKE THE CAKE.</p> <p>YES, WE WILL. WE'LL HELP YOU MAKE THE CAKE.</p> <p>WILL YOU GIVE ME THE WATER?</p> <p>Tell me: YES, I WILL. HERE'S THE WATER.</p> <p>YES, I WILL. HERE'S THE WATER.</p> <p>THANK YOU.</p>
<p>Put the water in the bowl. Say to another child:</p> <p>Model, if necessary:</p> <p>Say:</p>	<p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p>	<p>WILL YOU GIVE ME AN EGG?</p> <p>Tell me: YES, I WILL. HERE'S THE EGG.</p> <p>YES, I WILL. HERE'S THE EGG.</p> <p>THANK YOU. I'LL PUT IT IN THE CUP.</p>

Instructions to the teacher	Speaker	Exchange
<p>Crack the egg into a cup. Then hand it to another child and say:</p> <p>Model the response:</p> <p>After he does so, ask him:</p> <p>Model, if necessary:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Say to another child:</p> <p>Model the response:</p> <p>Crack the egg into the cup. Say to another child:</p> <p>Model:</p> <p>After he does so, ask him:</p>	<p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C#4</p> <p>T:</p> <p>T:</p> <p>C#5</p> <p>T:</p>	<p>WILL YOU PUT THE EGG IN THE BOWL?</p> <p>Tell me: YES, I WILL. I'LL PUT THE EGG IN THE BOWL.</p> <p>YES, I WILL. I'LL PUT THE EGG IN THE BOWL.</p> <p>WHAT DID YOU DO?</p> <p>Tell me: I PUT THE EGG IN THE BOWL.</p> <p>I PUT THE EGG IN THE BOWL.</p> <p>WHAT DID HE DO? SHE</p> <p>HE PUT THE EGG IN THE BOWL. SHE</p> <p>WILL YOU GIVE ME THE OTHER EGG?</p> <p>Tell me: YES, I WILL. I'LL GIVE YOU THE OTHER EGG.</p> <p>YES, I WILL. I'LL GIVE YOU THE OTHER EGG.</p> <p>THANK YOU. I'LL PUT IT IN THE CUP.</p> <p>WILL YOU PUT THE EGG IN THE BOWL?</p> <p>Tell me: YES, I WILL. I'LL PUT THE EGG IN THE BOWL.</p> <p>YES, I WILL. I'LL PUT THE EGG IN THE BOWL.</p> <p>WHAT DID YOU DO?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>DEMONSTRATE:</p> <p>Say, stirring as you say the word STIR:</p> <p>After stirring, say:</p> <p>Say to a child (child #6, if there are 6 in the group):</p> <p>Model the response:</p> <p>Say to the group:</p> <p>Let the child stir, then ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>C#5</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#6</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C#6</p> <p>T:</p> <p>T:</p>	<p>Tell me: I PUT THE EGG IN THE BOWL.</p> <p>I PUT THE EGG IN THE BOWL.</p> <p>I'LL <u>STIR</u> THE EGGS.</p> <p>I <u>STIRRED</u> THE EGGS.</p> <p>WILL YOU HELP ME STIR THE EGGS?</p> <p>Tell me: YES, I WILL. I'LL HELP YOU STIR THE EGGS.</p> <p>YES, I WILL. I'LL HELP YOU STIR THE EGGS.</p> <p>Tell me: HE'LL SHE'LL HELP YOU STIR THE EGGS.</p> <p>HE'LL SHE'LL HELP YOU STIR THE EGGS.</p> <p>WHAT DID YOU DO?</p> <p>Tell me: I STIRRED THE EGGS.</p> <p>I STIRRED THE EGGS.</p> <p>WHAT DID HE SHE DO?</p> <p>Tell me: HE SHE STIRRED THE EGGS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat with every child, letting each one help stir the eggs and asking each one the above questions.</p> <p>Now hold up the cake mix. Say:</p> <p>Empty the mix into the bowl. Say:</p> <p>Model, if necessary:</p> <p>The object of the next part is to teach the difference between MIX and BATTER. Before stirring the mix into the eggs and water, hand around the bowl and show it to each child. Say:</p> <p>Model for each child, if necessary:</p> <p>Now show the children as you stir the mix into the eggs and water:</p> <p>When the mix is well blended with the eggs and water, show it to the children and say:</p>	<p>GRP ✓</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>HE STIRRED THE EGGS.</p> <p>HERE'S THE CAKE MIX. Repeat, please. HERE'S THE CAKE MIX.</p> <p>HERE'S THE CAKE MIX.</p> <p>I'LL PUT THE MIX IN THE BOWL.</p> <p>WHAT DID I PUT IN THE BOWL?</p> <p>Tell me: YOU PUT THE MIX IN THE BOWL.</p> <p>YOU PUT THE MIX IN THE BOWL.</p> <p>LOOK AT THE MIX. DO YOU SEE THE MIX?</p> <p>Tell me: YES, I DO. I SEE THE MIX.</p> <p>LOOK. I'M STIRRING THE MIX.</p> <p>LOOK! <u>NOW THIS IS CAKE BATTER.</u></p> <p>Repeat, please: THIS IS CAKE BATTER.</p>

Instructions to the teacher	Speaker	Exchange
Say to one child:	GRP	THIS IS CAKE BATTER.
Model, if necessary:	T:	LOOK AT THE BATTER. DO YOU SEE THE BATTER?
Repeat with every child.	T:	Tell me: YES, I DO. I SEE THE BATTER.
Say to the first child:	C:	YES, I DO. I SEE THE BATTER.
Model the response:	T:	WILL YOU HELP ME STIR THE BATTER?
Let him help stir, then ask him:	T:	Tell me: YES, I WILL. I'LL HELP YOU STIR THE BATTER.
Model, if necessary:	T:	WHAT DID YOU DO?
Repeat this with every child, letting each help stir.	T:	Tell me: I STIRRED THE BATTER.
Now get the pan, which is already lined with cupcake papers. Say:	C#1	I STIRRED THE BATTER.
Say to the group:	T:	I'LL PUT THE BATTER IN THE PAN.
Model, if necessary:	T:	WILL YOU HELP ME PUT THE BATTER IN THE PAN?
Put the batter in 6 or 7 of the cups; then let each child put batter in one of the remaining 5 or 6 cups. Then say:	T:	Tell me: YES, WE WILL. WE'LL HELP YOU PUT THE BATTER IN THE PAN.
Do so; then ask the group:	T:	NOW I'LL PUT THE PAN IN THE OVEN. WHAT DID I DO?

Instructions to the teacher	Speaker	Exchange
<p>Model if necessary:</p> <p>EVALUATION: TABLE-SETTING and TALK ABOUT PARTY.</p> <p>This week's evaluation is built into the table-setting exercise and into discussion of the party with the children.</p> <p>EVALUATION:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Ask one child:</p> <p>The child should perform correctly to show comprehension. He may also say:</p> <p>When he has brought them, ask him:</p> <p>He should answer:</p> <p>Ask him:</p> <p>Again, he should perform correctly.</p> <p>Ask him:</p> <p>He should answer:</p> <p>Repeat this with each child, having each</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>Tell me: YOU PUT THE PAN IN THE OVEN.</p> <p>YOU PUT THE PAN IN THE OVEN.</p> <p>WILL YOU HELP ME SET THE TABLE?</p> <p>Tell me: YES, WE WILL. WE'LL HELP YOU SET THE TABLE.</p> <p>YES, WE WILL. WE'LL HELP YOU SET THE TABLE.</p> <p>(NAME), WILL YOU BRING ME THE PLACE MATS?</p> <p>YES, I WILL. (or other appropriate response)</p> <p>WHAT DID YOU BRING ME?</p> <p>I BROUGHT YOU THE PLACE MATS.</p> <p>WILL YOU PUT THEM ON THE TABLE?</p> <p>WHAT DID YOU DO?</p> <p>I PUT THEM ON THE TABLE.</p>

Instructions to the teacher	Speaker	Exchange
<p>one bring you an item for setting the table.</p> <p>While you are setting the table (or afterwards, while waiting for the muffins to bake), ask each child the following questions:</p>		
He should answer:	T:	IT'S POOH BEAR'S BIRTHDAY. ARE YOU GOING TO GIVE HIM A PRESENT?
Ask him:	C:	YES, I AM.
He should answer:	T:	WHAT ARE YOU GOING TO GIVE HIM?
He should answer:	C:	A _____. or I'M GOING TO GIVE HIM A _____.
He should answer:	T:	DID YOU WRAP THE PRESENT?
He should answer:	C:	YES, I DID. I WRAPPED THE PRESENT.
He should answer:	T:	WHERE DID YOU BUY THE PRESENT?
He should answer:	C:	I BOUGHT IT THE PRESENT AT THE STORE./or/AT THE STORE.
He should answer:	T:	HOW MUCH DID IT COST?
He should answer:	C:	FIFTY CENTS. or A DOLLAR. or IT COST FIFTY CENTS. A DOLLAR.
He should answer:	T:	WHAT DID WE BUY FOR THE PARTY?

Instructions to the teacher	Speaker	Exchange
<p>He should answer:</p> <p>He should answer:</p> <p>He should answer:</p> <p>Be sure to ask these questions of every child. They represent the evaluation of the week's work.</p> <p>When the muffins are done and the table is set, have the children put on their paper hats and have the party. Have the balloons on the table for decoration. Use the following dialogue (as well as other dialogue relating to the week's activities):</p> <p>Model, if necessary:</p> <p>Ask each of the children:</p>	<p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>A CAKE. (cake mix, balloons, candy, etc) OR WE BOUGHT A CAKE.(cake mix, balloons, candy, etc.)</p> <p>WHO HELPED ME MAKE THE CAKE?</p> <p>I DID. OR WE DID. OR I HELPED YOU (MAKE THE CAKE).</p> <p>DID YOU STIR THE BATTER?</p> <p>YES, I DID. I STIRRED THE BATTER.</p>
	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p>	<p>WHO MADE THIS CAKE?</p> <p>Tell me: WE DID. WE MADE THIS CAKE. WE DID. WE MADE THIS CAKE.</p> <p>WHAT COLOR IS YOUR PARTY HAT?</p> <p>IT'S BLUE. OR</p>

Instructions to the teacher	Speaker	Exchange
<p>Say to the group:</p> <p>Unwrap the presents. Ask each child:</p> <p>Model for the group:</p> <p>Use other dialogue of the same type.</p>	<p>C: T: C: T: T: C: T: T: GRP</p>	<p>MY PARTY HAT IS BLUE.</p> <p>WHAT COLOR IS (NAME)'S HAT?</p> <p>(NAME)'S HAT IS YELLOW.</p> <p>LET'S GIVE POOH BEAR HIS PRESENTS. HERE YOU ARE, POOH BEAR. HERE ARE YOUR PRESENTS.</p> <p>WHAT DID YOU GIVE POOH BEAR?</p> <p>I GAVE HIM A _____.</p> <p>LET'S GIVE POOH BEAR SOME CAKE.</p> <p>Tell him: HERE YOU ARE, POOH BEAR. HERE'S SOME CAKE. HERE YOU ARE, POOH BEAR. HERE'S SOME CAKE. ETC.</p>

OBJECTIVES

REVIEW: PATTERNS

SENTENCE TYPES:

1. NP + VERB + NP
VERB: HAVE (Possession)

Take/took
Want

2. NP + VERB + Amount of money

VERB: COST

3. NP + VERB + NP: Accusative + NP: Dative

VERBS: Bring/brought
Buy/bought
Sell/sold

4. NP + WANT TO + S

5. NP + WILL + VP
To express volition.

6. How much?

7. Expression of sequence of events with "First--then". First/then.

NEW PATTERNS

Measures: (handful, cup, box, bag, glass, jar, bowl, package, bottle, can) + of
Vocabulary: rice, beans, macaroni, raisins, tomato sauce, fruit, soup, grape juice,
orange juice, soda pop, catsup, cereal brand names.

Verb: get (colloquial) + NP (Dative) + NP (Accusative)

Measures: (cup, box, bag, glass, jar) + ful/full

MATERIALS:

3 pounds each of rice, beans, macaroni, raisins
6 each: cups, glasses, empty boxes (small), empty bags (small), baby-food jars.

* Canned goods: tomato sauce, fruit cocktail, soup, beans.

* Bottles of : grape Kool-Aid, orange Kool-Aid, catsup, soda pop.

Cereal 6-pack.

Play money: coins

1 each: empty jar (no label), empty bottle (no label), empty can (no label),
empty cereal package.

*Have 6 cans and 6 bottles in all; you will have to duplicate some of the contents.

Year 2
Week 8

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
 Week 8
 Day 1
 Page 1

REVIEW PATTERNS: All Week 7 patterns
 First/then for expression of sequences of events.
 Past tense

NEW PATTERNS: None

MATERIALS NEEDED: Polaroid pictures of party and preparations.
 Experience chart blanks.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Today you should review all forms and vocabulary words used last week in connection with the birthday party.</p> <p>The polaroid pictures should be pasted on heavy sheets of paper. One to a page, and arranged in sequence in a scrapbook or folder.</p> <p>Begin with a general discussion of the party and use the polaroid pictures to establish a sequence of actions. Example:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C: or GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>WHO HAD A BIRTHDAY? CAN YOU TELL ME?</p> <p>POOH BEAR DID. or POOH BEAR HAD A BIRTHDAY.</p> <p>WHAT DID WE DO?</p> <p>WE HAD A PARTY.</p> <p>WHAT DID WE DO FIRST?</p> <p>Tell me: FIRST WE BOUGHT SOME PRESENTS. FIRST WE BOUGHT SOME PRESENTS.</p>

Instructions to the teacher	Speaker	Exchange
<p>As the activities shown in the pictures come up in sequence, show the pictures and ask:</p> <p>NOTE: As the children respond to the questions, reword their responses to fit the patterns of week 7. Then write the responses on the experience chart. When you have listed all the activities connected with the party, drill, using the pictures and having the children pretend to read the sentences on the chart.</p>	<p>T: GRP T: C:</p>	<p>Tell me: THEN WE WRAPPED THE PRESENTS. THEN WE WRAPPED THE PRESENTS. WHAT DID WE DO HERE? CAN YOU TELL ME? WE MADE THE CAKE.</p>

REVIEW PATTERNS: First/then constructions
 Has/have (possession)
 This/that; these/those

Year 2
 Week 8
 Day 2
 Page 1

NEW PATTERNS: Measures: (handful, bowl, cup, box, bag, glass + of).

NEW VOCABULARY OR FORMS: Rice, beans, macaroni, raisins.

MATERIALS NEEDED: About three pounds each of: rice, beans, macaroni, raisins (cheapest brands)
 4 large bowls
 (Six of each) cups, paper bags, small empty boxes, drinking glasses
 (plastic preferable)
 Scrapbook of polaroid pictures of party (Week 7)

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW</p> <p>Use the scrapbook of pictures from yesterday. The responses of the children should now be written as captions under the appropriate pictures.</p> <p>Drill with the scrapbook.</p> <p>Show the first picture and say:</p> <p>Model, if necessary:</p> <p>If there are activities not shown in the pictures, discuss those also. Use the patterns FIRST and THEN plus past tense.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p>	<p>WE HAD A PARTY. WE HAD A PARTY FOR POOH BEAR.</p> <p>WHAT DID WE DO HERE? CAN YOU TELL ME?</p> <p>Tell me: WE WRAPPED THE PRESENTS.</p> <p>WE WRAPPED THE PRESENTS.</p> <p>AND WHAT DID WE DO HERE?</p> <p>YES! WE WENT TO THE STORE. WHAT DID WE BUY?</p> <p>YES! FIRST WE BOUGHT A CAKE MIX. THEN WE BOUGHT SOME CANDLES. ETC...</p>

Instructions to the teacher	Speaker	Exchange
<p>II. INTRODUCTION</p> <p>Have a table with four large bowls on it, containing rice, beans, macaroni, and raisins. Also have at hand the cups, boxes, bags, and glasses.</p> <p>Have the children standing around the table.</p> <p>Put a handful of rice on the table. Say:</p> <p>Have the children examine the rice and repeat:</p> <p>Put a handful of beans on the table. Say:</p> <p>Have children examine and repeat:</p> <p>Put a handful of macaroni on the table. Say:</p> <p>Have them examine and repeat:</p> <p>Put a handful of raisins on the table. Say:</p> <p>Have them examine and repeat:</p> <p>NOTE: The children must be very close to the objects, or actually touching them, in order for "THIS" to be correct.</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>THIS IS RICE.</p> <p>Repeat, please: THIS IS RICE.</p> <p>THIS IS RICE</p> <p>THESE ARE BEANS.</p> <p>Repeat, please: THESE ARE BEANS.</p> <p>THESE ARE BEANS.</p> <p>THIS IS MACARONI.</p> <p>Repeat, please: THIS IS MACARONI.</p> <p>THIS IS MACARONI.</p> <p>THESE ARE RAISINS.</p> <p>Repeat, please: THESE ARE RAISINS.</p> <p>THESE ARE RAISINS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Now have the children sit down. Point to the rice on the table (not the rice in the bowl) or hold it where they can see it, and say:</p> <p>Model:</p> <p>Point to or hold out the beans and say:</p> <p>Model:</p> <p>Do the same with the raisins and macaroni. Drill until you are sure the children know the name of each thing.</p> <p>Now pick up the bowl of rice and say:</p> <p>Bring the bowl over to the children. Show it to child #1 and say:</p> <p>Ask him:</p> <p>Model, if necessary:</p> <p>Show the bowl to the next child and say:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>WHAT IS THIS?</p> <p>Tell me: THAT'S RICE.</p> <p>THAT'S RICE.</p> <p>WHAT ARE THESE?</p> <p>Tell me: THOSE ARE BEANS.</p> <p>THOSE ARE BEANS.</p> <p>ETC.</p> <p>THIS IS A BOWL OF RICE.</p> <p>THIS IS A BOWL OF RICE.</p> <p>WHAT IS THIS?</p> <p>Tell me: THAT'S A BOWL OF RICE.</p> <p>THAT'S A BOWL OF RICE.</p> <p>THIS IS A BOWL OF RICE.</p> <p>WHAT IS THIS?</p>



Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Repeat this with every child.</p> <p>Return the bowl of rice to the table. Pick up the bowl of beans and say:</p> <p>Bring the bowl to the children. Show it to child #1 and say:</p> <p>Model, if necessary:</p> <p>Repeat this with every child.</p> <p>Return the bowl of beans to the table. Pick up the bowl of macaroni and say:</p> <p>Bring the bowl to the children. Show it to child #1 and say:</p> <p>Repeat with every child.</p> <p>Return the bowl of macaroni to the table. Pick up the bowl of raisins and say:</p> <p>Bring the bowl to the children. Show it</p>	<p>T: C#2 T: T: T: T: C#1 T: T: T: C: T:</p>	<p>Tell me: THAT'S A BOWL OF RICE. THAT'S A BOWL OF RICE.</p> <p>THIS IS A BOWL OF BEANS.</p> <p>THIS IS A BOWL OF BEANS.</p> <p>WHAT IS THIS?</p> <p>Tell me: THAT'S A BOWL OF BEANS. THAT'S A BOWL OF BEANS.</p> <p>THIS IS A BOWL OF MACARONI.</p> <p>THIS IS A BOWL OF MACARONI.</p> <p>WHAT IS THIS?</p> <p>THAT'S A BOWL OF MACARONI.</p> <p>THIS IS A BOWL OF RAISINS.</p>

Instructions to the teacher	Speaker	Exchange
to child #1 and say:	T:	THIS IS A BOWL OF RAISINS.
Return the bowl of raisins to the table. Bring the bowl of rice to the children and say to them:	T:	WHAT IS THIS?
	C:	THAT'S A BOWL OF RAISINS.
Take a handful of the rice, hold it up, and say:	T:	THIS IS A BOWL OF RICE.
Say to child #1:	R:	THIS IS A <u>HANDFUL</u> OF RICE. THIS IS A <u>HANDFUL</u> OF RICE.
After he does so, say:	T:	<u>(NAME)</u> , TAKE A HANDFUL OF RICE.
Have him show the rice to the child next to him. Say:	T:	Tell them: I HAVE A HANDFUL OF RICE. I HAVE A HANDFUL OF RICE.
Say to child #2:	C#1	SHOW HIM HER YOUR RICE.
Say to child #1:	T:	Ask him: WHAT DO YOU HAVE? WHAT DO YOU HAVE?
Ask the group:	C#2	Tell him: I HAVE A HANDFUL OF RICE. I HAVE A HANDFUL OF RICE.
Model:	T:	WHAT DOES HE SHE HAVE? Tell me: HE SHE HAS A HANDFUL OF RICE.

Instructions to the teacher	Speaker	Exchange
<p>Have child #1 put the rice back in the bowl. Say to child #2:</p> <p>Have him show the rice to child #3. Say:</p> <p>Say to child #3:</p> <p>Say to child #2:</p> <p>Say to the group:</p> <p>Model:</p> <p>Have the child #2 put the rice back in the bowl. Continue the drill with every child.</p> <p>Now return the bowl of rice to the table. Bring the bowl of beans and say:</p>	<p>GRP</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>[HE SHE] HAS A HANDFUL OF RICE.</p> <p>(NAME), TAKE A HANDFUL OF RICE.</p> <p>I HAVE A HANDFUL OF RICE.</p> <p>SHOW [HIM HER] YOUR RICE.</p> <p>Ask him: WHAT DO YOU HAVE? WHAT DO YOU HAVE?</p> <p>Tell him: I HAVE A HANDFUL OF RICE.</p> <p>I HAVE A HANDFUL OF RICE.</p> <p>WHAT DOES [HE SHE] HAVE?</p> <p>Tell me: [HE SHE] HAS A HANDFUL OF RICE.</p> <p>[HE SHE] HAS A HANDFUL OF RICE.</p> <p>THIS IS A BOWL OF BEANS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Take a handful and say:</p> <p>Continue the drill exactly as with the rice, repeating it with every child.</p> <p>Do the same exercise with the macaroni and the raisins, repeating it with every child with each item.</p> <p>Now hold up a cup and say:</p> <p>Dip the cup into the rice. Show the full cup to the children and say:</p> <p>Bring the bowl to the children. Hand the cup to child #1 and say:</p> <p>After he does so, say:</p> <p>Have him show the rice to child #2:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Say to the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>THIS IS A HANDFUL OF BEANS. THIS IS A HANDFUL OF BEANS</p> <p>ETC...</p> <p>THIS IS A CUP.</p> <p>THIS IS A CUP OF RICE. THIS IS A CUP OF RICE.</p> <p>TAKE A CUP OF RICE.</p> <p>Tell them: I HAVE A CUP OF RICE.</p> <p>I HAVE A CUP OF RICE.</p> <p>SHOW HIM YOUR RICE.</p> <p>HER</p> <p>Ask him: WHAT DO YOU HAVE?</p> <p>WHAT DO YOU HAVE?</p> <p>Tell him: I HAVE A CUP OF RICE.</p> <p>I HAVE A CUP OF RICE.</p> <p>WHAT DOES HE HAVE?</p> <p>SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Repeat this drill with every child. Repeat the same drill using the cup with the beans, macaroni, and raisins, repeating it with every child with each item.</p> <p>Now hold up a box and say:</p> <p>Show the children the full box and say:</p> <p>Bring an empty box and the bowl of beans to the children. Say to child #1:</p> <p>After he does so, say:</p> <p>Have him show them to child #2:</p> <p>Say to child #2:</p> <p>Say to the group:</p> <p>Model:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>Tell me: HE HAS A CUP OF RICE. SHE</p> <p>HE HAS A CUP OF RICE. SHE</p> <p>THIS IS A BOX.</p> <p>I'LL PUT SOME BEANS IN THE BOX.</p> <p>THIS IS A BOX OF BEANS. THIS IS A BOX OF BEANS.</p> <p>PUT SOME BEANS IN THE BOX.</p> <p>Tell them: I HAVE A BOX OF BEANS. I HAVE A BOX OF BEANS.</p> <p>SHOW HIM YOUR BEANS. HER</p> <p>Ask him: I HAVE A BOX OF BEANS. I HAVE A BOX OF BEANS.</p> <p>WHAT DOES HE HAVE? SHE</p> <p>Tell me: HE HAS A BOX OF BEANS. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue the drill with every child.</p> <p>Do the same exercise using the box with the rice, macaroni, and raisins. Repeat the drill with every child with each item.</p> <p>Now hold up a paper bag. Say:</p> <p>Show the children the full bag and say:</p> <p>Bring an empty bag and the bowl to the children. Say to child #1:</p> <p>After he does so, say:</p> <p>Have him show the macaroni to child #2:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Say to the group:</p>	<p>ETC...</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP</p>	<p>THIS IS A BAG.</p> <p>I'LL PUT SOME MACARONI IN THE BAG.</p> <p>THIS IS A BAG OF MACARONI. THIS IS A BAG OF MACARONI.</p> <p>PUT SOME MACARONI IN THE BAG.</p> <p>Tell them: I HAVE A BAG OF MACARONI.</p> <p>I HAVE A BAG OF MACARONI.</p> <p>SHOW HIM HER YOUR MACARONI.</p> <p>Ask him: WHAT DO YOU HAVE? WHAT DO YOU HAVE?</p> <p>Tell him: I HAVE A BAG OF MACARONI.</p> <p>I HAVE A BAG OF MACARONI.</p> <p>WHAT DOES HE SHE HAVE?</p> <p>HE SHE HAS A BAG OF MACARONI.</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue the drill with every child.</p> <p>Do the same exercise using the bag with the rice, beans, and raisins. Repeat the drill with every child with each item.</p> <p>III. REINFORCEMENT</p> <p>Give each child a cup. Call child #1 to the table. Ask him:</p> <p>Model: (Allow the child to choose).</p> <p>Have the child take the beans and sit down. Call child #2 to the table:</p> <p>Model:</p> <p>Have him take the rice and sit down. Call on every other child and allow him to choose something.</p> <p>When all are seated, ask child #1:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:#1</p>	<p>ETC...</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A CUP OF _____.</p> <p>I WANT A CUP OF BEANS.</p> <p>YOU CAN HAVE A CUP OF BEANS.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A CUP OF _____.</p> <p>I WANT A CUP OF RICE.</p> <p>YOU CAN HAVE A CUP OF RICE.</p> <p>(NAME), WHAT DO YOU HAVE?</p> <p>Tell me: I HAVE A CUP OF BEANS.</p> <p>I HAVE A CUP OF BEANS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Point to another child's cup and ask child #1:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C#1</p>	<p>WHAT DOES [HE] [SHE] HAVE?</p> <p>[HE] [SHE] HAS A CUP OF BEANS.</p> <p>WHAT DOES [HE] [SHE] HAVE?</p> <p>Tell me: [HE] [SHE] HAS A CUP OF MACARONI.</p> <p>[HE] [SHE] HAS A CUP OF MACARONI.</p>
<p>Point to another child's cup and ask child #1:</p> <p>Ask child #2:</p> <p>Ask the group:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p>	<p>WHAT DOES [HE] [SHE] HAVE?</p> <p>[HE] [SHE] HAS A CUP OF RAISINS.</p> <p>(NAME), WHAT DO YOU HAVE?</p> <p>I HAVE A CUP OF RICE.</p> <p>WHAT DOES [HE] [SHE] HAVE?</p> <p>[HE] [SHE] HAS A CUP OF RICE.</p>
<p>Point to another child's cup and ask</p>	<p>GRP</p>	<p>[HE] [SHE] HAS A CUP OF RICE.</p>

Instructions to the teacher	Speaker	Exchange
<p>child #2:</p> <p>Model, if necessary:</p> <p>Point to another child's cup and ask child #2:</p> <p>Repeat this drill with every child.</p> <p>Now have the children empty their cups into the proper bowls. Say to each one:</p> <p>Now give each child a bag. Call child #1 to the table and say:</p> <p>Model:</p> <p>(Allow the child to choose.)</p> <p>Have him take the raisins and sit down. Call on every child and repeat.</p>	<p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>WHAT DOES HE SHE HAVE?</p> <p>Tell me: HE SHE HAS A CUP OF RAISINS.</p> <p>HE SHE HAS A CUP OF RAISINS.</p> <p>WHAT DOES HE SHE HAVE?</p> <p>HE SHE HAS A CUP OF BEANS.</p> <p>(NAME), YOU CAN PUT YOUR RICE BEANS ETC. IN THE BOWL.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A BAG OF _____.</p> <p>I WANT A BAG OF RAISINS.</p> <p>YOU CAN HAVE A BAG OF RAISINS.</p> <p>ETC...</p>

Instructions to the teacher	Speaker	Exchange
<p>When all are seated, say to one child:</p> <p>Repeat the same drill as above.</p> <p>Have the children empty their bags into the proper bowls.</p> <p>Now give each child a box. Call child #1 to the table and say:</p> <p>Model:</p> <p>Have each child choose something and sit down. When all are seated, say to one child:</p> <p>Repeat the same drill as above.</p> <p>Have the children empty their boxes into the proper bowls.</p> <p>Now give each child a glass and repeat the same drill.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>(NAME), WHAT DO YOU HAVE? ETC...</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A BOX OF _____.</p> <p>I WANT A BOX OF MACARONI.</p> <p>YOU CAN HAVE A BOX OF MACARONI.</p> <p>(NAME), WHAT DO YOU HAVE? ETC...</p>

REVIEW PATTERNS: Measures: handful, box, bag, cup (+ of)
This/that; these/those.

NEW PATTERNS: Measures: jar, bottle, can, package, (+ of)

NEW VOCABULARY OR FORMS: Tomato sauce, fruit, soup, grape juice, orange juice, soda pop, catsup. Cereal brand names.

MATERIALS NEEDED: Large bowls of rice, beans, macaroni, raisins; 6 cups of each, empty boxes, empty bags; cans of tomatoe sauce, fruit cocktail, soup, beans; bottles of soda pop, catsup, grape Kool-Aid, orange Kool-Aid; 6-pack of Kellogg's or Post cereals; baby-food jars containing rice, macaroni, beans, and raisins. (Have six of each container; you will have to duplicate the contents in some cases).

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher

DEMONSTRATE:

Have the bowls of rice, beans, macaroni, and raisins and the boxes, bags, and cups on a table near you and the children. Have other materials on another table.

Show the children the bowl of rice. Say:

Model, if necessary:

Show the bowl of macaroni. Say:

Model, if necessary:

Repeat with the beans and the raisins.

Now take a handful of rice and show it to the group. Say:

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Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Have the bowls of rice, beans, macaroni, and raisins and the boxes, bags, and cups on a table near you and the children. Have other materials on another table.</p> <p>Show the children the bowl of rice. Say:</p> <p>Model, if necessary:</p> <p>Show the bowl of macaroni. Say:</p> <p>Model, if necessary:</p> <p>Repeat with the beans and the raisins.</p> <p>Now take a handful of rice and show it to the group. Say:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>WHAT'S THIS?</p> <p>Tell me: THAT'S A BOWL OF RICE.</p> <p>THAT'S A BOWL OF RICE.</p> <p>WHAT'S THIS?</p> <p>Tell me: THAT'S A BOWL OF MACARONI.</p> <p>THAT'S A BOWL OF MACARONI.</p> <p>WHAT DO I HAVE?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Take a handful of beans. Say:</p> <p>Model, if necessary:</p> <p>Repeat with the macaroni and the raisins.</p> <p>Quickly review the other measures in the same way. Take a cup of rice and ask:</p> <p>Take a cup of beans:</p> <p>Repeat for macaroni and raisins, and repeat the drill with boxes and bags.</p> <p>Now mix the containers and the items. Say to the children:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>Tell me: YOU HAVE A HANDFUL OF RICE.</p> <p>YOU HAVE A HANDFUL OF RICE.</p> <p>WHAT DO I HAVE?</p> <p>Tell me: YOU HAVE A HANDFUL OF BEANS.</p> <p>YOU HAVE A HANDFUL OF BEANS.</p> <p>ETC.</p> <p>WHAT DO I HAVE?</p> <p>YOU HAVE A CUP OF RICE.</p> <p>WHAT DO I HAVE?</p> <p>YOU HAVE A CUP OF PEANS.</p> <p>ETC...</p> <p><u>(NAME)</u>, YOU CAN TAKE A HANDFUL OF BEANS.</p> <p><u>(NAME)</u>, YOU CAN TAKE A CUP OF RICE.</p> <p><u>(NAME)</u>, YOU CAN TAKE A BAG OF MACARONI.</p> <p><u>(NAME)</u>, YOU CAN TAKE A BOX OF RAISINS.</p> <p><u>(NAME)</u>, YOU CAN TAKE A BAG OF BEANS.</p>

Instructions to the teacher	Speaker	Exchange
<p>When each child has done as you have suggested, ask each one in turn:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>C#1</p>	<p>WHAT DO YOU HAVE?</p> <p>Tell me: I HAVE A BOX BAG ETC. OF BEANS RICE ETC.</p> <p>I HAVE A BOX BAG ETC. OF BEANS. RICE ETC.</p>
<p>Ask child #1, pointing to child #2:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>C#1</p>	<p>WHAT DOES HE SHE HAVE?</p> <p>Tell me: HE SHE HAS A BAG BOX ETC. OF RICE. BEANS ETC.</p> <p>HE HAS A BAG BOX ETC. OF RICE. BEANS. ETC.</p>
<p>Ask child #2, pointing to child #3:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>C#2</p>	<p>WHAT DOES HE SHE HAVE?</p> <p>Tell me: HE SHE HAS A HANDFUL CUP ETC. OF MACARONI. RAISINS ETC.</p> <p>HE HAS A HANDFUL CUP ETC. OF MACARONI. RAISINS ETC.</p>

Continue with every child.

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Model, if necessary:</p> <p>Ask the group, pointing to child #1:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>WHAT DO I HAVE?</p> <p>Tell me: YOU HAVE A HANDFUL OF MACARONI.</p> <p>YOU HAVE A HANDFUL OF MACARONI.</p> <p>WHAT DOES HE HAVE? SHE</p> <p>HE HAS A BOX OF BEANS.</p> <p>SHE BAG ETC. RICE ETC.</p>
<p>Ask the group this question about each child:</p> <p>Have the group empty their containers into the proper bowls or put them on the table.</p> <p>Have the group come to the second table.</p> <p>Hold up a can and say:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>THIS IS A CAN.</p> <p>Tell me: THAT'S A CAN.</p> <p>TEAT'S A CAN.</p> <p>THIS IS A JAR.</p> <p>Tell me: THAT'S A JAR.</p> <p>THAT'S A JAR.</p>
<p>Do the same with a bottle, and with the</p>		

Instructions to the teacher	Speaker	Exchange
<p>package of cereals.</p> <p>Now hold up a can of tomato sauce. Say:</p> <p>Model:</p> <p>Say to one child:</p> <p>Have him show the can to child #2:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Say to the group:</p> <p>Model:</p> <p>Hold up the can of fruit. Say:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p>	<p>THIS IS A CAN OF TOMATO SAUCE. THIS IS A CAN OF TOMATO SAUCE.</p> <p>Tell me: THAT'S A CAN OF TOMATO SAUCE.</p> <p>THAT'S A CAN OF TOMATO SAUCE.</p> <p>HERE. YOU CAN HAVE THE CAN OF TOMATO SAUCE.</p> <p>SHOW HIM YOUR CAN OF TOMATO SAUCE. HER</p> <p>Ask him: WHAT DO YOU HAVE? WHAT DO YOU HAVE?</p> <p>Tell him: I HAVE A CAN OF TOMATO SAUCE. I HAVE A CAN OF TOMATO SAUCE.</p> <p>WHAT DOES HE HAVE? SHE</p> <p>Tell me: HE HAS A CAN OF TOMATO SAUCE. SHE HAS A CAN OF TOMATO SAUCE.</p> <p>HE HAS A CAN OF TOMATO SAUCE. SHE</p> <p>THIS IS A CAN OF FRUIT. THIS IS A CAN OF FRUIT. THIS IS A CAN OF FRUIT. THIS IS A CAN OF FRUIT.</p> <p>Tell me: THAT'S A CAN OF FRUIT. THAT'S A CAN OF FRUIT.</p>

Instructions to the teacher	Speaker	Exchange
<p>Say to one child:</p> <p>Have him show the can to another child:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Say to the group:</p> <p>Model:</p> <p>Do the same with the can of soup and the can of beans. Then have the children put all the cans on the table.</p> <p>Now hold up a jar and say:</p> <p>Say to one child:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>THAT'S A CAN OF FRUIT.</p> <p>HERE. YOU CAN HAVE THE CAN OF FRUIT.</p> <p>SHOW HIM YOUR CAN OF FRUIT. HER</p> <p>Ask him: WHAT DO YOU HAVE?</p> <p>WHAT DO YOU HAVE?</p> <p>Tell him: I HAVE A CAN OF FRUIT.</p> <p>I HAVE A CAN OF FRUIT.</p> <p>WHAT DOES HE HAVE? SHE</p> <p>Tell me: HE HAS A CAN OF FRUIT. SHE</p> <p>HE HAS A CAN OF FRUIT. SHE</p> <p>THIS IS A JAR OF RICE. THIS IS A JAR OF RICE.</p> <p>Tell me: THAT'S A JAR OF RICE.</p> <p>THAT'S A JAR OF RICE.</p> <p>HERE. YOU CAN HAVE THE JAR OF RICE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat the drill as above.</p> <p>Do the same with the jar of macaroni, the jar of beans, and the jar of raisins. Then have the children put the jars on the table.</p> <p>Now hold up one of the packaged cereals and say:</p> <p>Model:</p> <p>Say to one child:</p> <p>Repeat the same drill as above.</p> <p>Hold up another of the cereals and say:</p> <p>Model:</p> <p>Say to one child:</p> <p>Repeat the same drill as above.</p> <p>Repeat with each of the cereals. Then have the children put them on the table.</p> <p>Hold up a bottle of soda pop. Say:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p>	<p>THIS IS A PACKAGE OF CORN FLAKES. THIS IS A PACKAGE OF CORN FLAKES.</p> <p>Tell me: THAT'S A PACKAGE OF CORN FLAKES. THAT'S A PACKAGE OF CORN FLAKES.</p> <p>HERE. YOU CAN HAVE THE PACKAGE OF CORN FLAKES.</p> <p>THIS IS A PACKAGE OF RICE KRISPIES. THIS IS A PACKAGE OF RICE KRISPIES.</p> <p>Tell me: THAT'S A PACKAGE OF RICE KRISPIES. THAT'S A PACKAGE OF RICE KRISPIES.</p> <p>HERE. YOU CAN HAVE THE PACKAGE OF RICE KRISPIES.</p> <p>THIS IS A BOTTLE OF SODA POP. THIS IS A BOTTLE OF SODA POP.</p>

Instruction to the teacher	Speaker	Exchange				
<p>Model:</p> <p>Say to one child:</p> <p>Repeat the same drill as above.</p> <p>Repeat for the ketchup, "grape juice," and "orange juice." Then have the children put the bottles on the table.</p> <p>Have all the cans lined up on the table. Call up one child. Point to the cans and say:</p> <p>Model:</p> <p>Allow the child to choose; but if he has difficulty remembering "SOUP," "FRUIT," etc., model for him.</p> <p>Call on every other child and allow him to choose a can of something.</p> <p>When all are seated, ask child #1:</p> <p>Model, if necessary:</p> <p>Ask the group:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>Tell me: THAT'S A BOTTLE OF SODA POP.</p> <p>THAT'S A BOTTLE OF SODA POP.</p> <p>HERE. YOU CAN HAVE THE BOTTLE OF SODA POP.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A CAN OF _____.</p> <p>I WANT A CAN OF SOUP.</p> <p>YOU CAN HAVE A CAN OF SOUP.</p> <p>(NAME), WHAT DO YOU HAVE?</p> <p>Tell me: I HAVE A CAN OF SOUP.</p> <p>I HAVE A CAN OF SOUP.</p> <p>WHAT DOES <table border="1" data-bbox="1561 1073 1645 1142"> <tr> <td>HE</td> <td>HAVE?</td> </tr> <tr> <td>SHE</td> <td></td> </tr> </table></p>	HE	HAVE?	SHE	
HE	HAVE?					
SHE						

REINFORCEMENT

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Repeat the same drill with each child.</p> <p>Have the children return the cans to the table. Now line up the bottles and ask child #1:</p> <p>Model:</p> <p>Allow the child to choose if possible.</p> <p>Allow each child to choose a bottle of something.</p> <p>When all are seated, ask child #1:</p> <p>Repeat the same drill as above, with every child.</p> <p>Have the children return the bottles to the table. Now line up the packages of cereal and ask child #1:</p> <p>Model:</p> <p>Allow the child to complete the sentence if possible; if not, model:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>Tell me: HE HAS A CAN OF SOUP.</p> <p>HE HAS A CAN OF SOUP.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A BOTTLE OF _____.</p> <p>I WANT A BOTTLE OF SODA POP.</p> <p>YOU CAN HAVE A BOTTLE OF SODA POP.</p> <p>(NAME), WHAT DO YOU HAVE?</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A PACKAGE OF _____.</p> <p>I WANT A PACKAGE OF RICE KRISPIES.</p> <p>YOU CAN HAVE A PACKAGE OF RICE KRISPIES.</p>

Instructions to the teacher	Speaker	Exchange
<p>Let every child choose a package of cereal.</p> <p>When all are seated, ask child #1:</p> <p>Repeat the same drill as above, with every child.</p> <p>Now line up the jars and say to child #1:</p> <p>Model:</p> <p>Let every child choose a jar of something.</p> <p>When they are seated, ask child #1:</p> <p>Repeat the same drill as above, with every child.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>(NAME), WHAT DO YOU HAVE?</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A JAR OF _____.</p> <p>I WANT A JAR OF MACARONI.</p> <p>(NAME), WHAT DO YOU HAVE?</p>

REVIEW PATTERNS: All measures so far: (cup, handful, box, bag, jar, bowl, package, bottle, can, and of).

Want + embedded sentence
 Cost/costs, buy/bought, sell/sold
 How much
 Bring/brought
 Take/took
 Will (volition)

NEW VOCABULARY OR FORMS: None

MATERIALS NEEDED: All materials from yesterday.
 Play money: coins.
 Have the boxes, bags, cups and jars already filled with rice, macaroni, beans and raisins, for use in the "store" situation.

PART I: REVIEW AND INTRODUCTION

Year 2
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 Page 1

Instructions to the teacher	Speaker	Exchange
Have all the containers and items on one table. Say to child #1: After he does so, ask: Model, if necessary: Ask the group: Model, if necessary:	T: T: T: T: C#1 T: T: n GRP	(NAME), WALK TO THE TABLE. TAKE A CAN OF BEANS. WHAT DID YOU TAKE? Tell me: I TOOK A CAN OF BEANS. I TOOK A CAN OF BEANS. WHAT DID HE TAKE? SHE Tell me: HE TOOK A CAN OF BEANS. SHE HE TOOK A CAN OF BEANS. SHE

Instructions to the teacher	Speaker	Exchange
<p>Say to another child:</p> <p>After he does so, ask:</p> <p>Ask the group:</p> <p>Repeat this drill with all the children several times, so that each goes to the table about three times. Name as many different measures and items as possible, so as to review thoroughly.</p> <p>Have the children return all objects to the table. Then say to one child:</p> <p>Model:</p> <p>When he brings it, ask:</p> <p>Model, if necessary:</p> <p>Say to the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>(NAME), WALK TO THE TABLE.</p> <p>TAKE A CUP OF RICE.</p> <p>WHAT DID YOU TAKE?</p> <p>I TOOK A CUP OF RICE.</p> <p>WHAT DID HE TAKE?</p> <p>SHE TOOK A CUP OF RICE.</p> <p>(NAME), WILL YOU BRING ME A BAG OF RAISINS?</p> <p>Tell me: YES, I WILL. I'LL BRING YOU A BAG OF RAISINS.</p> <p>YES, I WILL. I'LL BRING YOU A BAG OF RAISINS.</p> <p>WHAT DID YOU BRING ME?</p> <p>Tell me: I BROUGHT YOU A BAG OF RAISINS.</p> <p>I BROUGHT YOU A BAG OF RAISINS.</p> <p>WHAT DID HE BRING ME?</p> <p>SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Ask another child:</p> <p>When he brings it, ask:</p> <p>Model, if necessary:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Again, repeat this drill several times, calling on each child two or three times. If a child has difficulty in choosing the right thing to bring, help him choose it.</p> <p>Now remove the following objects to a second table: the jars, boxes, bags, packages of cereal, bottles, and cans.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell me: HE BROUGHT YOU A BAG OF RAISINS. SHE</p> <p>HE BROUGHT YOU A BAG OF RAISINS. SHE</p> <p>(NAME), WILL YOU BRING ME A HANDFUL OF BEANS?</p> <p>Tell me: YES, I WILL. I'LL BRING YOU A HANDFUL OF BEANS.</p> <p>WHAT DID YOU BRING ME?</p> <p>Tell me: I BROUGHT YOU A HANDFUL OF BEANS.</p> <p>I BROUGHT YOU A HANDFUL OF BEANS.</p> <p>WHAT DID HE BRING ME? SHE</p> <p>Tell me: HE BROUGHT YOU A HANDFUL OF BEANS. SHE</p> <p>HE BROUGHT YOU A HANDFUL OF BEANS. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Have an empty box for cash register.</p> <p>Give each child play money, coins.</p> <p>II REINFORCEMENT</p> <p>Stand by the table on which you have all the grocery items arranged and say:</p> <p>Call a child to help you. Tell the others:</p> <p>Call on another child, telling him:</p> <p>Say to this child:</p> <p>Say to child #1:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Say to child #2:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>THIS IS A STORE.</p> <p>(NAME) IS THE MAN LADY AT THE STORE.</p> <p>(NAME), YOU CAN GO TO THE STORE.</p> <p>Ask him: DO YOU HAVE SOME RICE?</p> <p>DO YOU HAVE SOME RICE?</p> <p>Tell him: YES, I DO. I HAVE BAGS OF RICE.</p> <p>YES, I DO. I HAVE BAGS OF RICE.</p> <p>Tell him: I WANT TO BUY ONE.</p> <p>I WANT TO BUY ONE.</p> <p>Tell him: HERE YOU ARE. HERE'S A BAG OF RICE.</p> <p>HERE YOU ARE. HERE'S A BAG OF RICE.</p> <p>Ask him: HOW MUCH DOES IT COST?</p> <p>HOW MUCH DOES IT COST?</p>

Instructions to the teacher	Speaker	Exchange
Say to child #1:	T:	Tell him: IT COSTS TEN TWENTY FIFTY ETC. CENTS.
Say to the group.	C#1	IT COSTS TEN TWENTY FIFTY ETC. CENTS
Model for child #2:	T:	Ask him: WHAT DID YOU BUY?
Point to child #1 and say to the group:	GRP	WHAT DID YOU BUY?
Model for child #1:	T:	Tell them: I BOUGHT A BAG OF RICE. I BOUGHT A BAG OF RICE.
Call on two more children, one to be storekeeper. Say to him:	T:	Ask him: WHAT DID YOU SELL HIM HER ?
	GRP	WHAT DID YOU SELL HIM HER ?
	T:	Tell them: I SOLD HIM HER A BAG OF RICE.
	C#1	I SOLD HIM HER A BAG OF RICE.
	T:	(NAME), YOU CAN BE THE MAN WOMAN AT THE STORE.

Instructions to the teacher	Speaker	Exchange
Say to the other:	T:	<u>(NAME)</u> , YOU CAN GO TO THE STORE.
Model for child #2:	T:	Ask him: DO YOU HAVE SOME SOUP?
Say to child #1:	C#2	DO YOU HAVE SOME SOUP?
Say to child #1:	T:	Tell him: YES, I DO. I HAVE CANS OF SOUP.
Say to child #2:	C#1	YES, I DO. I HAVE CANS OF SOUP.
Say to child #2:	T:	Tell him: I WANT TO BUY ONE.
Say to child #1:	C#2	I WANT TO BUY ONE.
Say to child #1:	T:	Tell him: HERE YOU ARE. HERE'S A CAN OF SOUP.
Say to child #2:	C#1	HERE YOU ARE. HERE'S A CAN OF SOUP.
Say to child #2:	T:	Ask him: HOW MUCH DOES IT COST?
Say to child #1:	C#2	HOW MUCH DOES IT COST?
Say to child #1:	T:	Tell him: IT COSTS TEN TWENTY FIFTY ETC. CENTS.
Say to child #2:	C#1	IT COSTS TEN TWENTY FIFTY ETC. CENTS.
Say to child #2:	T:	Tell him: HERE YOU ARE. HERE'S TEN TWENTY FIFTY ETC. CENTS.

Instructions to the teacher	Speaker	Exchange
<p>Have child #2 return to the group. Say to the group:</p> <p>Model for child #2:</p> <p>Point to child #1 and say to the group:</p> <p>Model for child #1:</p> <p>Repeat this drill many times. There is no reinforcement planned for today. Towards the end of the session, try to let the children respond on their own, but if they have any difficulty, immediately model the response for them.</p> <p>NOTE: Remember that when the children make mistakes, you must repeat the sentence</p>	<p>C#2</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C#1</p>	<p>HERE YOU ARE. HERE'S TEN TWENTY FIFTY ETC. CENTS.</p> <p>Tell them: WHAT DID YOU BUY?</p> <p>WHAT DID YOU BUY?</p> <p>Tell them: I BOUGHT A CAN OF SOUP.</p> <p>I BOUGHT A CAN OF SOUP.</p> <p>Ask him: WHAT DID YOU SELL HIM HER ?</p> <p>WHAT DID YOU SELL HIM HER ?</p> <p>Tell them: I SOLD HIM HER A CAN OF SOUP.</p> <p>I SOLD HIM HER A CAN OF SOUP.</p>

Year 2
Week 8
Day 4
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Instructions to the teacher	Speaker	Exchange
<p>correctly (That's right! I BOUGHT A CAN OF BEANS.") and then have the child say it correctly after you.</p>	<p>T: C:</p>	<p>Tell me: I BOUGHT A CAN OF BEANS. I BOUGHT A CAN OF BEANS.</p>

REVIEW PATTERNS: Measures: (handful, cup, bowl, box, bag, jar, package, bottle, can and of)
Will (volition)

Year 2
Week 8
Day 5
Page 1

NEW PATTERNS: Get /got/getting = "acquire" and "fetch".
Measures + ful (cupful, boxful, bagful, jarful)

MATERIALS NEEDED: All materials from yesterday (all containers and items; play money)
For evaluation: same materials, plus: 1 empty jar, no label
1 empty can, no label
1 empty cereal package
1 empty bottle, no label

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Have one table set up as a store with full boxes, bags, jars, bottles, packages, and cans. Also a second table with all the other items on it. Children seated in a circle. Have one child standing at the table as storekeeper.</p> <p>DEMONSTRATE:</p> <p>Model for the group:</p> <p>Walk to the "store", without dialogue, take a box, bag, etc. of rice and pay the storekeeper. Come back to the group and say:</p>	<p>T: T: GRP T: T: GRP T:</p>	<p>I'M GOING TO GO TO THE STORE. Ask me: WHAT ARE YOU GOING TO <u>GET</u>? WHAT ARE YOU GOING TO GET? I'M GOING TO GET SOME RICE. Ask me: WHAT DID YOU GET? WHAT DID YOU GET? I <u>GOT</u> SOME RICE. WHAT DID I GET?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for the group:</p> <p>Now tell one of the children:</p> <p>Before he goes, say to the group:</p> <p>Model the response:</p> <p>Have him walk to the table, select a can of tomato sauce and pay the store-keeper.</p> <p>When he returns, say to the group:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell me: YOU GOT SOME RICE.</p> <p>YOU GOT SOME RICE.</p> <p><u>(NAME)</u>, YOU CAN GO TO THE STORE.</p> <p>Ask him: WHAT ARE YOU GOING TO GET?</p> <p>WHAT ARE YOU GOING TO GET?</p> <p>Tell them: I'M GOING TO GET SOME TOMATO SAUCE.</p> <p>I'M GOING TO GET SOME TOMATO SAUCE.</p> <p>Ask him: WHAT DID YOU GET?</p> <p>WHAT DID YOU GET?</p> <p>Tell them: I GOT SOME TOMATO SAUCE.</p> <p>I GOT SOME TOMATO SAUCE.</p> <p>WHAT DID HE GET? SHE</p> <p>Tell me: HE GOT SOME TOMATO SAUCE. SHE</p> <p>HE GOT SOME TOMATO SAUCE. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat this drill several times, having each child "go to the store" at least twice. Vary the objects they are to get.</p> <p>PART II: REINFORCEMENT</p> <p>DEMONSTRATE:</p> <p>Point to the "store" table. (Have a child there as storekeeper.) Say:</p> <p>Say to one child:</p> <p>Model, if necessary:</p> <p>Let child choose.</p> <p>As you walk to the table, say:</p> <p>Pantomime buying the soup. When you return, say:</p> <p>This time, ask the child:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model the response:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>ETC.</p> <p>THERE ARE SOME CANS OF SOUP AT THE STORE. THERE ARE SOME CANS OF BEANS AT THE STORE.</p> <p>WHAT DO YOU WANT?</p> <p>Tell me: I WANT A CAN OF _____.</p> <p>I WANT A CAN OF SOUP.</p> <p>I 'LL GET YOU ONE.</p> <p>I 'LL GET YOU ONE.</p> <p>I GOT YOU SOME RICE.</p> <p>WHAT DID I GET YOU?</p> <p>Tell me: YOU GOT ME SOME RICE.</p> <p>YOU GOT ME SOME RICE.</p> <p>WHAT DID I GET HIM ? HER</p> <p>Tell me: YOU GOT HIM SOME RICE. HER</p>

Instructions to the teacher	Speaker	Exchange
<p>Come back and sit with the children. Say to one child:</p> <p>Point to him and say to the group:</p> <p>Say to the child:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>While the child is getting the beans, ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>YOU GOT HIM SOME RICE. HER</p> <p>THERE ARE SOME BEANS ON THE TABLE.</p> <p>Ask him: WILL YOU GET US A HANDFUL? WILL YOU GET US A HANDFUL?</p> <p>Tell them: YES, I WILL. I'LL GET YOU A HANDFUL.</p> <p>YES, I WILL. I'LL GET YOU A HANDFUL.</p> <p>WHAT WILL HE GET US? SHE</p> <p>Tell me: HE'LL GET US A HANDFUL OF BEANS. SHE'LL</p> <p>HE'LL GET US A HANDFUL OF BEANS. SHE'LL</p> <p>WHAT ARE YOU GETTING?</p> <p>Tell me: I'M GETTING A HANDFUL OF BEANS.</p> <p>I'M GETTING A HANDFUL OF BEANS.</p> <p>WHAT IS HE GETTING? SHE</p> <p>Tell me: HE'S GETTING A HANDFUL OF BEANS. SHE'S</p>

Instructions to the teacher	Speaker	Exchange
<p>When the child returns, ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>Repeat this drill with every child, always using the measure HANDFUL.</p> <p>Next, use other measures. Say:</p> <p>Ask one child:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>While the child is getting the beans, ask him:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>HE'S SHE'S GETTING A HANDFUL OF BEANS.</p> <p>WHAT DID YOU GET US?</p> <p>Tell me: I GOT YOU A HANDFUL OF BEANS.</p> <p>I GOT YOU A HANDFUL OF BEANS.</p> <p>WHAT DID HE GET US? SHE</p> <p>Tell me: HE GOT US A HANDFUL OF BEANS. SHE</p> <p>HE GOT US A HANDFUL OF BEANS. SHE</p> <p>THERE ARE SOME BEANS ON THE TABLE.</p> <p>WILL YOU GET US A <u>CUPFUL</u>?</p> <p>Tell me: YES, I WILL. I'LL GET YOU A CUPFUL.</p> <p>WHAT WILL HE GET US? SHE</p> <p>Tell me: HE'LL GET US A CUPFUL OF BEANS. SHE'LL</p> <p>WHAT ARE YOU GETTING?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model the response:</p> <p>NOTE: If the child does not understand the instruction, help him to carry it out.</p> <p>Ask the group</p> <p>Model the response:</p> <p>When he returns, ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>Repeat this drill with every child, always using the measure CUPFUL. Next, use the same drill with BAGFUL, BOXFUL, and GLASSFUL.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell me: I'M GETTING A CUPFUL OF BEANS.</p> <p>I'M GETTING A CUPFUL OF BEANS.</p> <p>WHAT IS HE GETTING? SHE</p> <p>Tell me: HE'S GETTING A CUPFUL OF BEANS. SHE'S</p> <p>HE'S GETTING A CUPFUL OF BEANS. SHE'S</p> <p>WHAT DID YOU GET US?</p> <p>Tell me: I GOT YOU A CUPFUL OF BEANS.</p> <p>I GOT YOU A CUPFUL OF BEANS.</p> <p>WHAT DID HE GET US? SHE</p> <p>Tell me: HE GOT US A CUPFUL OF BEANS. SHE</p> <p>HE GOT US A CUPFUL OF BEANS. SHE</p>

PART I. EVALUATION

Year 2
 Week 8
 Day 5
 Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student	C=Correct ✓/Incorrect 1 2 3 4 5 6
<p>ITEM I. Say to the child:</p> <p>Day 2 He should show comprehension by 3 doing the action. Then say: 4 5 Again, he is to demonstrate comprehension. Repeat for macaroni and raisins.</p>	<p>T: T:</p>	<p>TAKE A HANDFUL OF RICE. TAKE A HANDFUL OF BEANS.</p>		
<p>ITEM II. Give the child a cup. Say: Day 2 After he does so, ask him: 3 4 5 Repeat with a box and then a bag.</p>	<p>T: T: C:</p>	<p>YOU CAN PUT SOME RICE IN THE CUP. WHAT DO YOU HAVE? A CUP OF RICE. OR I HAVE A CUP OF RICE.</p>		
<p>ITEM III. Show the child the empty jar (no label). Ask: Day 3 4 5 Repeat with the empty can, empty bottle, and empty cereal package.</p>	<p>T: C:</p>	<p>WHAT IS THIS? A JAR. OR THAT'S A JAR.</p>		

EVALUATION (continued)

Year 2
 Week 8
 Day 5
 Page 8

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student	C=Correct V=Incorrect 1 2 3 4 5 6
<p>ITEM IV Day 3 Show the child a can of fruit, calling his attention to the picture on the label. Ask: 4 5</p> <p>Repeat with the can of tomato sauce, can of beans, and can of soup.</p>	<p>T: C:</p>	<p>WHAT IS THIS? A CAN OF FRUIT. OR THAT'S A CAN OF FRUIT.</p>		
<p>ITEM V. Day 3 Show the child a bottle of grape 4 Kool-Aid. Ask: 5</p> <p>Repeat with the orange Kool-Aid, the soda pop, and the catsup.</p>	<p>T: C:</p>	<p>WHAT IS THIS? A BOTTLE OF GRAPE JUICE. OR THAT'S A BOTTLE OF GRAPE JUICE.</p>		
<p>ITEM VI You and the child should be a short distance from the table. Say to the child: While he is at the table, say: When he brings it to you, ask:</p>	<p>T: T: C: T: C:</p>	<p>THERE IS SOME RICE ON THE TABLE. YOU CAN GET A CUP OF RICE. WHAT ARE YOU GETTING? (I'M GETTING) A CUP OF RICE. WHAT DID YOU GET? (I GOT) A CUP OF RICE.</p>		

PART I EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 8
 Day 5
 Page 9

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student	C=Correct ✓=Incorrect 1 2 3 4 5 6
<p>ITEM VII. Say to the child:</p> <p>He should then get the beans for you.</p>	<p>T:</p> <p>C:</p>	<p>WILL YOU GET ME A CAN OF BEANS?</p> <p>YES, I WILL. (I'LL GET YOU A CAN OF BEANS.)</p>		

OBJECTIVES

REVIEW PATTERNS

- A. Sentence Types:
1. NP + VERB + NP (Benefactive) + NP (Objective)
VERB: get (Colloquial for bring)
Bring/brought.
Take/took.
2. NP + WANT TO + Sentence
- B. Measures: (Bowl, cup, hand, box; bag, jar) + ful
(Can, bottle, package) + of

NEW PATTERNS AND FORMS:

1. VERBS: Like/liked
Eat/ate
Drink/drank
2. Vocabulary items: Crackers, milk, apple, fruit, breakfast, waffle, syrup, egg, sausage, bacon, ham, toast, milk, cereal, sugar, orange juice, coffee, cream, chocolate, tea, pancakes, jam, butter, pepper, salt, tortillas.

MATERIALS

- Day II. 1. Large bowls of rice, macaroni, beans, raisins.
2. Two each: cups, bones, jars, glasses.
3. Canned and packaged goods from week eight.
- Day III. 1. Same as above plus :
2. A package of graham crackers, one quart of milk, two or three sliced apples, some orange flavored Kool-Aid and small paper cups.
- Day IV. 1. H-M card #215
2. Magazine pictures of breakfast foods listed on Day IV lesson plan - pasted on tagboard.
- Day V. 1. Same as above for day IV plus :
2. Bowl of rice
3. Cup, bag, box, jar
4. Canned goods as above
5. H-M pictures #119, 121, 215

Year 2
Week 9
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Get + NP (Benefactive) + NP (Objective)
 Want + NP (Objective)
 Bring + NP (Benefactive) + NP (Objective)
 Measures: (bowl, cup, hand, box, bag, jar, glass) + ful
 (can, bottle, package) + of

Year 2
 Week 9
 Day 2
 Page 1

MATERIALS NEEDED: All material needed for measures in Week 8:

1. Large bowls of rice, macaroni, beans, raisins
2. Two each of cups, boxes, bags, jars, glasses
3. All canned goods, bottles, and cereals from Week 8

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Have all materials on a table. Have the children seated in a semicircle at some distance from the table.</p> <p>There are two patterns to be reviewed:</p> <ol style="list-style-type: none"> 1. There are some beans on the table. I'll get/bring you a cupful (handful, boxful, etc.). 2. There are some cans of fruit on the table. I'll get/bring you one. <p>Say to a child:</p> <p>Model, if necessary:</p> <p>Ask him:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>THERE ARE SOME BEANS ON THE TABLE. DO YOU WANT SOME?</p> <p>Tell me: YES, I DO. I WANT SOME BEANS.</p> <p>YES, I DO. I WANT SOME BEANS.</p> <p>I'LL GET YOU A CUPFUL.</p> <p>WHAT WILL I GET YOU?</p> <p>Tell me: YOU'LL GET ME A CUPFUL OF BEANS.</p>

Instructions to the teacher	Speaker	Exchange
Ask the group:	C:	YOU'LL GET ME A CUPFUL OF BEANS.
Model:	T:	WHAT WILL I GET HIM ? HER
Get the beans for the child. Then ask him:	T:	Tell me: YOU'LL GET HIM A CUPFUL OF BEANS. HER
Model:	T:	WHAT DID I GET YOU?
Ask the group:	T:	Tell me: YOU GOT ME A CUPFUL OF BEANS.
Model:	C:	YOU GOT ME A CUPFUL OF BEANS.
Ask the group:	T:	WHAT DID I GET HIM ? HER
Model:	T:	Tell me: YOU GOT HIM A CUPFUL OF BEANS. HER
Say to another child:	GRP	YOU GOT HIM A CUPFUL OF BEANS. HER
Model, if necessary:	T:	THERE IS SOME RICE ON THE TABLE. DO YOU WANT SOME?
Ask him:	T:	Tell me: YES, I DO. I WANT SOME RICE.
	C:	YES, I DO. I WANT SOME RICE.
	T:	I'LL GET YOU A BOXFUL.
	T:	WHAT WILL I GET YOU?

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: YOU'LL GET ME A BOXFUL OF RICE.
Ask the group:	C:	YOU'LL GET ME A BOXFUL OF RICE.
Model, if necessary:	T:	WHAT WILL I GET HIM ? HER ?
	T:	Tell me: YOU'LL GET HIM A BOXFUL OF RICE. HER
Get the rice for the child. Ask him:	GRP	YOU'LL GET HIM A BOXFUL OF RICE. HER
Model:	T:	WHAT DID I GET YOU?
Ask the group:	T:	Tell me: YOU GOT ME A BOXFUL OF RICE.
Model:	C:	YOU GOT ME A BOXFUL OF RICE.
Ask the group:	T:	WHAT DID I GET HIM ? HER ?
Model:	T:	Tell me: YOU GOT HIM A BOXFUL OF RICE. HER
	GRP	YOU GOT HIM A BOXFUL OF RICE. HER
Continue with the drill, using the rice, beans, macaroni, and raisins and the measures "bagful, handful, glassful, jarful, cupful, and boxful." Call on each child twice in order to review as many different measures and combinations as possible.		ETC.

Instructions to the teacher	Speaker	Dialogue
Now say to one child:	T:	THERE ARE SOME CANS OF SOUP ON THE TABLE. DO YOU WANT ONE?
Model the response:	T:	Tell me: YES, I DO. I WANT A CAN OF SOUP.
Ask him:	C:	YES, I DO. I WANT A CAN OF SOUP.
Model:	T:	I'LL GET YOU ONE.
Ask the group:	T:	WHAT WILL I GET YOU?
Model:	T:	Tell me: YOU'LL GET ME A CAN OF SOUP. YOU'LL GET ME A CAN OF SOUP.
Ask the group:	T:	WHAT WILL I GET HIM ? HER ?
Model:	T:	Tell me: YOU'LL GET HIM A CAN OF SOUP. HER A CAN OF SOUP.
Get the soup for the child. Ask him:	GRP	YOU'LL GET HIM A CAN OF SOUP. HER
Model:	T:	WHAT DID I GET YOU?
Ask the group:	T:	Tell me: YOU GOT ME A CAN OF SOUP. YOU GOT ME A CAN OF SOUP.
Model:	C:	WHAT DID I GET HIM ? HER ?
Ask the group:	T:	Tell me: YOU GOT HIM A CAN OF SOUP. HER
Model:	T:	Tell me: YOU GOT HIM A CAN OF SOUP. HER

Instructions to the teacher	Speaker	Dialogue
Say to another child:	GRP	<p>YOU GOT HIM A CAN OF SOUP. HER</p> <p>T: THERE ARE SOME PACKAGES OF CORN FLAKES ON THE TABLE. DO YOU WANT ONE?</p> <p>T: Tell me: YES, I DO. I WANT A PACKAGE OF CORN FLAKES.</p> <p>C: YES, I DO. I WANT A PACKAGE OF CORN FLAKES.</p> <p>T: I'LL GET YOU ONE.</p> <p>T: WHAT WILL I GET YOU?</p> <p>T: Tell me: YOU'LL GET ME A PACKAGE OF CORN FLAKES.</p> <p>C: YOU'LL GET ME A PACKAGE OF CORN FLAKES.</p> <p>T: WHAT WILL I GET HIM ? HER</p> <p>T: Tell me: YOU'LL GET HIM A PACKAGE OF CORN FLAKES. HER</p> <p>GRP YOU'LL GET HIM A PACKAGE OF CORN FLAKES. HER</p> <p>T: WHAT DID I GET YOU?</p> <p>T: Tell me: YOU GOT ME A PACKAGE OF CORN FLAKES.</p> <p>C: YOU GOT ME A PACKAGE OF CORN FLAKES.</p> <p>T: WHAT DID I GET HIM ? HER</p>
Ask him:		
Model:		
Ask the group:		
Model:		
Get the corn flakes for the child. Ask him:		
Model:		
Ask the group:		

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Continue the drill with BOTTLE OF, CAN OF, PACKAGE OF. Call on each child twice to insure a thorough review.</p> <p>II. REINFORCEMENT</p> <p>Have one child stand at the table. The rest are seated at some distance from the table.</p> <p>Model for the group:</p> <p>Model for the group:</p> <p>When the child brings it, model for the group:</p> <p>Model, if necessary, for the child:</p> <p>Ask the group:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>Tell me: YOU GOT HIM HER A PACKAGE OF CORN FLAKES.</p> <p>YOU GOT HIM HER A PACKAGE OF CORN FLAKES.</p> <p>ETC...</p> <p>Tell him: <u>(NAME)</u>, WE WANT SOME RICE.</p> <p><u>(NAME)</u>, WE WANT SOME RICE.</p> <p>Ask him: WILL YOU BRING US A CUPFUL?</p> <p>YES, I WILL. I'LL BRING YOU A CUPFUL.</p> <p>Ask him: WHAT DID YOU BRING US? WHAT DID YOU BRING US?</p> <p>Tell them: I BROUGHT YOU A CUPFUL OF RICE.</p> <p>I BROUGHT YOU A CUPFUL OF RICE.</p> <p>WHAT DID HE SHE BRING YOU?</p>

Instructions to the teacher	Speaker	Exchange
Model, if necessary:	T:	Tell me: HE BROUGHT US A CUPFUL OF RICE. SHE
Send the child back to the table.	T:	Tell him: <u>(NAME)</u> , WE WANT A BOTTLE OF GRAPE JUICE.
Model for the group:	GRP	<u>(NAME)</u> , WE WANT A BOTTLE OF GRAPE JUICE.
Model for the group:	T:	Ask him: WILL YOU BRING US ONE?
Model for the child:	T:	Tell them: YES, I WILL. I'LL BRING YOU ONE.
When ... brings it, model for the group:	C:	YES, I WILL. I'LL BRING YOU ONE.
Model, if necessary:	T:	Ask him: WHAT DID YOU BRING US? WHAT DID YOU BRING US?
Model, if necessary:	T:	Tell them: I BROUGHT YOU A BOTTLE OF GRAPE JUICE. I BROUGHT YOU A BOTTLE OF GRAPE JUICE.
Ask the group:	T:	WHAT DID HE BRING YOU? SHE
Model, if necessary:	T:	Tell me: HE BROUGHT US A BOTTLE OF GRAPE JUICE. SHE
Continue in this way, calling on each child once and allowing each to bring two items:	GRP	HE BROUGHT US A BOTTLE OF GRAPE JUICE. SHE

Year 2
Week 9
Day 2
Page 8

Instructions to the teacher	Speaker	Exchange
<p>(1) a handful, cupful, boxful, etc. of something; and (2) a can, bottle, or package of something. Follow the drill as outlined here.</p>		

REVIEW PATTERNS:

Measures
Bring + NP (Benefactive) + NP (Object)
Want + Embedded Sentence

NEW PATTERNS: NP + Take + NP (Benefactive) + NP (Objective)
NP + Like + NP (Objective)
NP + Eat + NP (Objective)
NP + Drink + NP (Objective)

NEW VOCABULARY OR FORMS: Eat/ate
Drink/drank
Like/liked

MATERIALS NEEDED: All materials pertaining to measures (see Day 2)

Package of graham crackers; one-quart carton of milk;
For tasting experience: 2 or 3 sliced apples; pitcher of orange Kool-Aid
Small paper cups

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Have all the materials pertaining to measures on a table. Have all but one of the children's chairs at a distance from the table; place the remaining chair at a distance both from the group and from the table.</p> <p>Have one of the children sit in the chair apart from the group. (child #2)</p> <p>Model, if necessary:</p> <p>When he brings it, ask him:</p> <p>Model:</p> <p>Point to child #1 and say:</p>	<p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>(NAME), WILL YOU BRING ME A CUPFUL OF BEANS?</p> <p>Tell me: YES, I WILL. I'LL BRING YOU A CUPFUL OF BEANS.</p> <p>YES, I WILL. I'LL BRING YOU A CUPFUL OF BEANS.</p> <p>WHAT DID YOU BRING ME?</p> <p>Tell me: I BROUGHT YOU A CUPFUL OF BEANS.</p> <p>I'LL TAKE (NAME) THE CUPFUL OF BEANS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask group:</p> <p>Model:</p> <p>Take the beans to child #1. Go back and ask the group:</p> <p>Model:</p> <p>Now ask another child to bring you something. This time, let him take it to child #1. Say:</p> <p>Model:</p> <p>When he brings it, ask him:</p> <p>Model:</p> <p>Point to child #1 and ask:</p>	<p>T:</p> <p>T</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>WHAT WILL I TAKE HIM ? HER</p> <p>Tell me: YOU'LL TAKE HIM THE CUPFUL OF BEANS. HER</p> <p>YOU'LL TAKE HIM THE CUPFUL OF BEANS. HER</p> <p>WHAT DID I TAKE HIM ? HER</p> <p>Tell me: YOU TOOK HIM THE CUPFUL OF BEANS. HER</p> <p>YOU TOOK HIM THE CUPFUL OF BEANS. HER</p> <p>(NAME), WILL YOU BRING ME A CAN OF FRUIT?</p> <p>Tell me: YES, I WILL. I'LL BRING YOU A CAN OF FRUIT.</p> <p>YES, I WILL. I'LL BRING YOU A CAN OF FRUIT.</p> <p>WHAT DID YOU BRING ME?</p> <p>Tell me: I BROUGHT YOU A CAN OF FRUIT.</p> <p>I BROUGHT YOU A CAN OF FRUIT.</p> <p>WILL YOU TAKE (NAME) THE CAN OF FRUIT?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p>	T:	<p>Tell me: YES, I WILL. I'LL TAKE HIM THE CAN OF FRUIT. HER</p>
<p>Ask the group:</p>	C:	<p>YES, I WILL. I'LL TAKE HIM THE CAN OF FRUIT. HER</p>
<p>Model:</p>	T:	<p>WHAT WILL HE TAKE HIM ? SHE HER</p>
<p>Model:</p>	T:	<p>Tell me: HE'LL TAKE HIM THE CAN OF FRUIT. SHE'LL HER</p>
<p>After the child does so and returns, ask him:</p>	GRP	<p>HE'LL TAKE HIM THE CAN OF FRUIT. SHE'LL HER</p>
<p>Model:</p>	T:	<p>WHAT DID YOU TAKE HIM ? HER</p>
<p>Model:</p>	T:	<p>Tell me: HE TOOK HIM THE CAN OF FRUIT. SHE HER</p>
<p>Repeat this drill several times, having different children stand at a distance from the group! Have each child take at least two turns bringing you objects and then taking them to the distant child.</p>	GRP	<p>HE TOOK HIM THE CAN OF FRUIT. SHE HER</p>
<p>On the second repetition of the drill, change one thing: instead of asking "WHAT DID YOU TAKE HIM/HER?" ask "WHO DID YOU TAKE THE _____ TO?"</p>	T:	<p>WHO DID YOU TAKE THE CAN OF SOUP TO?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>C:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell me: I TOOK IT TO <u>(NAME)</u>.</p> <p>I TOOK IT TO <u>(NAME)</u>.</p> <p>WHO DID HE TAKE IT TO? SHE</p> <p>Tell me: HE TOOK IT TO <u>(NAME)</u>. SHE</p> <p>HE TOOK IT TO <u>(NAME)</u>. SHE</p>
<p>II. INTRODUCTION:</p> <p>The following is a tasting experience for the children.</p> <p>Have a quart carton of milk, a pitcher of orange Kool-Aid, a package of graham crackers, and two or three apples, sliced, on a table. Also have some very small paper cups.</p> <p>DEMONSTRATE:</p> <p>Hold up the milk carton and say:</p> <p>As you say "LIKE", smile, nod your head, and make other signs of approval.</p> <p>Pour yourself a small amount and drink it. then say.</p>	<p>T:</p> <p>T:</p> <p>T:</p>	<p>THIS IS MILK. I <u>LIKE</u> MILK.</p> <p>I'M GOING TO DRINK SOME MILK.</p> <p>UMMM, I <u>LIKE</u> MILK.</p>

Instructions to the teacher	Speaker	Exchange				
Hold up the apple and say: (Again with signs of approval).	T:	THESE ARE APPLES. I <u>LIKE</u> APPLES.				
Eat a slice of apple. Then say:	T:	I'M GOING TO EAT SOME APPLE.				
Do the same with the crackers and Kool-Aid (Calling it "ORANGE JUICE").	T:	UMMM, I <u>LIKE</u> APPLES.				
Call a child to you. Ask him:	T:	<u>(NAME)</u> , DO YOU LIKE CRACKERS?				
Model:	T:	Tell me: YES, I DO. I LIKE CRACKERS.				
Ask the group:	C:	YES, I DO. I LIKE CRACKERS.				
Model:	T:	DOES <u>(NAME)</u> LIKE CRACKERS?				
Say to the child:	T:	Tell me: YES, <table border="1" data-bbox="1064 850 1137 1017"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> DOES. <table border="1" data-bbox="1064 734 1137 811"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> LIKES CRACKERS.	HE	SHE	HE	SHE
HE						
SHE						
HE						
SHE						
Model:	GRP	YES, <table border="1" data-bbox="1164 1094 1237 1172"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> DOES. <table border="1" data-bbox="1164 875 1237 953"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> LIKES CRACKERS.	HE	SHE	HE	SHE
HE						
SHE						
HE						
SHE						
Ask the group:	T:	DO YOU WANT TO EAT A CRACKER?				
Model:	T:	Tell me: YES, I DO. I WANT TO EAT A CRACKER.				
Model:	C:	YES, I DO. I WANT TO EAT A CRACKER.				
Ask the group:	T:	WHAT DOES <table border="1" data-bbox="1483 1004 1556 1081"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> WANT TO EAT?	HE	SHE		
HE						
SHE						
Model:	T:	Tell me: <table border="1" data-bbox="1601 1043 1674 1120"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> WANTS TO EAT A CRACKER.	HE	SHE		
HE						
SHE						

Instructions to the teacher	Speaker	Exchange
Give him a cracker. After he eats it, ask him:	GRP	[HE SHE] WANTS TO EAT A CRACKER.
Model:	T:	WHAT DID YOU EAT?
Ask the group:	T:	Tell me: I <u>ATE</u> A CRACKER.
Model:	C:	I <u>ATE</u> A CRACKER.
Ask the group:	T:	WHAT DID [HE SHE] EAT?
Model:	T:	Tell me: [HE SHE] <u>ATE</u> A CRACKER.
Say to the child:	GRP	[HE SHE] ATE A CRACKER.
Now ask the child:	T:	Tell me: I LIKE CRACKERS.
Model:	C:	I LIKE CRACKERS.
Ask the group:	T:	DO YOU LIKE APPLES?
Model:	T:	Tell me: YES, I DO. I LIKE APPLES.
Ask the group:	C:	YES, I DO. I LIKE APPLES.
Model:	T:	DOES (NAME) LIKE APPLES?
Ask the group:	T:	Tell me: YES, [HE SHE] DOES. [HE SHE] LIKES APPLES.

Instructions to the teacher	Speaker	Exchange
<p>Say to the child:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Give him a slice of apple. After he eats it, ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Say to the child:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>YES, <input type="checkbox"/> HE DOES. <input type="checkbox"/> HE LIKES APPLES. <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p>DO YOU WANT TO EAT SOME APPLE?</p> <p>Tell me: YES, I DO. I WANT TO EAT SOME APPLE.</p> <p>YES, I DO. I WANT TO EAT SOME APPLE.</p> <p>WHAT DOES <input type="checkbox"/> HE WANT TO EAT? <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p>Tell me: <input type="checkbox"/> HE WANTS TO EAT SOME APPLE. <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p><input type="checkbox"/> HE WANTS TO EAT SOME APPLE. <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p>WHAT DID YOU EAT?</p> <p>Tell me: I ATE SOME APPLE.</p> <p>I ATE SOME APPLE.</p> <p>WHAT DID <input type="checkbox"/> HE EAT? <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p>Tell me: <input type="checkbox"/> HE ATE SOME APPLE. <input type="checkbox"/> SHE <input type="checkbox"/> SHE</p> <p>Tell me: I LIKE APPLES. I LIKE APPLES.</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat this same drill with every child, giving each a cracker and a slice of apple.</p> <p>Now call on the first child again.</p> <p>Ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Ask the child:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>(NAME), DO YOU LIKE MILK?</p> <p>Tell me: YES, I DO. I LIKE MILK.</p> <p>YES, I DO. I LIKE MILK.</p> <p>DOES (NAME) LIKE MILK?</p> <p>Tell me: YES, HE DOES. HE LIKES MILK. SHE</p> <p>YES, HE DOES. HE LIKES MILK. SHE</p> <p>DO YOU WANT TO DRINK SOME MILK?</p> <p>Tell me: YES, I DO. I WANT TO DRINK SOME MILK.</p> <p>YES, I DO. I WANT TO DRINK SOME MILK.</p> <p>WHAT DOES HE WANT TO DRINK SHE</p> <p>Tell me: HE WANTS TO DRINK SOME MILK. SHE</p> <p>HE WANTS TO DRINK SOME MILK. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Give the child a small cup of milk. After he drinks it, ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Say to the child:</p> <p>Now ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>WHAT DID YOU DRINK?</p> <p>Tell me: I DRANK SOME MILK.</p> <p>I DRANK SOME MILK.</p> <p>WHAT DID HE DRINK? SHE</p> <p>Tell me: HE DRANK SOME MILK. SHE</p> <p>HE DRANK SOME MILK. SHE</p> <p>Tell me: I LIKE MILK.</p> <p>I LIKE MILK.</p> <p>DO YOU LIKE ORANGE JUICE?</p> <p>Tell me: YES, I DO. I LIKE ORANGE JUICE.</p> <p>YES, I DO. I LIKE ORANGE JUICE.</p> <p>DOES (NAME) LIKE ORANGE JUICE?</p> <p>Tell me: YES, HE DOES. SHE HE LIKES ORANGE JUICE. SHE</p> <p>YES, HE DOES. SHE HE LIKES ORANGE JUICE. SHE</p>

Instructions to the teacher	Speaker	Exchange
Ask the child:	T:	DO YOU WANT TO DRINK SOME ORANGE JUICE?
Model:	T:	Tell me: YES, I DO. I WANT TO DRINK SOME ORANGE JUICE.
Ask the group:	C:	YES, I DO. I WANT TO DRINK SOME ORANGE JUICE.
Model:	T:	WHAT DOES HE WANT TO DRINK? SHE
Model:	T:	Tell me: HE WANTS TO DRINK SOME ORANGE JUICE. SHE
Give the child a small cup of orange "juice". After he drinks it, ask him:	GRP	HE WANTS TO DRINK SOME ORANGE JUICE. SHE
Model:	T:	WHAT DID YOU DRINK?
Ask the group:	T:	Tell me: I DRANK SOME ORANGE JUICE.
Model:	C:	I DRANK SOME ORANGE JUICE.
Ask the group:	T:	WHAT DID HE DRINK? SHE
Model:	T:	Tell me: HE DRANK SOME ORANGE JUICE. SHE
Say to the child:	GRP	HE DRANK SOME ORANGE JUICE. SHE
Model:	T:	Tell me: I LIKE ORANGE JUICE.
Model:	C:	I LIKE SORANGE JUICE.

Instructions to the teacher	Speaker	Exchange
<p>Repeat this drill with every child giving each a small cup of milk and a small cup of orange juice.</p> <p>III. REINFORCEMENT</p> <p>Ask one child:</p> <p>Model, if necessary:</p> <p>Ask him:</p> <p>Model:</p> <p>Ask him:</p> <p>Model, if necessary:</p> <p>Ask him:</p> <p>Model:</p> <p>Repeat this with each child. Then ask the first child:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>WHAT DID YOU EAT?</p> <p>Tell me: I ATE SOME APPLE.</p> <p>I ATE SOME APPLE.</p> <p>DID YOU LIKE THE APPLE?</p> <p>Tell me: YES, I DID. I LIKED THE APPLE.</p> <p>YES, I DID. I LIKED THE APPLE.</p> <p>WHAT ELSE DID YOU EAT?</p> <p>Tell me: I ALSO ATE A CRACKER.</p> <p>I ALSO ATE A CRACKER.</p> <p>DID YOU LIKE THE CRACKER?</p> <p>Tell me: YES, I DID. I LIKED THE CRACKER.</p> <p>YES, I DID. I LIKED THE CRACKER.</p> <p>WHAT DID YOU DRINK?</p> <p>Tell me: I DRANK SOME MILK.</p>

Instructions to the teacher	Speaker	Exchange
Ask him:	C:	I DRANK SOME MILK.
Model:	T:	DID YOU LIKE THE MILK?
Ask him:	T:	Tell me: YES, I DID. I LIKED THE MILK.
Model, if necessary:	C:	YES, I DID. I LIKED THE MILK.
Ask him:	T:	WHAT ELSE DID YOU DRINK?
Model, if necessary:	T:	Tell me: I ALSO DRANK SOME ORANGE JUICE.
Ask him:	C:	I ALSO DRANK SOME ORANGE JUICE.
Model:	T:	DID YOU LIKE THE ORANGE JUICE?
Repeat this with each child.	T:	Tell me: YES, I DID. I LIKED THE ORANGE JUICE.
	C:	YES, I DID. I LIKED THE ORANGE JUICE.

Year 2
 Week 9
 Day 4
 Page 1

REVIEW PATTERNS: Time phrase: "In the morning"
 NP + Like + NP

NEW VOCABULARY OR FORMS: Breakfast

(Breakfast foods): waffles, syrup, eggs, sausage, bacon, ham, toast, milk, cereal, sugar, orange juice, coffee, cream, chocolate, tea, pancakes, butter, jam, peper salt, tortillas.

MATERIALS NEEDED: H-M Card 214 (breakfast)
 Magazine pictures of breakfast foods listed above, pasted on sheets of paper and arranged in a folder (one to a sheet).
 NOTE: For Week 10 you will need a duplicate set of these pictures.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Use the folder of pictures of foods and H-M card 215. Show the card. Say:</p>		
<p>Point to the food in the picture. Say:</p>	<p>T: GRP</p>	<p>THEY'RE EATING. Repeat, please: THEY'RE EATING. THEY'RE EATING.</p>
<p>Point to the sun in the picture. Say:</p>	<p>T: GRP</p>	<p>THEY'RE EATING BREAKFAST. Repeat, please: THEY'RE EATING BREAKFAST. THEY'RE EATING BREAKFAST.</p>
<p>Ask the group:</p>	<p>T: T:</p>	<p>THEY EAT BREAKFAST IN THE MORNING. DO YOU EAT BREAKFAST IN THE MORNING?</p>
<p>Model:</p>	<p>T: GRP</p>	<p>Tell me: YES, WE DO. WE EAT BREAKFAST IN THE MORNING. YES, WE DO. WE EAT BREAKFAST IN THE MORNING.</p>
<p>Put away the card and get out the folder. Say:</p>	<p>T:</p>	<p>WHAT DO WE EAT FOR BREAKFAST? LET'S LOOK.</p>



Instructions to the teacher	Speaker	Exchange
<p>Go through the folder, saying (for example):</p> <p>NOTE: You will want to put certain pictures in sequence, so that you can say:</p> <p>Go through the folder until the children seem to have grasped the meanings of all the words. e.g.</p> <p>II. REINFORCEMENT</p> <p>Show one child a picture. Ask him:</p> <p>Model, if necessary:</p>	<p>T: GRP T: GRP T: T: T: C:</p>	<p>THIS IS BACON. Tell me: THAT'S BACON. THAT'S BACON. WE EAT BACON FOR BREAKFAST. Tell me: WE EAT BACON FOR BREAKFAST. WE EAT BACON FOR BREAKFAST. THESE ARE WAFFLES. THESE ARE PANCAKES. THIS IS SYRUP. WE PUT SYRUP ON OUR WAFFLES. WE PUT SYRUP ON OUR PANCAKES. THIS IS CEREAL. WE EAT CEREAL FOR BREAKFAST. THIS IS CREAM. WE PUT CREAM IN OUR CEREAL. THIS IS SUGAR. WE PUT SUGAR IN OUR CEREAL. ETC... WHAT IS THIS? Tell me: THAT'S HAM. THAT'S HAM.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask him:</p> <p>He may say:</p> <p>Expand his response:</p> <p>Show another child a picture, and so on. Go through the whole contents of the folder.</p>	<p>T:</p> <p>C:</p> <p>T:</p>	<p>DO YOU LIKE HAM?</p> <p>YES. NO.</p> <p>Tell me: YES, I DO. I LIKE HAM. NO, I DON'T. I DON'T LIKE HAM.</p>

REVIEW PATTERNS: Breakfast foods: "breakfast"

Like + NP

Get + NP (Benefactive) + NP (Object)

Bring + NP (Object) + NP (Locative)

Take + NP (Object) + NP (Locative)

Year 2
 Week 9
 Day 5
 Page 1

MATERIALS NEEDED: Folder of breakfast food pictures.

Evaluation: Large bowl of rice

Cup, box, bag, glass, jar

Canned goods, bottles; and packages of cereal from Week 8

H-M pictures 119, 121, 215

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Seat the children in a circle. Use the folder of pictures of breakfast foods. Review the foods in three groups:</p> <ol style="list-style-type: none"> 1. <u>foods</u> (bacon, sausage, eggs, ham, pancakes, waffles, tortillas, cereal, toast) 2. <u>drinks</u> (coffee, tea, milk, orange juice, chocolate) 3. <u>condiments</u> (salt, pepper, jam, butter, syrup, cream, sugar, milk) 		
<p>DEMONSTRATE:</p> <p>Ask the group:</p>	<p>T:</p>	<p>WHAT CAN WE EAT FOR BREAKFAST? Repeat, please: WHAT CAN WE EAT FOR BREAKFAST?</p>
<p>Show a picture in the first group. Say:</p>	<p>GRP</p>	<p>WHAT CAN WE EAT FOR BREAKFAST?</p>
<p>Model, if necessary:</p>	<p>T:</p>	<p>LET'S LOOK.</p> <p>WHAT IS THIS ? ARE THESE</p> <p>Tell me: THAT'S _____ (bacon, ham, etc). THOSE ARE _____ (eggs, waffles, etc.).</p>

Instructions to the teacher	Speaker	Exchange
	GRP	<p>[THAT'S THOSE ARE] _____ (bacon, ham, etc.). (eggs, waffles, etc.).</p>
	T:	<p>CAN WE EAT [BACON EGGS ETC.] FOR BREAKFAST?</p>
Model, if necessary:	T:	<p>Tell me: YES, WE CAN. WE CAN EAT [BACON EGGS ETC.] FOR BREAKFAST.</p>
	GRP	<p>YES, WE CAN. WE CAN EAT [BACON EGGS ETC.] FOR BREAKFAST.</p>
Review all the first group in this way. Then go on to the drinks:	T:	<p>WHAT CAN WE DRINK FOR BREAKFAST? Repeat, please: WHAT CAN WE DRINK FOR BREAKFAST?</p>
	GRP	<p>WHAT CAN WE DRINK FOR BREAKFAST?</p>
Show a picture. Say:	T:	<p>WHAT IS THIS?</p>
Model, if necessary:	T:	<p>Tell me: THAT'S _____. (juice, tea, milk, etc.)</p>
	GRP	<p>THAT'S _____. (juice, tea, milk, etc.)</p>
	T:	<p>CAN WE DRINK [JUICE MILK ETC.] FOR BREAKFAST?</p>
Model, if necessary:	T:	<p>Tell me: YES, WE CAN. WE CAN DRINK [JUICE MILK ETC.] FOR BREAKFAST.</p>

Instructions to the teacher	Speaker	Exchange
<p>Review all the drinks in this way. Then go on to the condiments:</p> <p>Model, if necessary:</p> <p>Ask:</p> <p>Model:</p> <p>Show another picture:</p> <p>Model:</p> <p>Review all the condiments in this way.</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>YES, WE ACAN. WE CAN DRINK JUICE FOR BREAKFAST. MILK ETC.</p> <p>WHAT IS THIS?</p> <p>Tell me: THAT'S SUGAR.</p> <p>THAT'S SUGAR.</p> <p>WHAT CAN WE DO WITH SUGAR?</p> <p>Tell me: WE CAN PUT SUGAR IN OUR CEREAL WE CAN PUT SUGAR IN OUR CEREAL.</p> <p>WHAT IS THIS?</p> <p>THAT'S JAM.</p> <p>WHAT CAN WE DO WITH JAM?</p> <p>Tell me: WE CAN PUT JAM ON OUR TOAST WAFFLES PANCAKES</p> <p>WE CAN PUT JAM ON OUR TOAST WAFFLES PANCAKES</p>

PART II. EVALUATION

Year 2
 Week 9
 Day 5
 Page 4

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:
<p>ITEM I. Have the large bowl of rice on the table. Hold up a handful of rice. WEEK 8 (all days) Ask: Week 9 Days 2,3</p> <p>Do the same with a cupful, boxful, glassful, and bagful. (NOTE: Child may say either CUP or CUPFUL, either GLASS or GLASSFUL.</p>	<p>T: C:</p>	<p>WHAT DO I HAVE? (YOU HAVE) A HANDFUL OF RICE.</p>	
<p>ITEM II. Have the canned goods, bottles, and packages of cereal on the table. Hold up each and ask: Week 9 Days 2,3</p>	<p>T: C:</p>	<p>WHAT IS THIS? THAT'S A CAN OF BEANS BOTTLE OF GRAPE JUICE PACKAGE OF CORN FLAKES. ETC.</p>	
<p>ITEM III. Both you and the child are standing at a distance from the table. Ask him: He should respond: After he gets it, ask him: He should respond:</p>	<p>T: C: T: C:</p>	<p>WILL YOU GET ME A CUPFUL OF RICE? YES, I WILL. (I'LL GET YOU A CUPFUL OF RICE.) WHAT DID YOU GET ME? I GOT YOU A CUPFUL OF RICE.</p>	

EVALUATION (continued)

Year 2
 Week 9
 Day 5
 Page 5

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	C= Correct = Incorrect
<p>ITEM IV. You stand at one table and the child at another. You have a jar on your table and he has a box on his.</p> <p>Say:</p> <p>After he does so, say:</p> <p>(comprehension only)</p>	<p>T:</p> <p>T:</p>	<p>BRING THE JAR TO THIS TABLE.</p> <p>TAKE THE BOX TO THAT TABLE.</p>		
<p>ITEM V. Show the child H-M card 119. Ask:</p> <p>WEEK 9</p> <p>DAY 3,4</p> <p>Show him H-M card 121. Ask:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>WHAT IS HE DOING?</p> <p>HE'S EATING (A COOKIE).</p> <p>WHAT IS HE DOING?</p> <p>HE'S DRINKING (MILK).</p>		
<p>ITEM VI. Show the child H-M card 215. Ask:</p> <p>Week 9</p> <p>Day 4</p>	<p>T:</p> <p>C:</p>	<p>WHAT ARE THEY DOING?</p> <p>THEY'RE EATING BREAKFAST.</p>		

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:
<p>ITEM VII. Select several of the breakfast WEEK 9 food pictures from the folder. Day 4,5 Ask for each:</p>	<p>T: C:</p>	<p>WHAT IS THIS ARE THESE ? THAT'S _____ THOSE ARE _____.</p>	
<p>ITEM VIII Show the child several of the WEEK 9 above pictures. Ask him for DAY 3,4 each:</p>	<p>T: C:</p>	<p>DO YOU LIKE WAFFLES? YES, I DO. I LIKE WAFFLES. OR NO, I DON'T. I DON'T LIKE WAFFLES.</p>	

OBJECTIVES

1. NEW VOCABULARY: Names of Breakfast foods and luncheon foods.
Restaurant, waitress, menu, food, breakfast, lunch, etc.

2. CONSTRUCTIONS: I

eat
want

 _____ for

lunch
breakfast

I ordered _____ to

eat
drink

3. SENTENCE TYPE: NP

pour
pass
serve

 NP (Benefactive) NP (Object)

NP

need
want
order
like

 NP (Object)

NP want + S

4. Questions involving instrumentals: What can we do with a knife, etc?

5. Time phrases: Yesterday, tomorrow, in the morning, at noon.

MATERIALS: Day 2: Apron, pictures of restaurants, pictures of waitresses, pencil and pad, H-M card 215, pictures of breakfast foods pasted on paper plates or cardboard stand. Menus from Sambo's Pancake House with colored pictures of breakfast. Toy dishes.

Day 3. Same as above.

Day 4. Same as above, except you will need luncheon menus from Big Boy Diner with colored pictures of luncheon foods and pictures of luncheon foods pasted on paper plates.

Day 5. Pictures of luncheon and breakfast foods in folders and on paper plates.
Pictures of waitress and H-M cards 214, 215.
Bowl of rice, spoon, small bowl, pitcher and cup, pencil and pad.

Year 2
Week 10

ADDENDUM

A worthwhile field trip to plan in conjunction with this week's experiences would be a visit to a restaurant for lunch or breakfast. If you plan such a trip, be sure to call ahead to reserve tables, and to cue the waitress as to her "lines", namely those which the children have been learning in English:

What would you like to order?

What would you like to

eat
drink
etc.

 ?

This trip might substitute for the day 5 lesson which is largely review.

REVIEW DAY

Year 2
Week 10
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

NEW PATTERNS: Breakfast Vocabulary

Instrumental questions: What can you do with a

spoon
knife
etc.

?

Year 2
Week 10
Day 2
Page 1

NEW PATTERNS: "Want + for breakfast" construction

NEW VOCABULARY OR FORMS: Restaurant, waitress, menu/menus, food.

MATERIALS NEEDED: White apron (small); pad and pencil, Picture of a waitress, H-M card 215. Pictures of the interior and exterior of a restaurant; one picture of people eating in a restaurant (all these pasted on one sheet of paper). Set of pictures of breakfast foods pasted on paper plates, or on cardboard and stands. (For example, bacon on a plate, milk carton on a stand). Menus from Sambo's Pancake House

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Have the group sitting around a table. Have all the pictures, on plates and on stands, displayed at one end in three groups: foods, drinks, and condiments.</p>		
<p>Say to the group:</p>	T:	LET'S HAVE BREAKFAST.
<p>Ask one child:</p>	T:	WHAT DO YOU WANT FOR BREAKFAST?
<p>Let him choose one of the foods. Expand his response:</p>	T:	Tell me: I WANT SOME BACON PANCAKES CEREAL ETC.
	C:	I WANT SOME BACON PANCAKES CEREAL ETC.
	T:	ALL RIGHT, YOU CAN HAVE SOME BACON. (etc).

Instructions to the teacher	Speaker	Exchange
<p>Give the child the food he asked for. Ask the group:</p> <p>Repeat this drill with every child, until each has a plate of food.</p> <p>Ask the first child:</p> <p>Let him choose one of the drinks. Expand his response:</p> <p>Give it to him and ask the group:</p> <p>Model:</p> <p>Repeat with every child until each has a drink.</p> <p>Indicate the condiments and ask the first child:</p> <p>Let him name something; expand his response:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p>	<p>WHAT DOES HE HAVE? SHE</p> <p>Tell me: HE HAS SOME BACON. (etc) SHE</p> <p>WHAT DO YOU WANT TO DRINK?</p> <p>Tell me: I WANT SOME CHOCOLATE. (etc).</p> <p>I WANT SOME CHOCOLATE.</p> <p>ALL RIGHT, YOU CAN HAVE SOME CHOCOLATE.</p> <p>WHAT DOES HE HAVE? SHE</p> <p>Tell me: HE HAS SOME CHOCOLATE. SHE</p> <p>HE HAS SOME CHOCOLATE. SHE</p> <p>DO YOU NEED SOMETHING?</p> <p>Tell me: YES, I DO. I NEED SOME PEPPER.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Model, if necessary:</p> <p>Ask the child:</p> <p>Model:</p> <p>Give him the pepper and ask another child:</p> <p>Let him name something; expand his response:</p> <p>Ask the group:</p> <p>Model:</p> <p>Ask the child:</p> <p>Model:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>YES, I DO. I NEED SOME PEPPER.</p> <p>WHAT DOES HE NEED? SHE</p> <p>Tell me: HE NEEDS SOME PEPPER. SHE</p> <p>HE NEEDS SOME PEPPER. SHE</p> <p>WHAT WILL YOU DO WITH THE PEPPER?</p> <p>Tell me: I'LL PUT IT ON MY EGGS.</p> <p>I'LL PUT IT ON MY EGGS.</p> <p>DO YOU NEED SOMETHING?</p> <p>Tell me: YES, I DO. I NEED SOME SYRUP.</p> <p>YES, I DO. I NEED SOME SYRUP.</p> <p>WHAT DOES HE NEED? SHE</p> <p>Tell me: HE NEEDS SOME SYRUP. SHE</p> <p>HE NEEDS SOME SYRUP. SHE</p> <p>WHAT WILL YOU DO WITH THE SYRUP?</p> <p>Tell me: I'LL PUT IT ON MY PANCAKES.</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue with each child, and then repeat, having each child choose several condiments.</p> <p>Introduce the idea of Restaurants in Spanish first. Ask the children if they have ever been in one. If so, you can talk about what the waiter or waitress did, or said. If they have not had such an experience, be prepared to explain using pictures and dramatic play to illustrate your discussion.</p>	<p>C:</p> <p>T:</p>	<p>I'LL PUT IT ON MY PANCAKES.</p> <p>¿HAN IDO USTEDES ALGUNA VEZ A UN RESTAURANTE? (COMEDOR)</p> <p>¿QUÉ COMIERON EN EL RESTAURANTE? ¿DESAYUNO? ¿ALMUERZO? ¿CENA?</p> <p>¿QUIÉN LES SIRVIÓ? ¿UNA MESERA? ¿O UN MESERO?</p> <p>¿SE RECUERDAN QUE HIZO ÉL CUANDO LLEGÓ A LA MESA? ¿QUE DIJO?</p> <p>(Let children respond)</p> <p>¿QUÉ LE DIJISTE? O ¿QUÉ LE DIJO TU PAPÁ? ETC.</p>
<p>Be sure to teach the children the English vocabulary before you begin the exercise. Words which they will need to learn or review are: "restaurant, waiter, waitress, breakfast.</p>	<p>T:</p> <p>T:</p>	<p>Use pictures to learn new vocabulary.</p> <p>THIS IS A RESTAURANT. WE CAN EAT BREAKFAST IN A RESTAURANT.</p>
<p>Show the pictures of the restaurant:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>Repeat: RESTAURANT. RESTAURANT.</p> <p>THIS IS A RESTAURANT. Repeat, please: THAT'S A RESTAURANT. THAT'S A RESTAURANT.</p>
<p>Point to the people eating in the restaurant and say:</p>	<p>T:</p>	<p>THEY'RE EATING BREAKFAST IN THE RESTAURANT. Repeat, please: THEY'RE EATING BREAKFAST IN THE RESTAURANT</p>

Instructions to the teacher	Speaker	Exchange
Say:	GRP	THEY'RE EATING BREAKFAST IN THE RESTAURANT.
Repeat:	T:	TOMORROW WE'RE GOING TO PLAY RESTAURANT. Repeat, please: TOMORROW WE'RE GOING TO PLAY RESTAURANT.
Model for the group:	GRP	TOMORROW WE'RE GOING TO PLAY RESTAURANT.
Point to the "food" on the table and say:	T:	TOMORROW WE'RE GOING TO PLAY RESTAURANT. WHAT DO WE NEED?
Show the picture of the waitress. Ask:	T:	T: Tell me: WE NEED SOME FOOD. WE NEED SOME FOOD.
Model:	T:	T: WE HAVE SOME FOOD. WHAT ELSE DO WE NEED?
(Have them repeat the word "WAITRESS" in isolation several times, if necessary.)	T:	T: WHO IS SHE?
Show them the apron, pad and pencil.	T:	T: Tell me: SHE'S A WAITRESS. SHE'S A WAITRESS.
Show them a menu. Ask:	T:	T: Tell me: WE NEED A WAITRESS. WE NEED A WAITRESS.
	T:	T: I'LL BE THE WAITRESS. WHAT ELSE DO WE NEED?
	T:	T: WHAT IS THIS?

Instructions to the teacher	Speaker	Exchange
<p>Model: (Have them repeat "MENU" several times, if necessary.)</p> <p>Model:</p>	<p>T: GRP T: GRP T:</p>	<p>Tell me: THAT'S A MENU. THAT'S A MENU. Tell me: WE NEED SOME MENUS. WE NEED SOME MENUS. WE HAVE SOME MENUS.</p>
<p>Show them all the menus. Say:</p> <p>III. REINFORCEMENT</p>	<p>T:</p>	<p>WHAT ARE WE GOING TO PLAY TOMORROW?</p>
<p>Ask the group:</p> <p>Model:</p>	<p>T: T: GRP</p>	<p>Tell me: TOMORROW WE'RE GOING TO PLAY RESTAURANT. TOMORROW WE'RE GOING TO PLAY RESTAURANT? WHO'S GOING TO BE THE WAITRESS?</p>
<p>Show the picture of the waitress and ask:</p> <p>Model:</p>	<p>T: T: GRP</p>	<p>Tell me: YOU ARE. YOU'RE GOING TO BE THE WAITRESS. YOU ARE. YOU'RE GOING TO BE THE WAITRESS. WHAT ARE WE GOING TO EAT?</p>
<p>Ask:</p> <p>Model:</p>	<p>T: T: GRP</p>	<p>Tell me: WE'RE GOING TO EAT BREAKFAST. WE'RE GOING TO EAT BREAKFAST.</p>
<p>Give each child a menu. Ask each one:</p> <p>Model, if necessary:</p>	<p>T: T:</p>	<p>WHAT DO YOU HAVE? Tell me: I HAVE A MENU.</p>

Instructions to the teacher	Speaker	Exchange
<p>After you have asked each one, say to the group:</p> <p>Ask one child:</p> <p>Help him to choose something. Model:</p> <p>Ask another:</p> <p>Help him choose; model:</p> <p>Repeat this with each child. Then help each to choose something to drink.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>LET'S LOOK AT OUR MENUS.</p> <p>WHAT ARE YOU GOING TO EAT FOR BREAKFAST?</p> <p>Tell me: I'M GOING TO EAT PANCAKES.</p> <p>I'M GOING TO EAT PANCAKES.</p> <p>WHAT ARE YOU GOING TO EAT FOR BREAKFAST?</p> <p>Tell me: I'M GOING TO EAT SAUSAGE.</p> <p>I'M GOING TO EAT SAUSAGE.</p>
<p>Repeat this with each child. Then help each to choose something to drink.</p>	<p>T:</p> <p>C:</p>	<p>WHAT ARE YOU GOING TO DRINK FOR BREAKFAST?</p> <p>I'M GOING TO DRINK MILK ORANGE JUICE ETC.</p>

NEW PATTERNS: NP + Need + NP
 Names of breakfast foods; breakfast; restaurant
 NP + Want + S
 NP + Get + NP (Benefactive) + NP (Object)
 NP + Like + NP

NEW PATTERNS: Order
 Serve
 Pour + NP (Benefactive) + NP (Object)

TIME PHRASE: This morning

MATERIALS NEEDED: Toy dishes: knives, forks, spoons, plates, cups, saucers, glasses; napkins. Pictures of food from Day 2, pasted to plates or on cardboard stands.
 Menu
 White apron, pad, and pencil
 Pictures of restaurant

PART I: REVIEW AND INTRODUCTION

	Speaker	Exchange
<p>Instructions to the teacher</p> <p>Have the table already set with the toy dishes. Have on a nearby table: menus, apron, pad and pencil, all food.</p> <p>Show the pictures of the restaurant to the group. Say:</p> <p>Model, if necessary:</p>	<p>T: WHAT'S THIS?</p> <p>T: Tell me: THAT'S A RESTAURANT.</p> <p>GRP: THAT'S A RESTAURANT.</p> <p>T: THIS MORNING WE'RE GOING TO PLAY RESTAURANT. Please, repeat: THIS MORNING WE'RE GOING TO PLAY RESTAURANT.</p> <p>GRP: THIS MORNING WE'RE GOING TO PLAY RESTAURANT.</p> <p>T: LET'S GO TO THE RESTAURANT.</p>	

Year 2
 Week 10
 Day 3
 Page 1

Instructions to the teacher	Speaker	Exchange
Take the children to the table that is set for breakfast. Say:	T:	NOW WE'RE IN THE RESTAURANT. YOU'RE GOING TO EAT BREAKFAST HERE. YOU CAN SIT DOWN.
Put on the apron and get the pad and pencil. Say:	T:	I'M THE WAITRESS. Tell me: YOU'RE THE WAITRESS.
Hold up the menus and say:	GRP	YOU'RE THE WAITRESS.
Lay the menus down again. Come to the children's table and say to C #1:	T:	THESE ARE MENUS. Tell me: THOSE ARE MENUS.
Bring him the menu and say:	GRP	THOSE ARE MENUS.
Repeat this with every child. Then say to the group:	T:	Tell me: I NEED A MENU.
Stand beside C#1. Ask him:	C#1	I NEED A MENU.
He responds "YES" or "NO" and you expand his response:	T:	I'LL GET YOU ONE. HERE YOU ARE. HERE'S A MENU.
	T:	LOOK AT YOUR MENUS. WHAT DO YOU WANT FOR BREAKFAST?
	T:	DO YOU LIKE EGGS? (bacon, ham, etc.)
	T:	Tell me: NO, I DON'T. I DON'T LIKE EGGS. (bacon, ham, etc.)
	C#1	NO, I DON'T. I DON'T LIKE EGGS. (bacon, ham, etc.) Or Tell me: YES, I DO. I LIKE PANCAKES. (waffles, etc.)

Instructions to the teacher	Speaker	Exchange
Ask him:	C#1	YES, I DO. I LIKE PANCAKES. (waffles, etc.)
Ask him:	T:	DO YOU WANT TO <u>ORDER</u> SOME PANCAKES?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME PANCAKES.
On the pad, write the child's name and "PANCAKES".	T:	WHAT DO YOU WANT TO DRINK? DO YOU LIKE MILK? (coffee, etc.)
Ask him:	T:	Tell me: NO, I DON'T. I DON'T LIKE MILK. (coffee, etc.)
He responds yes or no, and you expand his response:	C#1	NO, I DON'T. I DON'T LIKE MILK. (coffee, etc.) Or.
	T:	Tell me: YES, I DO. I LIKE MILK. (chocolate, etc.)
	C#1	YES, I DO. I LIKE MILK. (chocolate, etc.)
Ask him:	T:	DO YOU WANT TO ORDER SOME MILK?
Model the response:	T:	Tell me: YES, I DO. I WANT TO ORDER SOME MILK.
Write "MILK" on the pad.	C#1	YES, I DO. I WANT TO ORDER SOME MILK.
Show the child the pad. Ask him:	T:	WHAT DID YOU ORDER?
Point to "PANCAKES." Model:	T:	Tell me: I ORDERED SOME PANCAKES.
	C:	I ORDERED SOME PANCAKES.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T:	WHAT DID <input type="checkbox"/> HE <input type="checkbox"/> ORDER? <input type="checkbox"/> SHE
Model:	T:	Tell me: <input type="checkbox"/> HE <input type="checkbox"/> ORDERED SOME PANCAKES. <input type="checkbox"/> SHE
Point to "MILK" and ask the child:	GRP	<input type="checkbox"/> HE <input type="checkbox"/> ORDERED SOME PANCAKES. <input type="checkbox"/> SHE
Model:	T:	WHAT ELSE DID YOU ORDER?
Ask the group:	T:	Tell me: I ALSO ORDERED SOME MILK.
Model:	C:	I ALSO ORDERED SOME MILK.
Ask the next child:	T:	WHAT ELSE DID <input type="checkbox"/> HE <input type="checkbox"/> ORDER? <input type="checkbox"/> SHE
Let him respond "YES" or "NO", and you expand his response:	T:	Tell me: <input type="checkbox"/> HE <input type="checkbox"/> ALSO ORDERED SOME MILK. <input type="checkbox"/> SHE
	GRP	<input type="checkbox"/> HE <input type="checkbox"/> ALSO ORDERED SOME MILK. <input type="checkbox"/> SHE
	T:	WHAT DO YOU WANT FOR BREAKFAST? DO YOU LIKE WAFFLES? (tortillas, etc.)
	T:	Tell me: NO, I DON'T. I DON'T LIKE WAFFLES.
	C#2	NO, I DON'T. I DON'T LIKE WAFFLES.
	T:	Tell me: YES, I DO. I LIKE WAFFLES.

Instructions to the teacher	Speaker	Exchange
<p>Ask him:</p> <p>Model the response:</p> <p>Write the child's name and "WAFFLES" on another sheet of the pad.</p> <p>Ask him:</p> <p>Expand his response:</p> <p>Ask him:</p> <p>Model the response:</p> <p>On the pad, write "CHOCOLATE".</p> <p>Show the child the pad. Ask him:</p> <p>Point to "WAFFLES". Model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>DO YOU WANT TO ORDER SOME WAFFLES?</p> <p>Tell me: YES, I DO. I WANT TO ORDER SOME WAFFLES.</p> <p>YES, I DO. I WANT TO ORDER SOME WAFFLES.</p> <p>WHAT DO YOU WANT TO DRINK? DO YOU LIKE CHOCOLATE? (tea, etc.)</p> <p>Tell me: YES, I DO. I LIKE CHOCOLATE.</p> <p>YES, I DO. I LIKE CHOCOLATE.</p> <p>DO YOU WANT TO ORDER SOME CHOCOLATE?</p> <p>Tell me: YES, I DO. I WANT TO ORDER SOME CHOCOLATE.</p> <p>YES, I DO. I WANT TO ORDER SOME CHOCOLATE.</p> <p>WHAT DID YOU ORDER?</p> <p>Tell me: I ORDERED SOME WAFFLES.</p> <p>I ORDERED SOME WAFFLES.</p> <p>WHAT DID HE ORDER? SHE</p> <p>Tell me: HE ORDERED SOME WAFFLES. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Point to "CHOCOLATE" and ask the child:</p> <p>Model:</p> <p>Ask the group</p> <p>Ask the group:</p> <p>Model:</p> <p>Repeat the routine with every child. Make different suggestions to each child, so that they order a variety of things. This gives an opportunity to use more of the new vocabulary items.</p> <p>After the children have ordered, say to the group:</p> <p>Bring the paper plates with the pictures of pancakes pasted on it to Child #1:</p> <p>Model:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>[HE] ORDERED SOME WAFFLES. [SHE]</p> <p>WHAT ELSE DID YOU ORDER?</p> <p>Tell me: I ALSO ORDERED SOME CHOCOLATE.</p> <p>I ALSO ORDERED SOME CHOCOLATE.</p> <p>WHAT ELSE DID [HE] ORDER? [SHE]</p> <p>Tell me: [HE] ALSO ORDERED SOME CHOCOLATE. [SHE]</p> <p>[HE] ALSO ORDERED SOME CHOCOLATE. [SHE]</p> <p>I'LL BRING YOU YOUR BREAKFAST.</p> <p>DID YOU ORDER SOME PANCAKES?</p> <p>Tell me: YES, I DID. I ORDERED SOME PANCAKES. YES, I DID. I ORDERED SOME PANCAKES.</p> <p>I'LL SERVE YOU SOME PANCAKES. WHAT WILL I <u>SERVE</u> YOU?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>Go through the motions of serving pancakes from the platter to the child's plate.</p> <p>Then ask him:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model the response:</p> <p>Continue this routine with every child, bringing the item he ordered and serving him a portion of it.</p> <p>Next bring the drinks. Bring the teapot and say to child #1:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Tell me: <u>YOU'LL SERVE ME SOME PANCAKES.</u></p> <p>YOU'LL SERVE ME SOME PANCAKES.</p> <p>WHAT WILL I <u>SERVE</u> HIM ? HER</p> <p>Tell me: <u>YOU'LL SERVE</u> HIM HER SOME PANCAKES.</p> <p>WHAT DID I SERVE YOU?</p> <p>Tell me: <u>YOU SERVED ME SOME PANCAKES.</u></p> <p>YOU SERVED ME SOME PANCAKES.</p> <p>WHAT DID I SERVE HIM ? HER</p> <p>Tell me: <u>YOU SERVED</u> HIM HER SOME PANCAKES.</p> <p>YOU SERVED HIM HER SOME PANCAKES.</p> <p>DID YOU ORDER SOME TEA?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Model the response:</p> <p>Ask the group:</p> <p>Model:</p> <p>Go through the motions of pouring tea into the child's cup.</p> <p>Ask him:</p> <p>Model:</p> <p>Ask the group:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP</p>	<p>Tell me: YES, I DID. I ORDERED SOME TEA.</p> <p>YES, I DID. I ORDERED SOME TEA.</p> <p>I'LL POUR YOU SOME TEA. WHAT WILL I POUR YOU?</p> <p>Tell me: YOU'LL POUR ME SOME TEA.</p> <p>YOU'LL POUR ME SOME TEA.</p> <p>WHAT WILL I POUR [HIM HER] ?</p> <p>Tell me: YOU'LL POUR [HIM HER] SOME TEA.</p> <p>YOU'LL POUR [HIM HER] SOME TEA.</p> <p>WHAT DID I POUR YOU?</p> <p>Tell me: YOU Poured ME SOME TEA.</p> <p>YOU Poured ME SOME TEA.</p> <p>WHAT DID I POUR [HIM HER] ?</p> <p>YOU Poured [HIM HER] SOME TEA.</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue this routine with every child.</p> <p>After serving the drinks, bring the butter salt, pepper, jam, syrup, cream, sugar, and milk to the table.</p> <p>Choose a child who is too far from the condiments to reach them. Ask him:</p> <p>Model:</p> <p>Point to another child and say to C#1:</p> <p>Model for C#2:</p> <p>Help child #2 to pass the salt to child #1. Then ask child #2:</p> <p>Model:</p> <p>Ask child #1:</p>	<p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p>	<p>ETC.</p> <p>DO YOU NEED SOME SALT?</p> <p>Tell me: YES, I DO. I NEED SOME SALT.</p> <p>YES, I DO. I NEED SOME SALT.</p> <p>Ask him: WILL YOU PASS ME THE SALT?</p> <p>WILL YOU PASS ME THE SALT?</p> <p>Tell him: YES, I WILL. I'LL PASS YOU THE SALT.</p> <p>YES, I WILL. I'LL PASS YOU THE SALT.</p> <p>WHAT DID YOU PASS HIM ? HER</p> <p>Tell me: I PASSED HIM THE SALT. HER</p> <p>I PASSED HIM THE SALT. HER</p> <p>WHAT DID HE PASS YOU? SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Go on to two other children. Ask the first:</p> <p>Model:</p> <p>Point to another child and say to C#3:</p> <p>Model for child #4:</p> <p>Help child #4 to pass the sugar to child #3. Then ask child #4:</p> <p>Ask child #3:</p> <p>Model:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>C#4</p> <p>T:</p> <p>C#4</p> <p>T:</p> <p>C#4</p> <p>T:</p> <p>C#3</p>	<p>Tell me: HE PASSED ME THE SALT. SHE</p> <p>DO YOU NEED SOME SUGAR?</p> <p>Tell me: YES, I DO. I NEED SOME SUGAR. YES, I DO. I NEED SOME SUGAR.</p> <p>Ask him: WILL YOU PASS ME THE SUGAR? WILL YOU PASS ME THE SUGAR?</p> <p>Tell him: YES, I WILL. I'LL PASS YOU THE SUGAR. YES, I WILL. I'LL PASS YOU THE SUGAR.</p> <p>Tell me: I PASSED HIM THE SUGAR. HER</p> <p>I PASSED HIM THE SUGAR. HER</p> <p>WHAT DID HE PASS YOU? SHE</p> <p>Tell me: HE PASSED ME THE SUGAR. SHE</p> <p>HE PASSED ME THE SUGAR. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat this drill several times with all the children.</p> <p>III. REINFORCEMENT</p> <p>When the children have finished "eating", have them return to their original seats in the circle. Review the trip to the restaurant in past tense.</p> <p>Use the folder of pictures of breakfast foods.</p> <p>Say to the group:</p> <p>Ask child #1:</p> <p>Hand him the folder and help him find what he ordered. Then model for him:</p> <p>Ask the group, showing them the picture:</p> <p>Model, if necessary:</p> <p>Ask the child:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>TODAY WE PLAYED RESTAURANT. YOU ATE BREAKFAST IN THE RESTAURANT. I WAS THE WAITRESS.</p> <p>WHAT DID YOU ORDER FOR BREAKFAST? SHOW ME.</p> <p>Tell me: I ORDERED SOME PANCAKES.</p> <p>I ORDERED SOME PANCAKES.</p> <p>WHAT DID <input type="checkbox"/> HE <input type="checkbox"/> SHE ORDER FOR BREAKFAST?</p> <p>Tell me: <input type="checkbox"/> HE <input type="checkbox"/> SHE ORDERED SOME PANCAKES.</p> <p><input type="checkbox"/> HE <input type="checkbox"/> SHE ORDERED SOME PANCAKES.</p> <p>WHAT DID YOU ORDER TO DRINK? SHOW ME.</p>

Instructions to the teacher	Speaker	Exchange
<p>Help him to find it; model for him:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Repeat this with every child. NOTE: If there is no time for reinforcement on Day 3, use this as an opening review on Day 4.</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>Tell me: I ORDERED SOME TEA.</p> <p>I ORDERED SOME TEA.</p> <p>WHAT DID HE ORDER TO DRINK? SHE</p> <p>Tell me: HE ORDERED SOME TEA. SHE</p>

REVIEW PATTERNS: NP + Pour
Serve
Pass + NP (Benefactive) + NP (Object)

NEW PATTERNS:
 NP + Need
Want
Like
Order
Want + NP
 NP + Want + S

NEW VOCABULARY: Lunch. Hamburger, hot dog, french fries, salad, soup, sandwich, potato chips, tomatoes, lettuce, onion, mustard, ketchup, salt, pepper, milkshake, coke.
 Time Phrases: Yesterday, in the morning, at noon.

MATERIALS NEEDED: H-M cards 215, 214
 Pictures of restaurant
 Menus from a "Big Boy" diner
 Toy dishes as on Day 3
 Small white apron, pad and pencil
 Magazine pictures of luncheon foods, pasted on paper plates where appropriate, or on cardboard stands otherwise. Have a duplicate set: paste each picture on a sheet of paper and arrange in a folder.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have the table set as on Day 3. Have menu, "food", apron, pad and pencil on a nearby table.		
Seat the group in a circle away from the table.		
Show them H-M card 215. Ask:	T:	WHAT ARE THEY DOING?
Model, if necessary:	T:	Tell me: THEY'RE EATING BREAKFAST.
	GRP	THEY'RE EATING BREAKFAST.
Show H-M card 214. Ask:	T:	WHAT ARE THEY DOING?

Instructions to the teacher	Speaker	Exchange
<p>Model the response:</p> <p>Ask:</p> <p>Model, if necessary:</p> <p>Ask the group:</p> <p>Model:</p> <p>Ask:</p> <p>Get out the folder of luncheon foods.</p> <p>Go through the folder, naming each item and modeling a sentence for the children to repeat. For example:</p> <p>NOTE: Use the expression "for lunch" as many times as possible.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Tell me: <u>THEY'RE EATING LUNCH.</u></p> <p>THEY'RE EATING LUNCH.</p> <p>WHEN DO WE EAT BREAKFAST?</p> <p>Tell me: WE EAT BREAKFAST IN THE MORNING.</p> <p>WE EAT BREAKFAST IN THE MORNING.</p> <p>WHEN DO WE EAT LUNCH?</p> <p>Tell me: WE EAT LUNCH AT NOON.</p> <p>WE EAT LUNCH AT NOON.</p> <p>WHAT CAN WE EAT FOR LUNCH? LET'S LOOK.</p> <p>THIS IS A HAMBURGER.</p> <p>Tell me: THAT'S A HAMBURGER.</p> <p>THAT'S A HAMBURGER.</p> <p>WE CAN EAT HAMBURGERS FOR LUNCH.</p> <p>Repeat, please: WE CAN EAT HAMBURGERS FOR LUNCH.</p> <p>WE CAN EAT HAMBURGERS FOR LUNCH.</p> <p>THIS IS KETCHUP.</p> <p>Tell me: THAT'S KETCHUP.</p>

Instructions to the teacher	Speaker	Exchange
<p>When you have covered the material in the folder thoroughly, say to the group:</p> <p>Ask them:</p> <p>Model, if necessary:</p> <p>Say:</p> <p>Ask the group:</p> <p>Model:</p> <p>Repeat:</p> <p>Model:</p>	<p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>THAT'S KETCHUP.</p> <p>WE CAN PUT KETCHUP ON OUR HAMBURGERS. Repeat, please: WE CAN PUT KETCHUP ON OUR HAMBURGERS. WE CAN PUT KETCHUP ON OUR HAMBURGERS.</p> <p>Tell me: YESTERDAY WE PLAYED RESTAURANT. YESTERDAY WE PLAYED RESTAURANT.</p> <p>WHAT DID WE EAT YESTERDAY? Tell me: YESTERDAY WE ATE BREAKFAST. YESTERDAY WE ATE BREAKFAST.</p> <p>YES, YESTERDAY WE ATE BREAKFAST. TODAY, LET'S EAT LUNCH IN THE RESTAURANT. WHAT ARE WE GOING TO DO TODAY? Tell me: TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.</p> <p>TODAY, WE ARE GOING TO EAT LUNCH IN THE RESTAURANT. WHAT DID WE DO YESTERDAY? Tell me: YESTERDAY, WE ATE BREAKFAST IN THE RESTAURANT. YESTERDAY, WE ATE BREAKFAST IN THE RESTAURANT.</p>



Instructions to the teacher	Speaker	Exchange
<p>Ask:</p> <p>Model:</p> <p>Lead the children to the table which is already set. (NOTE: This will be similar to Day 3, but not identical.)</p> <p>Put on the apron, get the pad and pencil:</p> <p>Model for the group:</p> <p>Say to child #1:</p> <p>Bring him the menu and say:</p> <p>Repeat this with every child.</p> <p>Then say to the group:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT ARE WE GOING TO DO TODAY?</p> <p>Tell me: TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.</p> <p>TODAY, WE'RE GOING TO EAT LUNCH IN THE RESTAURANT.</p> <p>LET'S GO TO THE RESTAURANT.</p> <p>NOW, WE'RE IN THE RESTAURANT. YOU'RE GOING TO EAT LUNCH HERE. YOU CAN SIT DOWN.</p> <p>I'M THE WAITRESS.</p> <p>Tell me: YOU'RE THE WAITRESS.</p> <p>YOU'RE THE WAITRESS.</p> <p>Tell me: I NEED A MENU.</p> <p>I NEED A MENU.</p> <p>I'LL GET YOU ONE.</p> <p>HERE YOU ARE. HERE'S A MENU.</p> <p>LOOK AT YOUR MENUS. WHAT DO YOU WANT FOR LUNCH?</p>

Instructions to the teacher	Speaker	Exchange
<p>Stand beside C#1 and ask him:</p> <p>Expand his response:</p> <p>When he gives a "YES" response, model for him:</p> <p>Write his name and "HAMBURGER" on the pad. Ask him:</p> <p>Let him order one other food: (A salad, soup, french fries, etc.)</p> <p>Model for him:</p> <p>Now ask him:</p> <p>Expand his response:</p> <p>When he gives a "YES" response, Model:</p> <p>Now show him the pad. Ask him:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>DO YOU LIKE HAMBURGERS?</p> <p>Tell me: YES, I DO. I LIKE HAMBURGERS. Or NO, I DON'T. I DON'T. I DON'T LIKE HAMBURGERS.</p> <p>Tell me: I WANT TO ORDER A HAMBURGER.</p> <p>I WANT TO ORDER A HAMBURGER.</p> <p>WHAT ELSE DO YOU LIKE?</p> <p>Tell me: I ALSO LIKE FRENCH FRIES. I ALSO LIKE FRENCH FRIES.</p> <p>Tell me: I WANT TO ORDER SOME FRENCH FRIES. I WANT TO ORDER SOME FRENCH FRIES.</p> <p>WHAT DO YOU WANT TO DRINK? DO YOU LIKE COKES?</p> <p>Tell me: YES, I DO. I LIKE COKES. NO, I DON'T. Or I DON'T LIKE COKES.</p> <p>Tell me: I WANT TO ORDER A COKE. I WANT TO ORDER A COKE.</p> <p>WHAT DID YOU ORDER?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model: (point to HAMBURGER)</p>	<p>T:</p>	<p>Tell me: I ORDERED A HAMBURGER.</p>
<p>Ask:</p>	<p>C:</p>	<p>I ORDERED A HAMBURGER.</p>
<p>Point to FRENCH FRIES and model:</p>	<p>T:</p>	<p>WHAT ELSE DID YOU ORDER?</p>
<p>Point to COKE and ask him:</p>	<p>T:</p>	<p>Tell me: I ALSO ORDERED SOME FRENCH FRIES.</p>
<p>Model:</p>	<p>C:</p>	<p>I ALSO ORDERED SOME FRENCH FRIES.</p>
<p>Repeat this with every child: After all the children have ordered, say to the group:</p>	<p>T:</p>	<p>WHAT DID YOU ORDER TO DRINK?</p>
<p>Bring a paper plate with a picture of a hamburger pasted on it. Say:</p>	<p>T:</p>	<p>Tell me: I ORDERED A COKE.</p>
<p>Say to one child:</p>	<p>T:</p>	<p>I'LL BRING YOU YOUR LUNCH.</p>
<p>Model:</p>	<p>T:</p>	<p>WHO ORDERED A HAMBURGER?</p>
<p>Pantomime serving; then ask him:</p>	<p>T:</p>	<p>DID YOU ORDER A HAMBURGER?</p>
<p>Model:</p>	<p>T:</p>	<p>Tell me: YES, I DID. I ORDERED A HAMBURGER.</p>
<p></p>	<p>C:</p>	<p>YES, I DID. I ORDERED A HAMBURGER.</p>
<p></p>	<p>T:</p>	<p>I'LL SERVE YOU A HAMBURGER.</p>
<p></p>	<p>T:</p>	<p>WHAT DID I SERVE YOU?</p>
<p>Model:</p>	<p>T:</p>	<p>Tell me: YOU SERVED ME A HAMBURGER.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Model for whoever did:</p> <p>Say to him:</p> <p>Pantomime serving; then ask him:</p> <p>Model, if necessary:</p> <p>Continue if there are other children who ordered hamburgers.</p> <p>Next bring the french fries (for example and serve them to everyone who ordered them.</p> <p>Continue with the other foods.</p> <p>Next serve the drinks. Bring a bottle of coke and say:</p> <p>Model for C#1:</p> <p>Pantomime pouring; then ask him:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p>	<p>YOU SERVED ME A HAMBURGER.</p> <p>WHO ELSE ORDERED A HAMBURGER?</p> <p>Tell me: I DID. I ORDERED A HAMBURGER.</p> <p>I DID. I ORDERED A HAMBURGER.</p> <p>I'LL SERVE YOU A HAMBURGER.</p> <p>WHAT DID I SERVE YOU?</p> <p>Tell me: YOU SERVED ME A HAMBURGER.</p> <p>YOU SERVED ME A HAMBURGER.</p> <p>WHO ORDERED A COKE?</p> <p>Tell me: I DID. I ORDERED A COKE.</p> <p>I DID. I ORDERED A COKE.</p> <p>I'LL POUR YOU A COKE.</p> <p>WHAT DID I POUR YOU?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Ask the group:</p> <p>Model for whoever did:</p> <p>Say to him:</p> <p>Pantomime pouring; then ask him:</p> <p>Model:</p> <p>Continue with all children who ordered cokes.</p> <p>Continue with the other drinks.</p> <p>Now bring the mustard, ketchup, salt, pepper, lettuce, onion and tomatoes to the table.</p> <p>Ask a child who is too far from these things to reach them: (Point to them as you say this)</p> <p>Model:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C#1</p>	<p>Tell me: YOU Poured ME A COKE.</p> <p>YOU Poured ME A COKE.</p> <p>WHO ELSE ORDERED A COKE?</p> <p>Tell me: I DID. I ORDERED A COKE.</p> <p>I DID. I ORDERED A COKE.</p> <p>I'LL POUR YOU A COKE.</p> <p>WHAT DID I POUR YOU?</p> <p>Tell me: YOU Poured ME A COKE.</p> <p>YOU Poured ME A COKE.</p> <p>DO YOU NEED SOMETHING?</p> <p>Tell me: YES, I DO. I NEED SOME MUSTARD.</p> <p>YES, I DO. I NEED SOME MUSTARD.</p>

Instructions to the teacher	Speaker	Exchange
<p>Point to another child and say to C#1:</p> <p>Model for child #2:</p> <p>Help child #2 to pass the mustard to child #1. Then ask child #2:</p> <p>Model:</p> <p>Ask child #1:</p> <p>Model:</p> <p>Repeat this drill several times with pairs of children, asking the second to pass something to the first. Be sure all children have a chance to participate. Also be sure to review all items by suggesting to the children things that</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#1</p>	<p>Ask him: WILL YOU PASS ME THE MUSTARD?</p> <p>WILL YOU PASS ME THE MUSTARD?</p> <p>Tell him: YES, I WILL. I'LL PASS YOU THE MUSTARD.</p> <p>YES I WILL. I'LL PASS YOU THE MUSTARD.</p> <p>WHAT DID YOU PASS HIM ? HER</p> <p>Tell me: I PASSED HIM THE MUSTARD. HER</p> <p>I PASSED HIM THE MUSTARD. HER</p> <p>WHAT DID HE PASS YOU? SHE</p> <p>Tell me: HE PASSED ME THE MUSTARD. SHE</p> <p>HE PASSED ME THE MUSTARD. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>they need.</p> <p>II. REINFORCEMENT</p> <p>Have the children return to their original seats. Use the folder of pictures of luncheon foods.</p> <p>Say to the group:</p> <p>Ask child #1:</p> <p>Hand him the folder and help him find what he ordered. Model for him:</p> <p>Ask the group (showing them the picture):</p> <p>Ask the group (showing them the picture):</p> <p>Model:</p> <p>Ask the child:</p> <p>Help him find it; model for him:</p> <p>Ask the group (showing them the picture):</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>C #1:</p> <p>T:</p>	<p>TODAY YOU ATE LUNCH IN A RESTAURANT.</p> <p>WHAT DID YOU ORDER FOR LUNCH? SHOW ME.</p> <p>Tell me: I ORDERED A HAMBURGER.</p> <p>I ORDERED A HAMBURGER.</p> <p>WHAT DID <input type="checkbox"/> HE <input type="checkbox"/> SHE ORDER?</p> <p>Tell me: <input type="checkbox"/> HE <input type="checkbox"/> SHE ORDERED A HAMBURGER.</p> <p><input type="checkbox"/> HE <input type="checkbox"/> SHE ORDERED A HAMBURGER.</p> <p>WHAT ELSE DID YOU ORDER?</p> <p>Tell me: I ALSO ORDERED SOME FRENCH FRIES.</p> <p>I ALSO ORDERED SOME FRENCH FRIES.</p> <p>WHAT ELSE DID <input type="checkbox"/> HE <input type="checkbox"/> SHE ORDER?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p>	<p>T:</p>	<p>Tell me: [HE] ALSO ORDERED SOME FRENCH FRIES. [SHE]</p>
<p>Ask the child:</p>	<p>GRP:</p>	<p>[HE] ALSO ORDERED SOME FRENCH FRIES. [SHE]</p>
<p>Model:</p>	<p>T:</p>	<p>WHAT DID YOU ORDER TO DRINK? Tell me: I ORDERED A COKE.</p>
<p>Ask the group:</p>	<p>C #1:</p>	<p>I ORDERED A COKE.</p>
<p>Model:</p>	<p>T:</p>	<p>WHAT DID [HE] ORDER TO DRINK? [SHE]</p>
<p>Continue with every child.</p>	<p>T:</p>	<p>[HE] ORDERED A COKE.</p>
<p>Continue with every child.</p>	<p>GRP:</p>	<p>[HE] ORDERED A COKE. [SHE]</p>

REVIEW PATTERNS: Time phrases: In the morning; at noon
 Questions with: What can we do with sugar?
 Names of all breakfast and lunch foods, drinks, and condiments.
 Waitress, menu, lunch, breakfast
 NP + Order + NP
 NP + Pass, Four, Serve + NP (Benefactive) + NP (Object)

Year 2
 Week 10
 Day 5
 Page 1

MATERIALS NEEDED: Folders of pictures of breakfast and lunch foods.

Picture of waitress; H-M cards 214, 215

Menus

Large bowl of rice; spoon; small bowl; pitcher; glass; cup
 pencil and pad

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Mix and match the breakfast and lunch pictures, but keep them in the three groups of <u>Foods</u> , <u>Drinks</u> , and <u>Condiments</u> .		
Hold up H-M Card 215. Ask:	T:	WHAT ARE THEY DOING?
Model, if necessary:	T:	Tell me: THEY'RE EATING BREAKFAST.
Hold up H-M Card 214. Ask:	GRP	THEY'RE EATING BREAKFAST.
Model, if necessary:	T:	WHAT ARE THEY DOING?
Ask the group:	T:	Tell me: THEY'RE EATING LUNCH.
Model the response:	GRP	THEY'RE EATING LUNCH.
Ask the group:	T:	DO WE EAT BREAKFAST AT NOON?
Model the response:	T:	Tell me: NO, WE DON'T. WE DON'T EAT BREAKFAST AT NOON.
Ask them:	GRP	NO, WE DON'T. WE DON'T EAT BREAKFAST AT NOON.
Ask them:	T:	WHEN DO WE EAT BREAKFAST?

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Ask them:</p> <p>Model, if necessary:</p> <p>Ask them:</p> <p>Model, if necessary:</p> <p>Now use the pictures of foods. Hold up a picture and ask:</p> <p>Model, if necessary:</p> <p>Ask them:</p> <p>Model if necessary:</p> <p>Hold up another picture. Ask:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Tell me: WE EAT BREAKFAST IN THE MORNING.</p> <p>WE EAT BREAKFAST IN THE MORNING.</p> <p>DO WE EAT LUNCH IN THE MORNING?</p> <p>Tell me: NO, WE DON'T. WE DON'T EAT LUNCH IN THE MORNING.</p> <p>NO, WE DON'T. WE DON'T EAT LUNCH IN THE MORNING.</p> <p>WHEN DO WE EAT LUNCH?</p> <p>Tell me: WE EAT LUNCH AT NOON.</p> <p>WE EAT LUNCH AT NOON.</p> <p>WHAT'S THIS?</p> <p>Tell me: THAT'S A HAMBURGER.</p> <p>THAT'S A HAMBURGER.</p> <p>DO WE EAT HAMBURGERS FOR BREAKFAST?</p> <p>Tell me: NO, WE DON'T. WE DON'T EAT HAMBURGERS FOR BREAKFAST.</p> <p>NO, WE DON'T. WE DON'T EAT HAMBURGERS FOR BREAKFAST.</p> <p>WHAT ARE THESE?</p> <p>THOSE ARE WAFFLES.</p> <p>DO WE EAT WAFFLES FOR LUNCH?</p>

Instructions to the teacher	Speaker	Exchange
<p>Hold up another picture. Ask:</p>	<p>GRP</p>	<p>NO, WE DON'T. WE DON'T EAT WAFFLES FOR LUNCH.</p>
<p>Continue with the rest of the foods; your questions should have both "YES" and "NO" answers.</p>	<p>T:</p>	<p>WHAT'S THIS?</p>
<p>Review the drinks in the same way.</p>	<p>GRP</p>	<p>THAT'S CEREAL.</p>
<p>NOTE: Some of the items, of course, can be eaten and drunk both at breakfast and at lunch; e.g., ham, chocolate, milk, etc.</p>	<p>T:</p>	<p>DO WE EAT CEREAL FOR BREAKFAST?</p>
<p>Review the condiments in this way:</p>	<p>GRP:</p>	<p>YES, WE DO. WE EAT CEREAL FOR BREAKFAST.</p>
<p>Hold up a picture and ask:</p>	<p>T:</p>	<p>WHAT'S THIS?</p>
<p>Model:</p>	<p>GRP</p>	<p>THAT'S SUGAR.</p>
<p>Hold up another picture and ask:</p>	<p>T:</p>	<p>WHAT CAN WE DO WITH SUGAR?</p>
	<p>T:</p>	<p>Tell me: WE CAN PUT IT IN OUR</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> COFFEE. TEA CEREAL ETC. </div>
	<p>T:</p>	<p>WHAT'S THIS?</p>

Year 2
Week 10
Day 5
Page 4

Instructions to the teacher	Speaker	Exchange	
<p>Review all the condiments in this way.</p>	GRP T: GRP	THAT'S JAM. WHAT CAN WE DO WITH JAM? WE CAN PUT IT ON OUR <table border="1" data-bbox="627 757 788 919"><tr><td>TOAST WAFFLES PANCAKES ETC.</td></tr></table>	TOAST WAFFLES PANCAKES ETC.
TOAST WAFFLES PANCAKES ETC.			

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 10
 Day 5
 Page 5

Instructions to the teacher	Speaker	Item and Response	Student	C=Correct √=Incorrect
<p>ITEM 1. Show the child the picture of a waitress. Ask: WEEK 10 DAYS 2 3 4</p> <p>Show him a menu and ask:</p>	<p>T: C: T: C:</p>	<p>WHO IS SHE? SHE'S A WAITRESS. WHAT'S THIS? THAT'S A MENU!</p>		
<p>ITEM 2 Give the child a menu. Say: WEEK 10 DAYS 3 4</p> <p>Write down his order; then show it to him and ask:</p>	<p>T: C: T: C:</p>	<p>HERE'S A MENU. WHAT DO YOU WANT TO ORDER? (I WANT TO ORDER) SOME PANCAKES. etc. WHAT DID YOU ORDER? (I ORDERED) SOME PANCAKES.</p>		
<p>ITEM 3. Have a large bowl of rice, a spoon, and a small bowl. Ask the child: WEEK 10 DAYS 3 4</p> <p>He should do so. Then ask him:</p>	<p>T: T: C:</p>	<p>WILL YOU SERVE ME SOME RICE? WHAT DID YOU SERVE ME? I SERVED YOU SOME RICE.</p>		

EVALUATION (continued)

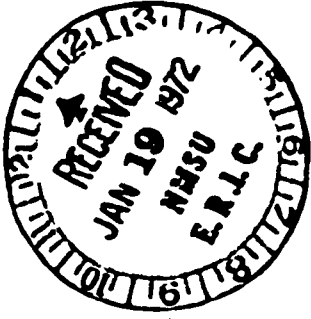
Year 2
 Week 10
 Day 5
 Page 6

Instructions to the teacher	Speaker	Item and Response	Student:	C=Correct ✓=Incorrect 1 2 3 4 5 6
ITEM 4 Have a pitcher partly full of water WEEK 10 and a glass. Ask the child: DAYS 3 4 He should do so. Then ask him:	T: T: C:	WILL YOU POUR ME SOME WATER? WHAT DID YOU POUR ME? I POURED YOU SOME WATER.		
ITEM 5 Lay out on the table 3 pictures WEEK 10 of luncheon foods and 3 of DAYS 3 breakfast foods. Ask him: 4 5 As he points to each item, ask him:	T: T: C:	WHAT DO WE EAT FOR LUNCH? SHOW ME. WHAT IS THAT? THAT'S A HAMBURGER. Etc.		
ITEM 6 Using the pictures above, ask the WEEK 10 child: DAYS 3 4 5 As he points to each item, ask him:	T: T: C:	WHAT DO WE EAT FOR BREAKFAST? SHOW ME. WHAT IS THAT? THAT'S CEREAL. (etc.)		

EVALUATION (continued)

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct - Incorrect 1 2 3 4 5 6
<p>ITEM 7 Show the child pictures of the following: WEEK 10 ing: 1. <u>sugar</u>, cereal, coffee, tea DAYS 2 2. hot dog, hamburger, french fries 3 <u>ketchup</u>. 3. <u>butter</u>, toast, pancakes 4 <u>waffles</u>.</p> <p>Ask him about each of the underlined words:</p>	<p>T: C:</p>	<p>WHAT IS THIS? THAT'S (SUGAR, KETCHUP, BUTTER).</p>		
<p>ITEM 8 Ask the child about each of the underlined words in Item VII: WEEK 10 DAY 5</p> <p>The child should answer (e.g. for sugar):</p> <p>NOTE: To get all the answers, ask:</p>	<p>T: C:</p>	<p>WHAT CAN WE DO WITH [SUGAR KETCHUP BUTTER] ?</p> <p>WE CAN PUT IT IN OUR [COFFEE IN OUR TEA ON OUR CEREAL]</p> <p>WHAT ELSE CAN WE DO WITH SUGAR? ETC.</p>		
<p>ITEM 9 Sit beside the child at the table. Place a cup, glass, etc. WEEK 10 DAYS 3 on the other side of the child. 4 Ask him: He should do so. Then ask him:</p>	<p>T: T: C:</p>	<p>WILL YOU PASS ME THE CUP? WHAT DID YOU PASS ME? I PASSED YOU THE CUP.</p>		





OBJECTIVES

1. NEW VOCABULARY:

VERBS: Fill/filled
Use/used

MEASURE: Carton of

MONEY TERMS: Quarter, dime, nickle, penny, half-dollar.

NOUNS: Toothbrush, clothesbrush, hairbrush.

2. CONSTRUCTIONS: Instrumentality expressed as action: e.g. "You can use the brush to brush your clothes."

3. CONSTRUCTION: Instrumentality expressed as action: e.g. "You can fill the box with beans."

4. QUESTIONS INVOLVING ACTION OF INSTRUMENTATION:

e.g. "What can you use this brush for?"
"What can you fill this box with?"

5. MATERIALS: Day 2: Pens, pencils, crayons, paper, toy scissors, brushes.
Day 3: As above plus: bowls of rice, beans, macaroni, raisins, large spoon, small bowl, bag, cup, jar, box, glass.
Day 4: Pictures of canned and packaged breakfast and lunch foods, play money (coins), three dozen small paper bags.
Day 5: Animal crackers, slices of apple, carton of milk, pitcher of grape flavored Kool-aid.

REVIEW DAY

Year 2
Week 11
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Instrumentals
Substitution: Pronouns for NP (Object)

Year 2
Week 11
Day 2
Page 1

NEW CONSTRUCTIONS: NP + USE + NP (Instrument) to....
e.g. "You can use this brush to brush your hair."

NEW VOCABULARY OR FORMS: Use/used (Verb)

MATERIALS NEEDED: Pens, pencils, crayons, paper
Toy scissors
3 brushes: toothbrush, clothesbrush, hairbrush

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
DEMONSTRATE:		
Hold up a pencil and ask:	T:	WHAT CAN I DO WITH THIS PENCIL?
Expand children's response:	T:	Tell me: YOU CAN DRAW A CIRCLE WITH THE PENCIL.
Draw the circle and show it. Say:	GRP	YOU CAN DRAW A CIRCLE WITH THE PENCIL.
Model, if necessary:	T:	YES, I CAN. I CAN DRAW A CIRCLE WITH THE PENCIL. WHAT ELSE CAN I DO WITH THE PENCIL?
Make the dot and show it.	T:	Tell me: YOU CAN ALSO MAKE A DOT WITH THE PENCIL.
Continue to elicit all uses of the pencil that the children have had. (Draw a line, draw a square, fill in the circle).	GRP	YOU CAN ALSO MAKE A DOT WITH THE PENCIL.
Give one of the children a crayon and a sheet of paper. Model for him:	T:	YES, I CAN. I CAN MAKE A DOT WITH THE PENCIL.
	C:	Ask them: WHAT CAN I DO WITH THIS CRAYON? WHAT CAN I DO WITH THE CRAYON?

Instructions to the teacher	Speaker	Exchange
Model for the group, if necessary:	T:	Tell him: YOU CAN DRAW A CIRCLE WITH THE CRAYON.
Have the child draw the circle and show it. Model for him:	GRP	YOU CAN DRAW A CIRCLE WITH THE CRAYON.
Model for him:	T:	Tell them: YES? I CAN. I CAN DRAW A CIRCLE WITH THE CRAYON.
Model for him:	C:	YES, I CAN. I CAN DRAW A CIRCLE WITH THE CRAYON.
Model for the group, if necessary:	T:	Ask them: WHAT ELSE CAN I DO WITH THE CRAYON?
Have the child fill in the circle and show it. Model for him:	C:	WHAT ELSE CAN I DO WITH THE CRAYON?
Continue to elicit more uses of the crayon. Give another child a hairbrush. Model for him:	T:	Tell him: YOU CAN ALSO FILL IN THE CIRCLE WITH THE CRAYON.
Model for the group:	GRP	YOU CAN ALSO FILL IN THE CIRCLE WITH THE CRAYON.
Model for him:	T:	Tell them: YES, I CAN. I CAN FILL IN THE CIRCLE WITH THE CRAYON.
Model for the group:	C:	YES, I CAN. I CAN FILL IN THE CIRCLE WITH THE CRAYON.
Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
Model for the group:	C:	WHAT CAN I DO WITH THIS BRUSH?
Model for the group:	T:	Tell him: YOU CAN BRUSH YOUR HAIR WITH THE BRUSH.
	GRP	YOU CAN BRUSH YOUR HAIR WITH THE BRUSH.

Instructions to the teacher	Speaker	Exchange
Have him pantomime the action. Then model for him:	T:	Tell them: YES, I CAN. I CAN BRUSH MY HAIR WITH THE BRUSH.
Give another child a clothesbrush. Model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
Model for the group, if necessary:	T:	Tell him: YOU CAN BRUSH YOUR CLOTHES WITH THE BRUSH.
Have him pantomime the action. Then model for him:	GRP	YOU CAN BRUSH YOUR CLOTHES WITH THE BRUSH.
Give another child a toothbrush. Model for him:	T:	Tell them: YES, I CAN. I CAN BRUSH MY CLOTHES WITH THE BRUSH.
Model for the group, if necessary:	C:	YES, I CAN. I CAN BRUSH MY CLOTHES WITH THE BRUSH.
Have the child pantomime the action. Then model for him:	T:	Ask them: WHAT CAN I DO WITH THIS BRUSH?
Model for the group, if necessary:	C:	WHAT CAN I DO WITH THIS BRUSH?
Give another child a pen and a sheet of paper. Elicit all uses of the pen. (DRAW	T:	Tell him: YOU CAN BRUSH YOUR TEETH WITH THE BRUSH.
	GRP	YOU CAN BRUSH YOUR TEETH WITH THE BRUSH.
	T:	Tell them: YES, I CAN. I CAN BRUSH MY TEETH WITH THE BRUSH.
	C:	YES, I CAN. I CAN BRUSH MY TEETH WITH THE BRUSH.

Instructions to the teacher	Speaker	Exchange
<p>A CIRCLE, MAKE A DOT, DRAW A SQUARE, DRAW A LINE, etc.)</p> <p>Give another child a pair of scissors and elicit use of scissors (CUT THE PAPER)</p> <p>INTRODUCTION</p> <p>Hold up a pencil. Ask:</p> <p>Pantomime drawing a circle on a sheet of paper. Try to elicit the response "DRAW A CIRCLE." Then expand:</p> <p>Draw the circle; show it; and repeat:</p> <p>Ask:</p> <p>Pantomime drawing a line. Expand the response.</p> <p>Draw the line; show it; and repeat:</p> <p>Elicit the other uses of a pencil (MAKE</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>WHAT CAN I USE THIS PENCIL FOR? WHAT CAN I <u>USE</u> THIS PENCIL FOR?</p> <p>THAT'S RIGHT. I CAN USE THE PENCIL TO DRAW A CIRCLE. Tell me: YOU CAN USE THE PENCIL TO DRAW A CIRCLE.</p> <p>YOU CAN USE THE PENCIL TO DRAW A CIRCLE.</p> <p>Tell me: YOU CAN USE THE PENCIL TO DRAW A CIRCLE.</p> <p>YOU CAN USE THE PENCIL TO DRAW A CIRCLE.</p> <p>WHAT ELSE CAN I USE THE PENCIL FOR?</p> <p>THAT'S RIGHT. I CAN USE THE PENCIL TO DRAW A LINE. Tell me: YOU CAN USE THE PENCIL TO DRAW A LINE.</p> <p>YOU CAN USE THE PENCIL TO DRAW A LINE.</p> <p>Tell me: YOU CAN USE THE PENCIL TO DRAW A LINE.</p> <p>YOU CAN USE THE PENCIL TO DRAW A LINE.</p>

Instructions to the teacher	Speaker	Exchange
<p>A DOT, FILL IN THE CIRCLE, etc.), using the same drill.</p> <p>Call on a child. Give him a crayon and a sheet of paper. Model for him:</p>	T:	Ask them: WHAT CAN I USE THIS CRAYON FOR?
<p>Leave off the pantomime, if possible. When the group makes a response expand it:</p>	C:	WHAT CAN I USE THIS CRAYON FOR?
<p>Ask the child:</p> <p>Model for him:</p>	T:	<p>THAT'S RIGHT. Tell him: YOU CAN USE THE CRAYON TO DRAW A CIRCLE.</p>
<p>Have him draw the circle and show it. Ask the group:</p> <p>Model, if necessary:</p>	GRP	YOU CAN USE THE CRAYON TO DRAW A CIRCLE.
	T:	WHAT CAN YOU USE THE CRAYON FOR?
	T:	Tell me: I CAN USE THE CRAYON TO DRAW A CIRCLE.
	C:	I CAN USE THE CRAYON TO DRAW A CIRCLE.
	T:	WHAT CAN HE USE THE CRAYON FOR?
	T:	Tell me: HE CAN USE THE CRAYON TO DRAW A CIRCLE.
	GRP	HE CAN USE THE CRAYON TO DRAW A CIRCLE. SHE
<p>Model for the child:</p>	T:	Ask them: WHAT ELSE CAN I USE THE CRAYON FOR?
<p>Again, leave off the pantomime if</p>	C:	WHAT ELSE CAN I USE THE CRAYON FOR?

Instructions to the teacher	Speaker	Exchange
<p>possible. Expand the group's response:</p> <p>Ask the child:</p> <p>Model, if necessary:</p> <p>Have him make the dot and show it.</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Model for the child:</p> <p>Continue to elicit all the uses of the crayon, using the same drill.</p> <p>Call on another child. Give him a hair-brush. Model for him:</p> <p>Expand the group's response:</p> <p>Ask the child:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>Tell him: YOU CAN USE THE CRAYON TO MAKE A DOT.</p> <p>YOU CAN USE THE CRAYON TO MAKE A DOT.</p> <p>WHAT CAN YOU USE THE CRAYON FOR?</p> <p>Tell me: I CAN USE THE CRAYON TO MAKE A DOT.</p> <p>I CAN USE THE CRAYON TO MAKE A DOT.</p> <p>WHAT CAN [HE] USE THE CRAYON FOR? [SHE]</p> <p>Tell me: [HE] CAN USE THE CRAYON TO MAKE A DOT. [SHE]</p> <p>[HE] CAN USE THE CRAYON TO MAKE A DOT. [SHE]</p> <p>Ask them: WHAT ELSE CAN I USE THE CRAYON FOR?</p> <p>Ask them: WHAT CAN I USE THIS BRUSH FOR?</p> <p>WHAT CAN I USE THIS BRUSH FOR?</p> <p>Tell him: YOU CAN USE THE BRUSH TO BRUSH YOUR HAIR.</p> <p>WHAT CAN YOU USE THE BRUSH FOR?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Have him pantomime the action. Then ask the group:</p> <p>Model, if necessary:</p> <p>Give another child the toothbrush and use the same drill.</p> <p>Give another child the clothesbrush and use the same drill.</p> <p>Give another a pair of scissors and use the same drill.</p> <p>Give another child a pen and use the same drill, eliciting all the uses of a pen.</p> <p>NOTE: You will observe that some items have only one use, (each kind of brush, and the scissors), while others have several (pen, pencil, crayon). If an item has more than one use, elicit all the uses.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell me: I CAN USE THE BRUSH TO BRUSH MY HAIR.</p> <p>I CAN USE THE BRUSH TO BRUSH MY HAIR.</p> <p>WHAT CAN <input type="checkbox"/> HE <input type="checkbox"/> SHE USE THE BRUSH FOR?</p> <p>Tell me: <input type="checkbox"/> HE <input type="checkbox"/> SHE CAN USE THE BRUSH TO BRUSH <input type="checkbox"/> HIS <input type="checkbox"/> HER HAIR.</p> <p><input type="checkbox"/> HE <input type="checkbox"/> SHE CAN USE THE BRUSH TO BRUSH <input type="checkbox"/> HIS <input type="checkbox"/> HER HAIR.</p>



II. REINFORCEMENT

Year 2
 Week 11
 Day 2
 Page 8

Instructions to the teacher	Speaker	Exchange
<p>Give each child a crayon, a sheet of paper, a pencil, and a pen. Each should have a place to work at the table.</p>		
<p>Point to child #1 and ask the group:</p>	T:	Ask him: WHAT CAN YOU USE THE PENCIL FOR?
<p>Model for the child:</p>	GRP	WHAT CAN YOU USE THE PENCIL FOR?
<p>Model for the child:</p>	T:	I CAN USE IT TO DRAW A HOUSE.
<p>Model for the child:</p>	C:	I CAN USE IT TO DRAW A HOUSE.
<p>Have him draw the house. Say to the group:</p>	T:	WHAT DID YOU USE THE PENCIL FOR?
<p>Model for the child:</p>	GRP	WHAT DID YOU USE THE PENCIL FOR?
<p>Model for the child:</p>	T:	I USED IT TO DRAW A HOUSE.
<p>Model for the child:</p>	C:	I USED IT TO DRAW A HOUSE.
<p>Model for the group:</p>	T:	WHAT CAN YOU USE THE CRAYON FOR?
<p>Model for the group:</p>	GRP	WHAT CAN YOU USE THE CRAYON FOR?
<p>Model for the child:</p>	T:	I CAN USE IT TO COLOR THE HOUSE.
<p>Model for the child:</p>	C:	I CAN USE IT TO COLOR THE HOUSE.
<p>Have him do so. Say to the group:</p>	T:	WHAT DID YOU USE THE CRAYON FOR?
<p>Model for the child:</p>	GRP	WHAT DID YOU USE THE CRAYON FOR?
<p>Model for the child:</p>	T:	I USED IT TO COLOR THE HOUSE.

Instructions to the teacher	Speaker	Exchange
<p>Model for the group:</p> <p>Model for the child:</p> <p>Help him write his name on his drawing. Say to the group:</p> <p>Model for the child:</p> <p>Repeat this drill with every child. (Have them draw different things, e.g., a tree, a car, a boy, a girl, etc.)</p>	<p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p>	<p>I USED IT TO COLOR THE HOUSE.</p> <p>Ask him: WHAT CAN YOU USE THE PEN FOR?</p> <p>WHAT CAN YOU USE THE PEN FOR?</p> <p>Tell them: I CAN USE IT TO WRITE MY NAME.</p> <p>I CAN USE IT TO WRITE MY NAME.</p> <p>Ask him: WHAT DID YOU USE THE PEN FOR?</p> <p>WHAT DID YOU USE THE PEN FOR?</p> <p>Tell them: I USED IT TO WRITE MY NAME.</p> <p>I USED IT TO WRITE MY NAME.</p>

Year 2
 Week 11
 Day 3
 Page 1

- REVIEW PATTERNS:
1. Again use
 2. Use + NP + embedded S
 3. Substitution: Pron for NP
 4. Possessives: my/your (singular)
our/your (plural)

- NEW CONSTRUCTION:
1. NP + fill + NP (Object) with...
e.g. "You can fill this box with raisins."
 2. Questions involving instrumentation.
e.g. "What can you use this brush for?"
"What can you fill this box with?"

MATERIALS NEEDED: Pens, pencils, crayons, paper
 Large bowls of rice, beans, macaroni, raisins
 Large spoon
 Small bowl, bag, cup, jar, box, glass

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Have children seated at the table. Each should have a pen, pencil, crayon, and several sheets of paper. REVIEW: my/your; our/your Say to the group: (Hold up your pencil). Say to one child:	T: T: C:	THIS IS MY PENCIL. THIS IS MY PENCIL. Tell me: THAT'S YOUR PENCIL. THAT'S YOUR PENCIL.
Have him hold up his pencil. Point to it and say: Repeat this with each child.	T: T: C:	THAT'S YOUR PENCIL. Tell me: THIS IS MY PENCIL. THIS IS MY PENCIL.



Instructions to the teacher	Speaker	Exchange
<p>Now say to the group: (Have them hold up their pencils).</p> <p>Model:</p> <p>Hold up your pencil. Say:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>THOSE ARE YOUR PENCILS.</p> <p>Tell me: THESE ARE OUR PENCILS.</p> <p>THESE ARE OUR PENCILS.</p> <p>THIS IS MY PENCIL.</p> <p>Tell me: THAT'S YOUR PENCIL.</p> <p>THAT'S YOUR PENCIL.</p>
<p>Repeat the same drill with the pens, crayons, and paper, drilling my/your with each child and the drilling our/your with the group.</p>		
<p>Ask one child:</p>	<p>T:</p>	<p>WHAT CAN YOU USE YOUR PENCIL FOR?</p>
<p>Expand his response:</p>	<p>T:</p>	<p>Tell me: I CAN USE MY PENCIL TO DRAW A CIRCLE HOUSE ETC.</p>
<p>Have him do it. Then say:</p>	<p>C:</p>	<p>I CAN USE MY PENCIL TO DRAW A CIRCLE HOUSE ETC.</p>
<p>Ask another child:</p>	<p>T:</p>	<p>GOOD. (Etc.)</p>
<p>Use the same drill. Repeat with every child.</p>	<p>T:</p>	<p>WHAT CAN YOU USE <u>YOUR</u> PENCIL FOR?</p>

Year 2
 Week 11
 Day 3
 Page 3

Instructions to the teacher	Speaker	Exchange
<p>Repeat the same drill with PEN and CRAYON. Let the child name and perform a variety of actions with each instrument. (They need not use pencils only for drawing and crayons only for filling in, etc.) Some of the actions can be: MAKE A DOT, DRAW A LINE, WRITE MY NAME, FILL IN THE _____ (HOUSE, CIRCLE, ETC.); DRAW A _____ (CAR, TREE, BOY, GIRL, ETC.)</p> <p>REVIEW - PART II (Substitution of IT for object of USE)</p> <p>Have one child hold up his pencil and say to the group:</p> <p>Model:</p> <p>Expand the group's response:</p> <p>Have the child do so. Then model for him:</p> <p>Model for the group:</p> <p>Ask the child:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Tell them: THIS IS MY PENCIL.</p> <p>THIS IS MY PENCIL.</p> <p>Ask them: WHAT CAN I USE IT FOR?</p> <p>Tell him: YOU CAN USE IT TO DRAW A LINE.</p> <p>YOU CAN USE IT TO DRAW A LINE.</p> <p>Ask them: WHAT DID I USE MY PENCIL FOR?</p> <p>WHAT DID I USE MY PENCIL FOR?</p> <p>Tell him: YOU USED IT TO DRAW A LINE.</p> <p>YOU USED IT TO DRAW A LINE.</p> <p>WHAT DID YOU USE IT FOR?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Repeat this with every child. (Allow them to perform a variety of actions.)</p> <p>Repeat with each child, using "PEN."</p> <p>Repeat with each child, using "CRAYON."</p> <p>II. INTRODUCTION</p> <p>Use the large bowls of rice, beans, macaroni, and raisins from Week 8. Have them on a table along with a cup, a bowl, a glass, a box, a bag, a jar, and a large spoon.</p> <p>Hold up a cup. Say:</p> <p>Spoon rice into the cup until it is full. Show it to the group. Then empty the rice back into the large bowl and ask:</p> <p>Use the spoon to fill the cup with beans. Show it to the group; then empty it and ask:</p> <p>Fill the cup with raisins; show it to the group; empty it and put the cup aside.</p> <p>Hold up a bag and ask:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>Tell me: I USED IT TO DRAW A LINE.</p> <p>I USED IT TO DRAW A LINE.</p> <p>WHAT CAN I FILL THIS CUP WITH? I CAN FILL THIS CUP WITH RICE.</p> <p>WHAT ELSE CAN I FILL THE CUP WITH? I CAN FILL THE CUP WITH BEANS.</p> <p>WHAT ELSE CAN I FILL THE CUP WITH? I CAN FILL THE CUP WITH MACARONI.</p> <p>WHAT CAN I FILL THIS BAG WITH?</p>

Instructions to the teacher	Speaker	Exchange
<p>This time let the group make responses. Expand:</p> <p>Fill the bag ; show it to the group; empty it and ask:</p> <p>Repeat until you have filled the bag with all four materials.</p> <p>Now call on a child. Give him the small bowl and the spoon. Model for him:</p> <p>Model, if necessary, for the group:</p> <p>Have the child fill the bowl and show it to the group. Then have him empty it and ask:</p> <p>Model, if necessary:</p> <p>Have him fill it with rice. Continue with macaroni and beans.</p>	<p>T: GRP</p> <p>T: GRP</p> <p>T: C: T: GRP</p> <p>T: C: T: GRP</p>	<p>Tell me: YOU CAN FILL THE BAG WITH BEANS. YOU CAN FILL THE BAG WITH BEANS.</p> <p>WHAT ELSE CAN I FILL THE BAG WITH? YOU CAN FILL THE BAG WITH RICE.</p> <p>Ask them: WHAT CAN I FILL THIS BOWL WITH? WHAT CAN I FILL THIS BOWL WITH?</p> <p>Tell him: YOU CAN FILL THE BOWL WITH RAISINS. YOU CAN FILL THE BOWL WITH RAISINS.</p> <p>Ask them: WHAT ELSE CAN I FILL THE BOWL WITH? WHAT ELSE CAN I FILL THE BOWL WITH?</p> <p>Tell him: YOU CAN FILL THE BOWL WITH RICE. YOU CAN FILL THE BOWL WITH RICE.</p>

Instructions to the teacher	Speaker	Excahng
<p>Call on every other child. Give each a container (box, bag, jar, etc.) and have each follow the drill outlined above.</p> <p>III. REINFORCEMENT</p> <p>Hold up a bowl. Say to the group:</p> <p>Fill the bowl with rice. (Make sure that the group can see what you are putting into the bowl.) Then ask:</p> <p>Let the group respond. Expand:</p> <p>Empty the bowl. Say:</p> <p>Again, make sure the group can see what you are putting into the bowl. Ask:</p> <p>Model, if necessary:</p> <p>Repeat the same drill, using the beans and the macaroni.</p> <p>Call on a child. Give him the spoon and a bag. Model for him:</p> <p>Have him fill it; be sure that the group can see what he is putting into it. Model for him:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>I'M GOING TO FILL THIS BOWL.</p> <p>WHAT DID I FILL THE BOWL WITH?</p> <p>Tell me: YOU FILLED THE BOWL WITH RICE.</p> <p>YOU FILLED THE BOWL WITH RICE.</p> <p>I'M GOING TO FILL THE BOWL AGAIN.</p> <p>WHAT DID I FILL THE BOWL WITH?</p> <p>Tell me: YOU FILLED THE BOWL WITH RAISINS.</p> <p>YOU FILLED THE BOWL WITH RAISINS.</p> <p>Tell them: I'M GOING TO FILL THIS BAG.</p> <p>I'M GOING TO FILL THIS BAG.</p> <p>Ask them: WHAT DID I FILL THE BAG WITH?</p>

Year 2
 Week 11
 Day 3
 Page 7

Instructions to the teacher	Speaker	Exchange
<p>Model, if necessary:</p> <p>Have him empty the bag. Model for him:</p> <p>Have him do so. Then model for him:</p> <p>Model, if necessary:</p> <p>Have him repeat the drill using the other two materials.</p> <p>Repeat this entire drill with each child, giving each a container and letting him fill it four times.</p>	<p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>WHAT DID I FILL THE BAG WITH?</p> <p>Tell him: YOU FILLED THE BAG WITH MACARONI.</p> <p>YOU FILLED THE BAG WITH MACARONI.</p> <p>Tell them: I'M GOING TO FILL THE BAG AGAIN.</p> <p>I'M GOING TO FILL THE BAG AGAIN.</p> <p>Ask them: WHAT DID I FILL THE BAG WITH?</p> <p>WHAT DID I FILL THE BAG WITH?</p> <p>Tell him: YOU FILLED THE BAG WITH BEANS.</p> <p>YOU FILLED THE BAG WITH BEANS.</p>

Year 2
 Week 11
 Day 4
 Page 1

REVIEW PATTERNS: Names of breakfast and lunch foods
 Want + embedded S
 Need + NP
 Verbs: buy-bought, sell-sold, cost/costs-cost
 How much?
 Measures: (can, box, package, jar, bag) + of

NEW VOCABULARY OR FORMS: Money terms: A quarter, a dime, a nickel, a penny, a half dollar.
 Measure: Carton of

MATERIALS NEEDED: Pictures of canned and packaged breakfast and lunch foods cut from magazines and pasted on sheets of paper. (e.g., jar of mustard, bag of potato chips, jar of coffee, package of bacon, carton of milk, box of salt, etc.)
 Play money: coins of different sizes
 About three dozen small paper bags.

PART I: REVIEW AND INTRODUCTION

	Speaker	Exchange
<p>Instructions to the teacher</p> <p>Today's lesson will be devoted to a play store situation. This will provide a review of names of foods; of HOW MUCH; of COST (Verb); of BUY, SELL; of NEED and WANT; and of Measures.</p> <p>Have a table set up as the store. All the pictures of foods should be displayed on it.</p> <p>Also have an empty box on the table for cash register.</p> <p>Give each child play money coins of as many different sizes as you have. These will be called A QUARTER, A DIME, A NICKEL, A PENNY, and A HALF DOLLAR.</p> <p>Before you begin, go over the names of the coins. Use as many different names as you have sizes (e.g., if you have only three sizes, use the names <u>quarter</u>,</p>		

Instructions to the teacher	Speaker	Exchange
<p><u>nickel</u>, and <u>dime</u>. If you have four sizes, add <u>penny</u>; if five, add <u>half dollar</u>.)</p> <p>Lay your coins out on the table, from largest to smallest. Point to the largest and say:</p> <p>Point to the next largest and say:</p> <p>Point to the smallest and say:</p> <p>Ask one child:</p> <p>Help the child to show you the correct coin. Model:</p> <p>Ask another child:</p> <p>Repeat the same drill with every child.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>THAT'S A QUARTER. Repeat, please: THAT'S A QUARTER.</p> <p>THAT'S A QUARTER.</p> <p>THAT'S A NICKEL. Repeat, please: THAT'S A NICKEL.</p> <p>THAT'S A NICKEL.</p> <p>THAT'S A DIME. Repeat, please: THAT'S A DIME.</p> <p>THAT'S A DIME.</p> <p>DO YOU HAVE A QUARTER?</p> <p>YES, I DO. I HAVE A QUARTER.</p> <p>SHOW ME YOUR QUARTER.</p> <p>Tell me: THIS IS A QUARTER. THIS IS A QUARTER.</p> <p>DO YOU HAVE A QUARTER?</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat the drill with the other coins.</p> <p>Have a quick review of the measures and introduce <u>CARTON OF</u>.</p> <p>Show the pictures of goods one by one:</p> <p>Model, if necessary:</p> <p>Introduce <u>carton with carton of eggs.</u> <u>carton of milk, carton of cream.</u></p> <p>Be sure to review all the pictures at least once (more if the children need more review).</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>WHAT IS THIS?</p> <p>Tell me: THAT'S A JAR OF MUSTARD.</p> <p>THAT'S A JAR OF MUSTARD.</p> <p>WHAT IS THIS?</p> <p>Tell me: THAT'S A PACKAGE OF BACON.</p> <p>THAT'S A PACKAGE OF BACON.</p> <p>THIS IS A <u>CARTON OF MILK.</u> Repeat, please. <u>THAT'S A CARTON OF MILK.</u></p> <p>THAT'S A CARTON OF MILK.</p> <p>THIS IS A <u>CARTON OF CREAM.</u></p> <p>THAT'S A CARTON OF CREAM.</p> <p>THIS IS A <u>CARTON OF EGGS.</u></p> <p>THAT'S A CARTON OF EGGS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Now set up the play store situation. Say to the group:</p> <p>Name a child to be storekeeper:</p> <p>Name another child to be the shopper:</p> <p>Here is a sample dialogue that covers all of the grammar points. You may allow the children more freedom as the play progresses.</p> <p>NOTE: Remember: whenever the children have any difficulty, immediately model the sentence for them.</p> <p>NOTE: You will need to model all of this dialogue for the first few times it is used.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>C#2</p> <p>C#1</p> <p>C#2</p> <p>C#1</p> <p>C#2</p> <p>C#1</p> <p>C#2</p> <p>C#1</p>	<p>LET'S PLAY STORE.</p> <p><u>(NAME)</u>, YOU CAN BE THE MAN AT THE STORE.</p> <p><u>(NAME)</u>, YOU CAN GO TO THE STORE.</p> <p>HELLO. HOW ARE YOU?</p> <p>FINE, THANK YOU.</p> <p>WHAT DO YOU NEED TODAY?</p> <p>I NEED SOME BEANS. DO YOU HAVE SOME BEANS?</p> <p>YES, I DO. I HAVE SOME CANS OF BEANS.</p> <p>I WANT TO BUY ONE.</p> <p>HERE YOU ARE. HERE'S A CAN OF BEANS.</p> <p>HOW MUCH DOES IT COST?</p> <p>IT COSTS A QUARTER.</p>

Instructions to the teacher	Speaker	Exchange
<p>NOTE: Have the storekeeper put each picture into a small paper bag as he sells it.</p> <p>Help the children to choose the correct coins.</p> <p>After the child returns from the store, go through this dialogue:</p> <p>Model for the group:</p> <p>Model for the child:</p> <p>Model for the group:</p> <p>Model for the child:</p> <p>Have the group ask the storekeeper:</p>	<p>C#2</p> <p>C#1</p> <p>C#2</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>HERE YOU ARE. HERE'S A QUARTER.</p> <p>I'LL PUT THE BEANS IN A BAG.</p> <p>THANK YOU.</p> <p>Ask him: WHAT DID YOU BUY AT THE STORE?</p> <p>WHAT DID YOU BUY AT THE STORE?</p> <p>Tell them: I BOUGHT A CAN OF BEANS.</p> <p>I BOUGHT A CAN OF BEANS.</p> <p>Ask him: HOW MUCH DID IT COST?</p> <p>HOW MUCH DID IT COST?</p> <p>Tell them: IT COST A QUARTER.</p> <p>IT COST A QUARTER.</p> <p>Ask him: WHAT DID YOU SELL HIM ? HER</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for the storekeeper:</p> <p>Give each child an opportunity to be both shopper and storekeeper. Review as many measures and items as possible: PACKAGE OF CEREAL, JAR OF JAM, BOX OF SALT, BAG OF SUGAR, JAR OF MUSTARD, BOTTLE OF KETCHUP, CARTON OF MILK, CARTON OF EGGS, BAG OF POTATO CHIPS, PACKAGE OF BACON, JAR OF COFFEE, ETC.</p> <p>Also use all the amounts of money learned in this lesson.</p>	<p>GRP</p> <p>T:</p> <p>C#1</p>	<p>WHAT DID YOU SELL <input type="checkbox"/> HIM ? <input type="checkbox"/> HER</p> <p>Tell them: I SOLD <input type="checkbox"/> HIM A CAN OF BEANS. <input type="checkbox"/> HER</p> <p>I SOLD <input type="checkbox"/> HIM A CAN OF BEANS. <input type="checkbox"/> HER</p>

MATERIALS NEEDED: Animal crackers, slices of apple, carton of milk, pitcher of grape Kool-Aid.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Have the animal crackers, apple slices, milk, and grape Kool-Aid on the table in front of you.</p> <p>Hold up an animal cracker and say:</p> <p>Eat the "cookie."</p> <p>Ask the group:</p> <p>Model:</p> <p>Hold up a slice of apple. Say:</p> <p>Eat the apple slice. Say:</p> <p>Ask the group:</p> <p>Model:</p> <p>Call a child to the table. Ask him:</p> <p>Model, if necessary:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>I LIKE COOKIES. I LIKE TO EAT COOKIES.</p> <p>I LIKE TO EAT COOKIES.</p> <p>DO I LIKE TO EAT COOKIES?</p> <p>Tell me: YES, YOU DO. YOU LIKE TO EAT COOKIES.</p> <p>YES, YOU DO. YOU LIKE TO EAT COOKIES.</p> <p>I LIKE APPLES. I LIKE TO EAT APPLES.</p> <p>I LIKE TO EAT APPLES.</p> <p>DO I LIKE TO EAT APPLES?</p> <p>Tell me: YES, YOU DO. YOU LIKE TO EAT APPLES.</p> <p>YES, YOU DO. YOU LIKE TO EAT APPLES.</p> <p>DO YOU LIKE COOKIES?</p> <p>Tell me: YES, I DO. I LIKE COOKIES.</p> <p>YES, I DO. I LIKE COOKIES.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask him:</p> <p>Model:</p> <p>Give him a cookie. Say:</p> <p>After he eats it, say:</p> <p>Ask the group:</p> <p>Ask the child:</p> <p>Model, if necessary:</p> <p>Ask him:</p> <p>Model, if necessary:</p> <p>Give him a slice of apple. Say:</p> <p>After he eats it, say:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>DO YOU LIKE TO EAT COOKIES?</p> <p>Tell me: YES, I DO. I LIKE TO EAT COOKIES.</p> <p>YES, I DO. I LIKE TO EAT COOKIES.</p> <p>YOU CAN EAT A COOKIE.</p> <p>Tell me: I LIKE TO EAT COOKIES.</p> <p>I LIKE TO EAT COOKIES.</p> <p>DOES HE LIKE TO EAT COOKIES?</p> <p>YES, HE DOES. HE LIKE TO EAT COOKIES.</p> <p>DO YOU LIKE APPLES?</p> <p>Tell me: YES, I DO. I LIKE APPLES.</p> <p>YES, I DO. I LIKE APPLES.</p> <p>DO YOU LIKE TO EAT APPLES?</p> <p>Tell me: YES, I DO. I LIKE TO EAT APPLES.</p> <p>YES, I DO. I LIKE TO EAT APPLES.</p> <p>YOU CAN EAT SOME APPLE.</p> <p>Tell me: I LIKE TO EAT APPLES.</p> <p>I LIKE TO EAT APPLES.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Model, if necessary:</p> <p>Repeat this drill with every child.</p> <p>Next, hold up a small cup of milk. Say:</p> <p>Drink the milk. Say:</p> <p>Ask the group:</p> <p>Model:</p> <p>Hold up a small cup of "grape juice." Say:</p> <p>Drink the juice. Say:</p> <p>Ask the group:</p> <p>Model:</p> <p>Call on every child and go through the</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>DOES HE LIKE TO EAT APPLES?</p> <p>Tell me: YES, HE DOES. HE LIKES TO EAT APPLES. SHE</p> <p>YES, HE DOES. HE LIKES TO EAT APPLES. SHE</p> <p>I LIKE MILK. I LIKE TO DRINK MILK.</p> <p>I LIKE TO DRINK MILK.</p> <p>DO I LIKE TO DRINK MILK?</p> <p>Tell me: YES, YOU DO. YOU LIKE TO DRINK MILK.</p> <p>YES, YOU DO. YOU LIKE TO DRINK MILK.</p> <p>I LIKE GRAPE JUICE. I LIKE TO DRINK GRAPE JUICE.</p> <p>I LIKE TO DRINK GRAPE JUICE.</p> <p>DO I LIKE TO DRINK GRAPE JUICE?</p> <p>Tell me: YES, YOU DO. YOU LIKE TO DRINK GRAPE JUICE.</p> <p>YES, YOU DO. YOU LIKE TO DRINK GRAPE JUICE.</p>

Instructions to the teacher	Speaker	Exchange
<p>same routine as above.</p> <p>II. REINFORCEMENT</p> <p>Use the folders of pictures of breakfast and lunch foods. Take the pictures out of the folders and divide them into the three groups: <u>foods</u>, <u>drinks</u>, and <u>condiments</u>. Use only the <u>foods</u> and <u>drinks</u>.</p> <p>Have the group seated around a table. Spread out the pictures of foods on the table.</p> <p>Point to a picture and say:</p> <p>Ask a child:</p> <p>Let him choose; expand his response:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Ask another child:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>I LIKE TO EAT EGGS. I LIKE TO EAT EGGS.</p> <p>WHAT DO YOU LIKE TO EAT?</p> <p>Tell me: I LIKE TO EAT BACON.</p> <p>I LIKE TO EAT BACON.</p> <p>WHAT DOES HE LIKE TO EAT? SHE</p> <p>Tell me: HE LIKES TO EAT BACON. SHE</p> <p>HE LIKES TO EAT BACON. SHE</p> <p>WHAT DO YOU LIKE TO EAT?</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue the drill in the same way.</p> <p>Repeat the drill with every child.</p> <p>Take up the pictures of foods. Spread out the pictures of drinks.</p> <p>Point to a picture and say:</p> <p>Ask a child:</p> <p>Let him choose; expand his response:</p> <p>Ask the group:</p> <p>Model, if necessary:</p> <p>Ask another child:</p> <p>Continue the drill in the same way.</p> <p>Repeat the drill with every child.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>I LIKE TO DRINK COFFEE. I LIKE TO DRINK COFFEE.</p> <p>WHAT DO YOU LIKE TO DRINK?</p> <p>Tell me: I LIKE TO DRINK COKES.</p> <p>I LIKE TO DRINK COKES.</p> <p>WHAT DOES HE LIKE TO DRINK? SHE</p> <p>Tell me: HE LIKES TO DRINK COKES. SHE</p> <p>HE LIKES TO DRINK COKES. SHE</p> <p>WHAT DO YOU LIKE TO DRINK?</p>

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 5
 Day 5
 Page 6

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student	C = Correct ✓ = Incorrect 1 2 3 4 5 6
ITEM I. Give the child a pencil and a sheet of paper. Ask him: WEEK 11 DAY 2, 3 Have him perform the action he names. Repeat with a crayon.	T: C:	WHAT CAN YOU USE THE PENCIL FOR? TO DRAW A CIRCLE, ETC. OR I CAN USE THE PENCIL TO DRAW A CIRCLE. IT		
ITEM II Have the large bowls of rice, macaroni, raisins, and beans. WEEK 11 DAY 3 Hold up a bag and ask the child:	T: C:	WHAT CAN I FILL THE BAG WITH? YOU CAN FILL THE BAG WITH RICE, ETC. IT		
ITEM III Give the child a cup. WEEK 11 DAY 3 The child shows his comprehension by doing as you ask. Ask him:	T: T: C:	HERE'S A CUP. YOU CAN FILL THE CUP WITH RAISINS. WHAT DID YOU FILL THE CUP WITH? I FILLED THE CUP WITH RAISINS. IT		

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	C = Correct ✓ = Incorrect
ITEM IV Lay these pictures on the table; WEEK 11 carton of milk, bottle of milk, DAY 4 glass of milk. Ask the child: 5 He demonstrates comprehension by doing as you ask.	T:	SHOW ME A CARTON OF MILK. SHOW ME A BOTTLE OF MILK. SHOW ME A GLASS OF MILK.		1 2 3 4 5 6 7
ITEM V Give the child 3 play money coins, WEEK 11 saying; (Give him the largest coin.) DAY 4 Then say: (Give him the next largest coin.) Say: (Give him the smallest coin.) Now ask him:	T: T: T:	I'LL GIVE YOU A QUARTER. I'LL GIVE YOU A NICKEL. I'LL GIVE YOU A DIME. SHOW ME YOUR QUARTER. SHOW ME YOUR NICKEL. SHOW ME YOUR DIME.		
ITEM VI Lay out on the table the pictures of WEEK 11 canned and packaged goods from Day 4. DAY 4 Have an empty box for cash register. Say: The child must give you the correct item. Give him the correct coin.	T: T: C:	YOU CAN BE THE MAN AT THE STORE. I WANT TO BUY A JAR OF MUSTARD. HOW MUCH DOES IT COST? (IT COSTS) A QUARTER. (DIME, NICKEL.)		

INSTRUCTIONS TO THE TEACHER	SPEAKER	EXCHANGE	Student:	C = Correct √ = Incorrect
ITEM VII Repeat Item VI several times, naming WEEK 11 different items (e.g., PACKAGE OF DAY 4 BACON, CARTON OF EGGS, BOX OF SALT, BAG OF POTATO CHIPS, CARTON OF MILK, JAR OF COFFEE, ETC.)				1 2 3 4 5 6 7
ITEM VIII Now say to the child: WEEK 11 DAY 4 Take the money. Ask:	T: C: T: T: C:	I'LL BE THE MAN AT THE STORE. WHAT DO YOU WANT TO BUY? I WANT TO BUY A CAN OF BEANS. ETC. IT COSTS A QUARTER. (DIME, NICKEL) WHAT DID I SELL YOU? YOU SOLD ME A CAN OF BEANS, ETC.		
ITEM IX. Repeat ITEM VIII WEEK 11 Ask the child: DAY 4 Take the money. Ask:	T: C: T: T: C:	WHAT ELSE DO YOU WANT TO BUY? I (ALSO) WANT TO BUY A BOX OF SALT. IT COSTS A DIME. WHAT DID I SELL YOU? YOU SOLD ME A BOX OF SALT, ETC.		

Year 2
 Week 11
 Day 5
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EVALUATION (continued)

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	
ITEM X Lay out pictures of foods on the WEEK 11 table. Ask: DAY 5	T: C:	WHAT DO YOU LIKE TO EAT? I LIKE TO EAT PANCAKES, ETC.		C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM XI Lay out pictures of drinks. Ask: WEEK 11 DAY 5	T: C:	WHAT DO YOU LIKE TO DRINK? I LIKE TO DRINK MILKSHAKES, ETC.		

OBJECTIVES

REVIEW:

1. NP +

WANT
LIKE

 +

Sentence
NP
2. NP +

Pass
Bring
Take

 + NP (dative) + NP (objective)
3. Review Vocabulary: Restaurant, waitress, menu, order, names of breakfast and lunch foods from weeks nine and ten.

NEW:

1. NP + LIKE + Sentence
2. Conditional "would" used in polite requests. e.g. "I would like to have some milk".
3. Contractions: I + would → I'd
We + would → We'd
4. "Softened" requests: Could I...?
Would you...?
5. Embedded sentence realized as infinitive clause.

MATERIALS:

- Day 2: Folders containing pictures of breakfast and lunch foods (from weeks nine and ten), toy knife, toy spoon.
- Day 3: Same as Day 2, plus: H-M cards #112, 114, 115, 118, 121, 123.
Empty milk carton, paper cups, magazine pictures of cookies pasted on paper plates, book, drawing paper, pencils, crayons. Toy trucks, cars, boats, ball.
- Day 4: Napkins, cups, saucers, forks, spoons, knives, plates. Pictures of breakfast foods pasted on paper plates and pasted on stands (from week ten).
- Day 5: H-M cards #112, 114, 115, 123.
Toy cars, balls, trucks, boats, pencils, crayons, paper.

REVIEW DAY

Year 2
Week 12
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW VOCABULARY AND FORMS: Want + embedded sentence
 Vocabulary: All breakfast and lunch foods (see weeks 9 and 10).

Like + noun phrase

Like + prepositional phrase

Year 2
 Week 12
 Day 2
 Page 1

NEW PATTERNS: Like + embedded sentence

MATERIALS NEEDED: Magazine pictures of breakfast and lunch foods, pasted on sheets of paper and mounted in a folder. (See week 9, day 4; Week 10, day 4).
 Toy knife, toy spoon.

Instructions to the teacher	Speaker	Dialogue
<p>Use the folders of pictures of foods. Seat children in a circle and sit opposite them.</p> <p>Pick up the folder of breakfast-food pictures. Say:</p> <p>Model: (for the group)</p> <p>Turn the pages: point to a picture. Say:</p> <p>Model for the group:</p> <p>Point to another picture. Say:</p> <p>Continue, pointing to several pictures. Then model for the group:</p> <p>Point to a picture. Say:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>I WANT SOME BREAKFAST. I WANT TO EAT SOME BREAKFAST.</p> <p>Ask me: WHAT DO YOU WANT TO EAT?</p> <p>WHAT DO YOU WANT TO EAT?</p> <p>I WANT TO EAT SOME HAM.</p> <p>Ask me: WHAT ELSE DO YOU WANT TO EAT?</p> <p>WHAT ELSE DO YOU WANT TO EAT?</p> <p>I ALSO WANT TO EAT SOME EGGS.</p> <p>Ask me: WHAT DO YOU WANT TO DRINK?</p> <p>WHAT DO YOU WANT TO DRINK?</p> <p>I WANT TO DRINK SOME ORANGE JUICE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Point to another picture. Say:</p> <p>Now call on a child. Ask him:</p> <p>Model:</p> <p>Model for the group:</p> <p>Model for the child after he makes a choice:</p> <p>Have the group ask him "WHAT ELSE DO YOU WANT TO EAT?" as above, and then "WHAT DO YOU WANT TO DRINK?" as above.</p> <p>Repeat this drill with each child in the group:</p> <p>INTRODUCTION:</p> <p>Again using the pictures, show several pictures of foods to the children and say (rub your stomach as you do so):</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>Ask me: WHAT ELSE DO YOU WANT TO DRINK?</p> <p>WHAT ELSE DO YOU WANT TO DRINK?</p> <p>I ALSO WANT TO DRINK SOME COFFEE.</p> <p>(NAME), DO YOU WANT TO EAT BREAKFAST?</p> <p>Tell me: YES, I DO. I WANT TO EAT BREAKFAST.</p> <p>YES, I DO. I WANT TO EAT BREAKFAST.</p> <p>Ask him: WHAT DO YOU WANT TO EAT?</p> <p>WHAT DO YOU WANT TO EAT?</p> <p>Tell them: I WANT TO EAT SOME BACON.</p> <p>I WANT TO EAT SOME BACON.</p> <p>I LIKE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;"> HAMBURGERS EGGS WAFFLES ETC. </div>

Instructions to the teacher	Speaker	Exchange
<p>Then expand the sentences (as you do so, pantomime eating with a fork):</p> <p>Now point to several pictures of drinks. Rubbing your stomach, say:</p>	T:	<p>I LIKE TO EAT</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> EGGS HAMBURGERS WAFFLES ETC. </div>
<p>Again, expand the sentences (as you do so, pantomime drinking):</p>	T:	<p>I LIKE</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> MILKSHAKES COKES COFFEE ETC. </div>
<p>Now hand the folder to a child. Ask him: As he points to or names foods, model:</p>	T:	<p>I LIKE TO DRINK</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> MILKSHAKES COKES COFFEE ETC. </div>
<p>Ask the group:</p>	T:	<p>(NAME), WHAT DO YOU LIKE TO EAT?</p>
<p>Model for them:</p>	T:	<p>Tell me: I LIKE TO EAT</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> CEREAL PANCAKES FRENCH FRIES ETC. </div>
<p>Ask the group:</p>	T:	<p>I LIKE TO EAT</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> CEREAL PANCAKES FRENCH FRIES ETC. </div>
<p>Model for them:</p>	T:	<p>WHAT DOES HE LIKE TO EAT?</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> HE SHE </div> <p>Tell me: HE LIKES TO EAT</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> CEREAL PANCAKES FRENCH FRIES </div>

Instructions to the teacher	Speaker	Dialogue
<p>NOTE: Of course, you will model each sentence separately, not all together as they are presented here.</p> <p>Now, following the same pattern, have the child choose several drinks. Ask him:</p> <p>As he points to or names drinks, model:</p> <p>Continue exactly as above. Repeat this drill with each child.</p> <p>II. REINFORCEMENT</p> <p>Use the following pictures. Take them out of the folders and put them into stacks as follows: 1. toast, waffles, pancakes, French fries, hamburgers. 2. mustard, ketchup, jam, syrup, mayonnaise, butter. 3. tea, coffee. 4. lemon, cream, sugar.</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>HE LIKES TO EAT SHE</p> <p>CEREAL PANCAKES FRENCH FRIES ETC.</p> <p>WHAT DO YOU LIKE TO DRINK?</p> <p>Tell me: I LIKE TO DRINK</p> <p>I LIKE TO DRINK</p> <p>COKES MILK TEA ETC.</p> <p>COKES MILK TEA ETC.</p>

Instructions to the teacher	Speaker	Dialogue
<p>DEMONSTRATE:</p> <p>Hold up the picture of toast. Say:</p> <p>Show the picture of butter; say:</p> <p>With the knife, pretend to take some butter and spread it on the toast. As you do so, say:</p> <p>Now show the picture of jam and do the exact same thing.</p> <p>Show the hamburger and say:</p> <p>Show the mustard and say:</p> <p>Pantomime spreading mustard on the hamburger with the knife. Say:</p> <p>Do the same thing with the mayonnaise.</p> <p>Now ask a child:</p> <p>Let him choose one of the foods. Model for him:</p> <p>Model for the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>I LIKE TO EAT TOAST.</p> <p>I LIKE BUTTER ON MY TOAST.</p> <p>I LIKE TO PUT BUTTER ON MY TOAST.</p> <p>I LIKE TO EAT HAMBURGERS.</p> <p>I LIKE MUSTARD ON MY HAMBURGERS.</p> <p>I LIKE TO PUT MUSTARD ON MY HAMBURGERS.</p> <p>(NAME), WHAT DO YOU LIKE TO EAT?</p> <p>Tell me: I LIKE TO EAT WAFFLES.</p> <p>I LIKE TO EAT WAFFLES.</p> <p>Ask him: WHAT DO YOU LIKE ON YOUR WAFFLES?</p> <p>WHAT DO YOU LIKE ON YOUR WAFFLES?</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model for the child (after he chooses):</p> <p>Give the child the picture of syrup and say:</p> <p>As he does so, model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Repeat this with every child, having each one choose something to eat and some condiment to put on it.</p> <p>Now return to the first child. You will repeat the above drill, except that he is to choose something to drink and some condiments to put in it.</p> <p>(He must choose coffee or tea.) Model:</p> <p>Model for the group:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>Tell them: I LIKE SYRUP ON MY WAFFLES.</p> <p>I LIKE SYRUP ON MY WAFFLES.</p> <p>YOU CAN PUT SOME SYRUP ON YOUR WAFFLES.</p> <p>Tell me: I LIKE TO PUT SYRUP ON MY WAFFLES.</p> <p>I LIKE TO PUT SYRUP ON MY WAFFLES.</p> <p>WHAT DOES HE LIKE TO PUT ON HIS WAFFLES? SHE</p> <p>Tell me: HE LIKES TO PUT SYRUP ON HIS WAFFLES. SHE</p> <p>HE LIKES TO PUT SYRUP ON HIS WAFFLES. SHE</p> <p><u>(NAME)</u>, WHAT DO YOU LIKE TO DRINK?</p> <p>Tell me: I LIKE TO DRINK COFFEE.</p> <p>I LIKE TO DRINK COFFEE.</p> <p>Ask him: WHAT DO YOU LIKE IN YOUR COFFEE?</p>

Instructions to the teacher	Speaker	Exchange
<p>Let him choose. Model:</p> <p>Give him the picture of the cream and say:</p> <p>As he does so, model:</p> <p>Ask the group:</p> <p>Complete the drill as above (for EAT). Repeat exactly as outlined, with every child.</p>	<p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>WHAT DO YOU LIKE IN YOUR COFFEE?</p> <p>Tell them: I LIKE CREAM IN MY COFFEE.</p> <p>I LIKE CREAM IN MY COFFEE.</p> <p>YOU CAN PUT SOME CREAM IN YOUR COFFEE.</p> <p>Tell me: I LIKE TO PUT CREAM IN MY COFFEE.</p> <p>I LIKE TO PUT CREAM IN MY COFFEE.</p> <p>WHAT DOES HE LIKE TO PUT IN HIS COFFEE? SHE HER</p>

REVIEW PATTERNS: Like + prepositional phrase
embedded sentence

NEW PATTERNS: Would like + noun phrase
+ embedded sentence

Softened request: Could I...?
Softened request: Would you...?
Contraction: I + would I'd

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Page 1

MATERIALS NEEDED: Pictures of foods and drinks from yesterday. H-M cards #112, 114, 115, 118, 121, 123.
Empty milk carton, paper cups, picture of cookies cut out and pasted on a plate; book, several sheets of drawing paper, pencils, crayons, toy knife, toy spoon.
Objects (for Reinforcement): toy cars, trucks, boats, pencils, crayons, balls.

Instructions to the teacher	Speaker	Exchange
<p>Review yesterday's lesson by repeating the Reinforcement section from Day 2.</p> <p>Use the pictures listed in that section, in four stacks, and follow the drill exactly. Here are the sentences:</p> <p>As you give him the toy knife and the picture of the mustard, say:</p> <p>As he pretends to spread it:</p> <p>To the group:</p>	<p>T:</p> <p>C:</p> <p>GRP</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>(NAME) WHAT DO YOU LIKE TO EAT?</p> <p>I LIKE TO EAT HAMBURGERS.</p> <p>WHAT DO YOU LIKE ON YOUR HAMBURGERS?</p> <p>I LIKE MUSTARD ON MY HAMBURGERS.</p> <p>YOU CAN PUT SOME MUSTARD ON YOUR HAMBURGER.</p> <p>I LIKE TO PUT MUSTARD ON MY HAMBURGERS.</p> <p>WHAT DOES HE LIKE TO PUT ON HIS HAMBURGERS? SHE HER</p> <p>HE LIKES TO PUT MUSTARD ON HIS HAMBURGERS. SHE SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat the same thing with each child.</p> <p>Repeat the same drill with DRINK, changing ON to IN ("WHAT DO YOU LIKE IN YOUR TEA?" "WHAT DOES HE LIKE TO PUT IN HIS TEA?" etc.)</p> <p>Repeat both parts of the drill (both EAT and DRINK) with each child.</p> <p>INTRODUCTION:</p> <p>Use the H-M cards listed above, depicting the actions JUMPING, WALKING, RUNNING, EATING, DRINKING, DRAWING. Also use the milk carton, paper cups, book, cookies, and drawing materials. Have them ready on a table.</p> <p>Show the first picture (H-M 112) to the children, giving the boy in the picture a name and saying:</p> <p>Ask one of the children:</p> <p>Model for him (put stress on WOULD):</p> <p>Ask the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>THIS IS JUAN. HE'S JUMPING. HE LIKES TO JUMP.</p> <p>WOULD YOU LIKE TO JUMP?</p> <p>Tell me: YES, I <u>WOULD</u>. I <u>WOULD</u> LIKE TO JUMP. YES, I <u>WOULD</u>. I <u>WOULD</u> LIKE TO JUMP.</p> <p><u>WOULD</u> HE LIKE TO JUMP? <u>WOULD</u> SHE LIKE TO JUMP?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for them:</p> <p>Say to the child:</p> <p>Place the book on the floor, saying:</p> <p>Have the child do so.</p> <p>Continue with the other pictures and objects giving each child a turn and using the drill exactly as outlined above. Here are the sentences you will need for the various actions..</p> <p>The eating and drinking will be in pantomime, of course; use the objects listed and let the child act out the action.</p> <p>When you have gone through all the pictures, go through them once more, giving each child a different action to perform. This will help to establish the new patterns.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>Tell me: YES, HE <u>WOULD</u>. HE <u>WOULD LIKE TO JUMP</u>.</p> <p>YES, HE <u>WOULD</u>. HE <u>WOULD LIKE TO JUMP</u>.</p> <p>Ask me: <u>COULD I JUMP?</u></p> <p><u>COULD I JUMP?</u></p> <p>YES, YOU CAN JUMP. YOU CAN JUMP OVER THE BOOK.</p> <p>YES, YOU CAN WALK. YOU CAN WALK TO THE DOOR. YES, YOU CAN RUN. YOU CAN RUN TO THE TABLE. YES, YOU CAN EAT. YOU CAN EAT A COOKIE. YES, YOU CAN DRINK. YOU CAN DRINK SOME MILK. YES, YOU CAN DRAW. YOU CAN DRAW A HOUSE.</p>

Instructions to the teacher	Speaker	Exchange
<p>II. REINFORCEMENT</p> <p>Today's reinforcement will introduce a second "softened request" form: WOULD YOU? Have a number of small objects on a table at a distance from you and the children. Work with the children in pairs. Call one child to stand beside you. Say to another child as you point to the table:</p> <p>Let him name something, then model for him:</p> <p>NOTE: Be very careful in the pronunciation of I'D. Model the sentence several times if necessary, if the child does not repeat it correctly the first time.</p> <p>Model for him:</p> <p>Model for him (pointing to child #2):</p> <p>Model for child #2:</p> <p>After child #2 brings him the car, have him sit down. Repeat the drill with two other children, then with the last two. Repeat the entire drill again, switching the pairs</p>	<p>T: WHAT WOULD YOU LIKE (NAME) ?</p> <p>T: Tell me: I'D LIKE A CAR.</p> <p>C#1 I'D LIKE A CAR.</p> <p>T: Ask me: COULD I HAVE A CAR?</p> <p>C#1 COULD I HAVE A CAR?</p> <p>T: YES, YOU CAN HAVE A CAR.</p> <p>T: Ask him: WOULD YOU BRING ME A CAR?</p> <p>C#1 WOULD YOU BRING ME A CAR?</p> <p>T: Tell him: YES, I'LL BRING YOU A CAR.</p>	

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Instructions to the teacher	Speaker	Exchange
<p>so that child #1 takes child #2's part and vice versa.</p> <p>Continue to repeat until the children seem comfortable with the new patterns.</p>		

REVIEW PATTERNS: Softened requests: Could I... ?
 Would you...?

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 Week 12
 Day 4
 Page 1

REVIEW VOCABULARY AND FORMS: Restaurant, waitress, order; names of breakfast foods
 Pass + dative + noun phrase

MATERIALS NEEDED: Table set for a meal (napkins, cups and saucers, plates, forks, spoons, knives)
 Pictures of breakfast foods, drinks, and condiments pasted to plates and pasted
 on stands (from week ten)
 Breakfast menus

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Today's lesson will be a review of the "LET'S PLAY RESTAURANT" experience of Week X. The dialogue will be slightly different, as follows:</p> <p>Tell the children:</p> <p>Put on the apron; have the children sit at the table.</p> <p>Have each child ask you:</p> <p>When all the children have menus, take their orders. Ask each one:</p> <p>For the response, have the child use the form "I WOULD."</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>LET'S PLAY RESTAURANT. YOU CAN EAT BREAKFAST IN THE RESTAURANT. I'LL BE THE WAITRESS.</p> <p>Ask me: WOULD YOU BRING ME A MENU? WOULD YOU BRING ME A MENU? YES, I'LL BRING YOU A MENU. WOULD YOU LIKE TO ORDER SOME BREAKFAST? YES, I WOULD. I WOULD LIKE TO ORDER SOME BREAKFAST. WHAT WOULD YOU LIKE TO EAT?</p>



Instructions to the teacher	Speaker	Exchange
<p>When the child makes a choice, model:</p> <p>When he makes a choice, model:</p> <p>Take each child's order; then bring the food to the table. Now have the children ask for condiments:</p> <p>Model (use the form "I'D", pronouncing it carefully):</p> <p>Have him ask another child for it:</p> <p>Model for the other child:</p> <p>Repeat this with each child, having each one ask for some condiment to put on his food.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>Ask me: COULD I HAVE SOME WAFFLES?</p> <p>COULD I HAVE SOME WAFFLES?</p> <p>YES, YOU CAN HAVE SOME WAFFLES.</p> <p>WHAT WOULD YOU LIKE TO DRINK?</p> <p>Ask me: COULD I HAVE SOME CHOCOLATE?</p> <p>COULD I HAVE SOME CHOCOLATE?</p> <p>YES, YOU CAN HAVE SOME CHOCOLATE.</p> <p>WHAT WOULD YOU LIKE ON YOUR WAFFLES?</p> <p>Tell me: I'D LIKE SOME SYRUP ON MY WAFFLES.</p> <p>I'D LIKE SOME SYRUP ON MY WAFFLES.</p> <p>Ask him: WOULD YOU PASS ME THE SYRUP?</p> <p>WOULD YOU PASS ME THE SYRUP?</p> <p>Tell him: YES, I'LL PASS YOU THE SYRUP.</p> <p>YES, I'LL PASS YOU THE SYRUP.</p>

Instructions to the teacher	Speaker	Exchange
<p>Then have each one ask for some condiment to put in his drink (if appropriate--if no one has ordered tea or coffee, this will not be applicable). Use the same drill as above.</p>		
<p>Here is a list of things the children can order to eat: HAM, BACON, PANCAKES, TOAST, EGGS, SAUSAGE, WAFFLES, CEREAL.</p>		
<p>To drink: ORANGE JUICE, MILK, COFFEE, TEA, CHOCOLATE.</p>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">SALT PEPPER BUTTER JAM MILK SUGAR SYRUP</div>
<p>Sample sentences in asking for condiments for food:</p>	C:	<p>ON MY SAUSAGE HAM EGGS</p>
<p>Sample sentences in asking for condiments for drinks:</p>	C:	<p>IN MY TEA COFFEE</p>
<p>II. REINFORCEMENT</p> <p>Let children take turns being the WAITRESS (WAITER for boys). To introduce the distinction, have a boy and a girl stand up. Put the apron on the girl, give her the pad, and say:</p>		
	T:	<p>SHE'S A WAITRESS. Repeat, please, SHE'S A WAITRESS.</p>
	GRP.	<p>SHE'S A WAITRESS.</p>

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Instructions to the teacher	Speaker	Exchange
<p>Take the apron off her and put it on the boy. Give him the pad and say:</p> <p>Repeat several times, if necessary.</p> <p>Once a waiter or waitress is chosen, repeat the entire above drill, modeling his lines for him and the other children's for them.</p>	<p>T: GRP</p>	<p>HE'S A WAITER. Repeat, please: HE'S A WAITER. HE'S A WAITER.</p>

REVIEW PATTERNS:

Bring + NP (dative) + NP (objective)

Take

I + would = I'd

Year 2
 Week 12
 Day 5
 Page 1

NEW PATTERNS: Would like + embedded sentence as infinitive clause.


We + would = we'd

MATERIALS NEEDED: H-M Cards #112, 114, 115, 123

Table with small objects: toy cars, balls, trucks, boats; pencils, crayons.
 Drawing paper

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Use the H-M cards. Hold up each one and say to the children:</p>	T:	<p>I CAN</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> JUMP RUN WALK DRAW </div>
<p>Ask them:</p> <p>Enunciate carefully, putting stress on ME.</p>	T:	WHAT WOULD YOU LIKE <u>ME</u> TO DO?
<p>Model for them:</p>	T:	Tell me: WE WOULD LIKE YOU TO JUMP.
	GRP	WE WOULD LIKE YOU TO JUMP.
	T:	OH, YOU WANT ME TO JUMP.
<p>Perform the action. Then call on a child.</p>	T:	WHAT WOULD YOU LIKE HIM TO DO?
<p>Ask the group:</p>	T:	Tell me: WE WOULD LIKE HIM TO DRAW.
<p>Model for them:</p>	T:	Tell me: WE WOULD LIKE HER TO DRAW.

Instruction to the teacher	Speaker	Exchange
<p>Say to the child:</p> <p>Give him a crayon and a piece of paper and let him draw something.</p> <p>Repeat this simple drill with each child.</p> <p>Next, have on a table the objects listed above. Have one child seated at a distance from the group and the table</p> <p style="text-align: center;">teacher ○ group ○ child</p> <p>Table </p> <p>Ask one child (in the group):</p> <p>Model:</p> <p>Now ask the group (point to the child sitting alone):</p> <p>Model:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WE WOULD LIKE HIM TO DRAW.</p> <p>OH, YOU WANT HER TO DRAW.</p> <p>THEY WANT YOU TO DRAW.</p> <p><u>(NAME)</u>, WHAT WOULD YOU LIKE ME TO BRING YOU?</p> <p>Tell me: I'D LIKE YOU TO BRING ME A TRUCK.</p> <p>I'D LIKE YOU TO BRING ME A TRUCK.</p> <p>I'LL BRING YOU A RED TRUCK.</p> <p>WHAT WOULD YOU LIKE ME TO TAKE <u>(NAME)</u>?</p> <p>Tell me: WE'D LIKE YOU TO TAKE HIM A BOAT.</p>

Instruction to the teacher	Speaker	Exchange
<p>Now call on a child (#1). Have him ask another child (#2):</p> <p>Model for child #2:</p> <p>Model for child #1:</p>	<p>GRP</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p>	<p>WE'D LIKE YOU TO TAKE HIM A BOAT.</p> <p>I'LL TAKE HIM A BLUE BOAT.</p> <p>WHAT WOULD YOU LIKE ME TO BRING YOU?</p> <p>Tell him: I'D LIKE YOU TO BRING ME A CRAYON.</p> <p>I'D LIKE YOU TO BRING ME A CRAYON.</p> <p>Tell him: I'LL BRING YOU A GREEN CRAYON.</p> <p>I'LL BRING YOU A GREEN CRAYON.</p>
<p>After he does so, model for him. (Have him ask the group):</p> <p>Model for the group:</p> <p>Model for the child:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C#1</p>	<p>Ask them: WHAT WOULD YOU LIKE ME TO TAKE (NAME)?</p> <p>WHAT WOULD YOU LIKE ME TO TAKE (NAME)?</p> <p>Tell me: WE'D LIKE YOU TO TAKE HIM A BALL.</p> <p>WE'D LIKE YOU TO TAKE HIM A BALL.</p> <p>Tell them: I'LL TAKE HIM A YELLOW BALL.</p> <p>I'LL TAKE HIM A YELLOW BALL.</p>

Repeat this drill with every other child (select different children to sit by themselves).

PART II, EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

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Instructions to the teacher	Speaker	Item and response	Student:	C= Correct ✓= Incorrect
ITEM I Show the child pictures of foods. Ask:	T:	WHAT DO YOU LIKE TO EAT?		1
	C:	I LIKE TO EAT <div style="border: 1px solid black; padding: 2px; display: inline-block;">BACON EGGS HAMBURGERS ETC.</div>		2
	T:	WHAT DO YOU LIKE TO DRINK?		3
	C:	I LIKE TO DRINK <div style="border: 1px solid black; padding: 2px; display: inline-block;">MILK COKE ETC.</div>		4
ITEM II Show child pictures of pancakes, butter, jam, syrup. Say:	T:	WHAT DO YOU LIKE TO PUT ON YOUR PANCAKES?		5
	C:	I LIKE TO PUT <div style="border: 1px solid black; padding: 2px; display: inline-block;">BUTTER ON MY PANCAKES. JAM SYRUP</div>		6
ITEM III Show the child a lunch menu.	T:	I'D LIKE A HAMBURGER. WOULD YOU LIKE A HAMBURGER?		7
	C:	YES, I WOULD. I'D LIKE A HAMBURGER. OR YES, I'D LIKE A HAMBURGER. WHAT WOULD YOU LIKE ON YOUR HAMBURGER? I'D LIKE <div style="border: 1px solid black; padding: 2px; display: inline-block;">MUSTARD MAYONNAISE KETCHUP</div> ON MY HAMBURGER.		
Show him (in folder) pictures of condiments.	T:			
	C:			

Instructions to the teacher	Speaker	Item and Response	C = Correct √ = Incorrect						
			1	2	3	4	5	6	7
ITEM IV Say to the child (have a book on the floor): WEEK 12 DAY 3 DAY 4	T:	YOU CAN RUN TO THE DOOR. YOU CAN WALK TO THE TABLE YOU CAN JUMP OVER THE BOOK. T: WHAT WOULD YOU LIKE TO DO? C: I'D LIKE TO _____.							
ITEM V Have a book on the sofa. Ask the child: Child may merely bring book or may also say: When he does so, ask: Again, he may merely do as you ask or he may also say:	T: C: T: C:	(NAME), WOULD YOU BRING ME THAT BOOK? YES, I'LL BRING YOU THE BOOK. WOULD YOU TAKE THE BOOK TO THE TABLE? YES, I'LL TAKE THE BOOK TO THE TABLE.							
ITEM VI Give the child two or three small toys. Ask him: WEEK 12 DAY 3 DAY 4 He may merely give it to you, or he may also say:	T: C:	COULD I HAVE A BOAT? YES, YOU CAN. OR YES, YOU CAN HAVE A BOAT.							

Year 2
 Week 12
 Day 5
 Page 6

Instructions to the teacher	Speaker	Item and Response	Student	C= Correct √= Incorrect 1 2 3 4 5 6 7
<p>ITEM VII Place a book on the floor. WEEK 12 Stand up and ask the child: DAY 3 DAY</p> <p>After he gives his permission, jump over the book.</p>	<p>T: C:</p>	<p>COULD I JUMP OVER THE BOOK? YES, YOU CAN. OR YES, YOU CAN JUMP OVER THE BOOK.</p>		
<p>ITEM VIII Use the H-M cards #112, 114, 115, 123. Show the child each one and say:</p> <p>Perform the action that the child names.</p>	<p>T: T: C:</p>	<p>I CAN WHAT WOULD YOU LIKE ME TO DO? I'D LIKE YOU TO</p> <p>JUMP RUN WALK DRAW</p>		

OBJECTIVES

REVIEW: 1. Polite requests with 'would' and 'could':

- a. What would you like me to bring you?
- b. Could you put it in a bag for me?

Would

2. Get/got; bring/brought

3. Future expressed with 'will' + Verb: What will you tell him?

4. Sentence type:

- NP + Verb + NP (Objective) + NP (Benefactive)
- bring
- get

NEW: 1. Suppletion of indefinite quantifier "some" to "any" in negative and in questions:

- a. Do you have any money? b. I have some blue sticks.
- Yes, I do. I have some. I don't have any blue sticks.

2. Indirect discourse with verb tell/told:

- NP + tell + NP (Objective) + Sentence

a. What did I tell you?

You told me to touch my head.

3. Indirect discourse with verb ask/asked:

- NP + will ask + NP (Objective) + Question
- asked

a. I'll ask him where the book is. (Present)

b. I asked him where the book was. (Past)

4. Change of tense in reported information.

MATERIALS: Day 2: toy cars, trucks, boats, balls, crayons; empty box; play money coins; small paper bags.

Day 3: pick-up sticks; cars, trucks, marbles, pencils, crayons.

Day 4: toy cars, trucks, boats; marbles, pencils, crayons.

Day 5: toy cars, trucks, marbles, boats, balls; book; large ball; box large enough to contain the ball.

Year 2
Week 13
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

NEW PATTERNS: Polite requests with "would" and "could"
 E.G., "What would you like me to bring you?"
 "Could you put it in a bag?"

Year 2
 Week 13
 Day 2
 Page 1

NEW PATTERNS: Suppletion of indefinite quantifier "some" to "any" in negative and in questions.
 E.g., "Do you have any money?" "I have some blue sticks."
 "Yes, I do. I have some." "I don't have any blue sticks."

NEW VOCABULARY OR FORMS: Could
 Any

MATERIALS NEEDED: Toy cars, trucks, boats, balls, crayons; box; play money coins; small paper bags.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Set up a table at a distance from the children. This will be the store. Have toy cars, trucks, boats, balls, and crayons on the table; also a box to serve as cash register, and about two dozen small paper bags. Give each child some play money coins. Choose one child to be storekeeper.</p> <p>DEMONSTRATE:</p> <p>Say to the group:</p> <p>Say to one child:</p> <p>Model for him (after he names an item):</p>	<p>T:</p> <p>T:</p> <p>T:</p>	<p>THERE ARE SOME TOYS AT THE STORE.</p> <p>I HAVE SOME MONEY. I CAN BUY YOU A TOY. WHAT WOULD YOU LIKE ME TO BUY YOU?</p> <p>Tell me: I'D LIKE YOU TO BUY ME A</p>

TRUCK
CAR
BALL
BOAT
CRAYON

Instructions to the teacher	Speaker	Dialogue
<p>Model for him:</p> <p>Now go to the "store." Model for the child who is storekeeper:</p> <p>Model for him:</p> <p>Give him the money.</p> <p>Model for him:</p>	<p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p>	<p>I'D LIKE YOU TO BUY ME A TRUCK CAR BALL ETC.</p> <p>Ask me: WOULD YOU BUY ME ONE?</p> <p>WOULD YOU BUY ME ONE?</p> <p>YES, I WILL. I'LL BUY YOU A TRUCK CAR BOAT ETC.</p> <p>Ask me: WHAT WOULD YOU LIKE TO BUY?</p> <p>WHAT WOULD YOU LIKE TO BUY?</p> <p>I'D LIKE TO BUY A TRUCK CAR BOAT ETC.</p> <p>HOW MUCH DOES IT COST?</p> <p>Tell me: IT COSTS FIFTY CENTS. IT COSTS FIFTY CENTS.</p> <p>HERE YOU ARE. COULD YOU PUT IT IN A BAG FOR ME?</p> <p>Tell me: YES, I'LL PUT IT IN A BAG FOR YOU.</p>

Year 2
 Week 13
 Day 2
 Page 3

Instructions to the teacher	Speaker	Dialogue
<p>After he does so:</p> <p>Now repeat this entire drill several times, using three children each time and switching parts so that each child in the group gets to play all three parts: buyer, storekeeper, and the child for whom the toy is bought.</p> <p>Here is the dialogue (of course, you will have to model the children's parts for them).</p>	<p>T:</p>	<p>THANK YOU.</p>
	C#1	<p>I HAVE SOME MONEY. I CAN BUY YOU A TOY. WHAT WOULD YOU LIKE ME TO BUY YOU?</p>
	C#2	<p>I'D LIKE YOU TO BUY ME A CAR TRUCK BALL BOAT CRAYON</p>
	C#2	<p>WOULD YOU BUY ME ONE?</p>
	C#1	<p>YES, I WILL. I'LL BUY YOU A CAR TRUCK BALL ETC.</p>
	C#3	<p>WHAT WOULD YOU LIKE TO BUY?</p>
<p>At the store, Child #3 says to #1:</p>	C#1	<p>I'D LIKE TO BUY A CAR TRUCK ETC.</p>
	C#1	<p>HOW MUCH DOES IT COST?</p>

Instructions to the teacher	Speaker	Dialogue
<p>INTRODUCTION:</p> <p>Be sure the children are sitting where they can all see what is on the table.</p>	<p>C#3 C#1 C#3 C#1</p>	<p>IT COSTS FIFTY CENTS. HERE YOU ARE. COULD YOU PUT IT IN A BAG FOR ME? YES, I'LL PUT IT IN A BAG FOR YOU. THANK YOU.</p>
<p>DEMONSTRATE:</p> <p>Say to the group:</p>	<p>T: T: T: GRP T: GRP</p>	<p>THERE ARE SOME CARS ON THE TABLE. THERE ARE SOME PAPERS ON THE TABLE. THERE ARE SOME BALLS ON THE TABLE. THERE ARE SOME CRAYONS ON THE TABLE. THERE ARE SOME BOATS ON THE TABLE. ARE THERE ANY TRUCKS ON THE TABLE? Tell me: NO, THERE AREN'T. THERE AREN'T ANY. NO, THERE AREN'T. THERE AREN'T ANY. ARE THERE ANY BOOKS ON THE TABLE? NO, THERE AREN'T. THERE AREN'T ANY.</p>
<p>Continue in this way; ALTERNATE between yes and no questions in order to give the</p>		

Instructions to the teacher	Speaker	Dialogue
<p>children practice with both forms: SOME and ANY.</p> <p>Now take the cars and the crayons; give half the children cars (at least 3 per child), and half the children crayons (at least 3 per child). Keep at least 3 cars for yourself.</p> <p>Say to the group:</p> <p>Say to a child who has cars:</p> <p>Model for him:</p> <p>Ask another child who has cars:</p> <p>Ask a child who has crayons:</p> <p>Model for him:</p> <p>Continue asking each child, "DO YOU HAVE ANY CARS?" If he doesn't, ask: "WHAT DO YOU HAVE?"</p> <p>Then say to the group:</p> <p>Ask a child who has crayons:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#3</p> <p>T:</p> <p>T:</p>	<p>I HAVE SOME CARS.</p> <p><u>(NAME)</u>, DO YOU HAVE ANY CARS?</p> <p>Tell me: YES, I DO. I HAVE SOME CARS.</p> <p>YES, I DO. I HAVE SOME CARS.</p> <p><u>(NAME)</u>, DO YOU HAVE ANY CARS?</p> <p>YES, I DO. I HAVE SOME CARS.</p> <p><u>(NAME)</u>, DO YOU HAVE ANY CARS?</p> <p>Tell me: NO, I DON'T. I DON'T HAVE ANY CARS.</p> <p>WHAT DO YOU HAVE?</p> <p>I HAVE SOME CRAYONS.</p> <p>I DON'T HAVE ANY CRAYONS.</p> <p><u>(NAME)</u>, DO YOU HAVE ANY CRAYONS?</p>

Year 2
 Week 13
 Day 2
 Page 6

Instructions to the teacher	Speaker	Dialogue
<p>Model:</p> <p>Continue, asking each child: "DO YOU HAVE ANY CRAYONS?" If he doesn't, ask him: "WHAT DO YOU HAVE?"</p>	<p>T:</p> <p>C:</p>	<p>Tell me: YES, I DO. I HAVE SOME CRAYONS.</p> <p>YES, I DO. I HAVE SOME CRAYONS.</p>

REVIEW PATTERNS: Would like
 Suppletion of indefinite quantifiers:
 some -----> any
 Get/got

Year 2
 Week 13
 Day 3
 Page 1

MATERIALS NEEDED: Pick-up sticks
 Cars, trucks, marbles, pencils, crayons; lots of each.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Divide the pickup sticks into the 4 colors: red, blue, green, and yellow. Give each child 3 or more of each of 2 colors (e.g., 3 reds and 3 blues, etc.)		
Ask a child who has blue and red sticks: Model, if necessary:	T: T: C:	DO YOU HAVE ANY BLUE STICKS? Tell me: YES, I DO. I HAVE SOME. YES, I DO. I HAVE SOME.
Ask him:	T: C:	DO YOU HAVE ANY RED STICKS? YES, I DO. I HAVE SOME.
Ask him:	T:	DO YOU HAVE ANY YELLOW STICKS?
Model:	T: C:	Tell me: NO, I DON'T. I DON'T HAVE ANY. NO, I DON'T. I DON'T HAVE ANY.
Ask a child who has green and red sticks:	T: C:	DO YOU HAVE ANY GREEN STICKS? YES, I DO. I HAVE SOME.
Then ask him:	T: C:	DO YOU HAVE ANY BLUE STICKS? NO, I DON'T. I DON'T HAVE ANY.

Instructions to the teacher	Speaker	Dialogue
<p>Ask him:</p> <p>Ask him:</p> <p>Continue with every child, varying the questions that you ask.</p> <p>REINFORCEMENT: Put these objects on the table: cars, trucks, marbles, pencils, crayons, pickup sticks.</p> <p>DEMONSTRATE:</p> <p>Say to a child:</p> <p>Model for him:</p> <p>Get them, give them to him, say:</p> <p>Then work with the children in pairs. Have one say to another:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>C#2</p>	<p>DO YOU HAVE ANY YELLOW STICKS?</p> <p>NO, I DON'T. I DON'T HAVE ANY.</p> <p>DO YOU HAVE ANY RED STICKS?</p> <p>YES, I DO. I HAVE SOME.</p> <p>THERE ARE SOME CARS ON THE TABLE. WOULD YOU LIKE SOME?</p> <p>Tell me: YES, I'D LIKE SOME CARS. I'LL GET YOU SOME. HERE YOU ARE. HERE ARE SOME CARS.</p> <p>THERE ARE SOME MARBLES ON THE TABLE. WOULD YOU LIKE SOME? YES, I'D LIKE SOME MARBLES.</p>

Instructions to the teacher	Speaker	Dialogue
<p>When he returns, he gives C#2 the marbles.</p> <p>Go through this drill several times, giving each child a chance to play both parts.</p> <p>When all of one object (all the cars, all the marbles, etc.) have been given out, say to a child:</p> <p>Model:</p> <p>When you get to the table, ask the group:</p> <p>Model:</p> <p>Remove all but 2 kinds of objects from the table. Have children take the two parts. Here is the dialogue:</p>	<p>C#1</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>C#1</p>	<p>I'LL GET YOU SOME.</p> <p>HERE YOU ARE. HERE ARE SOME MARBLES.</p> <p>(NAME), WOULD YOU LIKE SOME CARS MARBLES ETC. ?</p> <p>Tell me: YES, I'D LIKE SOME CARS MARBLES ETC.</p> <p>YES, I'D LIKE SOME CARS MARBLES ETC.</p> <p>I'LL GET YOU SOME.</p> <p>ARE THERE ANY CARS MARBLES ETC. ON THE TABLE?</p> <p>Tell me: NO, THERE AREN'T. THERE AREN'T ANY.</p> <p>NO, THERE AREN'T. THERE AREN'T ANY.</p> <p>(NAME), WOULD YOU LIKE SOME CARS MARBLES PENCILS ETC. ?</p>

Instructions to the teacher	Speaker	Dialogue
<p>Child #1 names something that is not on the table.</p>	C#2	<p>YES, I'D LIKE SOME <div style="border: 1px solid black; padding: 2px; display: inline-block;">CARS PENCILS MARBLES ETC.</div></p>
<p>When he gets to the table, he asks the group:</p>	C#1	<p>I'LL GET YOU SOME.</p>
<p>When he returns, child #2 asks:</p>	GRP	<p>ARE THERE ANY <div style="border: 1px solid black; padding: 2px; display: inline-block;">CARS PENCILS MARBLES ETC.</div> ON THE TABLE?</p>
<p>Repeat several times, giving each child in the group a chance to play both parts.</p>	C#2	<p>NO, THERE AREN'T. THERE AREN'T ANY. DID YOU GET ME SOME <div style="border: 1px solid black; padding: 2px; display: inline-block;">CARS PENCILS MARBLES ETC.</div> ?</p>
	C#1	<p>NO, I DIDN'T. THERE WEREN'T ANY.</p>

- REVIEW PATTERNS:
1. Suppletion of Indefinite quantifier: some ----> any
 2. Sentence type:
 NP + Verb + NP (Objective) + NP Benefactive
Bring Dative
 3. Bring/brought, get/got
 4. Future expressed with 'will' + Verb: 'What will you tell him?'

NEW PATTERNS: Indirect discourse: Verb tell/told: NP + tell + NP (Object) + Sentence
 E.g., "What did I tell you?"
 "You told me to touch my head."

MATERIALS NEEDED: Toy cars, trucks, boats; marbles, pencils, crayons; books.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>REVIEW:</p> <p>Have a number of objects on the table. Choose one child to bring objects to the group. (The group will ask for some objects that are on the table and for others that are not.)</p> <p>Here is the dialogue:</p>		
<p>When he gets to the table, the teacher asks:</p>	<p>GRP C: T: C:</p>	<p>WILL YOU BRING US SOME CARS? YES, I WILL. I'LL BRING YOU SOME. <u>(NAME)</u>, ARE THERE ANY CARS ON THE TABLE? YES, THERE ARE. THERE ARE SOME.</p>
<p>When he returns, the group asks:</p>	<p>GRP C:</p>	<p>DID YOU BRING US SOME CARS? YES, I DID. I BROUGHT YOU SOME CARS.</p>
<p>Then they ask for something not on the table:</p>	<p>GRP C:</p>	<p>WILL YOU BRING US SOME APPLES? YES, I WILL. I'LL BRING YOU SOME.</p>

Instructions to the teacher	Speaker	Exchange
<p>When he gets there, the teacher asks:</p> <p>When he returns, the group asks:</p> <p>Repeat several times, giving each child a chance to bring objects to the group.</p> <p>ALTERNATE asking for objects that are on the table and objects that aren't on the table.</p> <p>INTRODUCTION:</p> <p>DEMONSTRATE: Call on a child. Tell him:</p> <p>Before he does it, ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>C:</p> <p>GRP</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>(NAME), ARE THERE ANY APPLES ON THE TABLE?</p> <p>NO, THERE AREN'T. THERE AREN'T ANY.</p> <p>DID YOU BRING US SOME APPLES?</p> <p>NO, I DIDN'T. THERE WEREN'T ANY.</p> <p>(NAME), TOUCH YOUR HEAD.</p> <p>WHAT DID I TELL YOU?</p> <p>Repeat: YOU TOLD ME TO TOUCH MY HEAD.</p> <p>YOU TOLD ME TO TOUCH MY HEAD.</p> <p>WHAT DID I TELL [HIM] ? [HER]</p> <p>Repeat: YOU TOLD [HIM] TO TOUCH [HIS] HEAD. [HER]</p> <p>YOU TOLD [HIM] TO TOUCH [HIS] HEAD. [HER]</p>

Instructions to the teacher	Speaker	Dialogue
<p>Call on each child and give him a command. Follow the drill as outlined here. Here are some commands:</p> <p>Now call on the children in pairs. Set up a dialogue for them as follows. (Sample names are used here to make the dialogue easier to follow.)</p> <p>Say to child #1:</p> <p>Let him make a choice. Then model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Say to child #1:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>(NAME), SIT ON THE FLOOR. WALK TO THE KITCHEN. TOUCH YOUR TOES. JUMP OVER THE BOOK. RUN TO THE TABLE.</p> <p>(Juan), WHAT WILL YOU TELL (Maria)? TO WALK TO THE TABLE? TO JUMP OVER THE BOOK? TO SIT ON THE FLOOR? TO TOUCH (HIS) TOES? (HER)</p> <p>Repeat: I'LL TELL (HIM) TO WALK TO THE TABLE. (HER)</p> <p>I'LL TELL (HIM) TO WALK TO THE TABLE. (HER)</p> <p>WHAT WILL HE TELL (Maria)?</p> <p>Repeat: HE'LL TELL (Maria) TO WALK TO THE TABLE. HE'LL TELL (Maria) TO WALK TO THE TABLE.</p> <p>OKAY, TELL (HIM) . (HER)</p>

Instructions to the teacher	Speaker	Dialogue
<p>Before child #2 does so, ask him:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Then have child #2 perform the action.</p> <p>NOTE:</p> <p>(1) The teacher's instruction in this dialogue is REPEAT, instead of TELL ME. TELL ME would be confusing in this situation.</p> <p>(2) We have used one pronoun and one proper noun, in order to make the dialogue easier and less confusing for the children. (e.g., HE TOLD MARIA rather than HE TOLD HER).</p> <p>Repeat this entire dialogue several times, switching roles so that each child has one or more chances to play each part.</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>Tell <u>him</u> <u>her</u> WALK TO THE TABLE.</p> <p>WALK TO THE TABLE.</p> <p>WHAT DID HE TELL YOU?</p> <p>Repeat: HE TOLD ME TO WALK TO THE TABLE.</p> <p>HE TOLD ME TO WALK TO THE TABLE.</p> <p>WHAT DID HE TELL (<u>Maria</u>)?</p> <p>Repeat: HE TOLD (<u>Maria</u>) TO WALK TO THE TABLE.</p> <p>HE TOLD (<u>Maria</u>) TO WALK TO THE TABLE.</p>

Year 2
 Week 13
 Day 5
 Page 1

REVIEW PATTERNS: 1. Indirect discourse with tell/told
 NP + tell + NP (Object) + Sentence
 2. Future expressed with "will" + Verb:
 "What will you tell him?"

NEW PATTERNS: 1. Indirect discourse with ask/asked:
 NP + will ask + NP (Objective) + Question
 asked
 E.g., "I'll ask him where the book is." (Present)
 "I asked him where the book was." (Past)

NEW VOCABULARY OR FORMS: Asked

MATERIALS NEEDED: Large ball; box large enough to contain the ball; toy cars, trucks, marbles, boats, balls; book.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
REVIEW: Review yesterday's dialogue with tell/ told. It is outlined here.	T: C#1	(<u>X</u>), WHAT WILL YOU TELL (<u>Y</u>)? I'LL TELL HIM TO TOUCH HIS TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.
Say to the group:	T: GRP	WHAT WILL <u>HE</u> TELL (<u>Y</u>)? <u>SHE</u> HE'LL TELL (<u>Y</u>) TO TOUCH HIS TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.
Say to child #1 (X):	T: Tell <u>him</u> <u>her</u>	TOUCH YOUR TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.

Instruction to the teacher	Speaker	Dialogue
<p>Say to child #2 (Y):</p> <p>Say to the group:</p> <p>INTRODUCTION</p> <p>DEMONSTRATE: Ask a child:</p> <p>Model:</p> <p>Ask him:</p>	<p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>TOUCH YOUR TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.</p> <p>WHAT DID <u>HE</u> TELL YOU? <u>SHE</u></p> <p><u>HE</u> TOLD ME TO <u>SHE</u> TOUCH MY TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.</p> <p>WHAT DID <u>HE</u> TELL (<u>Y</u>)? <u>SHE</u></p> <p><u>HE</u> TOLD (<u>Y</u>) TO <u>SHE</u> TOUCH HIS TOES WALK TO THE TABLE SIT ON THE FLOOR ETC.</p> <p>WHAT'S YOUR NAME? (NAME) .</p> <p>WHAT DID I ASK YOU? Repeat: YOU ASKED ME WHAT MY NAME WAS. YOU ASKED ME WHAT MY NAME WAS. WHAT DID YOU TELL ME?</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model:</p> <p>Then ask other questions, following the same pattern:</p> <p>Each time the pattern is:</p> <p>Next, call on the children in pairs. Say to child #1:</p> <p>Ask child #1:</p> <p>Model:</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C#1</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#1</p>	<p>Repeat: I TOLD YOU MY NAME WAS <u>(NAME)</u>.</p> <p>I TOLD YOU MY NAME WAS <u>(NAME)</u>.</p> <p>HOW OLD ARE YOU? WHERE ARE YOU SITTING? HOW OLD IS <u>HE</u> ? (point) <u>SHE</u> ? (point) WHAT'S <u>HIS</u> NAME? (point) <u>HER</u></p> <p>HOW OLD ARE YOU? FIVE. WHAT DID I ASK YOU? YOU ASKED ME HOW OLD I WAS. WHAT DID YOU TELL ME? I TOLD YOU I WAS FIVE.</p> <p><u>(X)</u>, ASK <u>(Y)</u>: WHAT'S YOUR NAME? WHAT'S YOUR NAME? <u>(NAME)</u>.</p> <p>WHAT DID YOU ASK <u>HIM</u> ? <u>HER</u></p> <p>Repeat: I ASKED <u>HIM</u> WHAT <u>HIS</u> NAME WAS. <u>HER</u></p> <p>I ASKED <u>HIM</u> WHAT <u>HIS</u> NAME WAS. <u>HER</u></p>

Instructions to the teacher	Speaker	Dialogue
<p>Ask child #2:</p> <p>Model:</p> <p>Repeat this with the other pairs of children; then switch parts and repeat again.</p> <p>Now divide the group into 2 smaller groups. Put a ball on the table (under a chair, in a box, etc.). Be sure the children watch you do this and know where the ball is.</p> <p>Tell group 1:</p> <p>Model:</p> <p>Model:</p> <p>Ask group 2:</p> <p>Model 1:</p>	<p>T:</p> <p>T:</p> <p>G#2</p> <p>T:</p> <p>T:</p> <p>GRP 1</p> <p>T:</p> <p>T:</p> <p>GRP 1</p> <p>T:</p> <p>T:</p>	<p>WHAT DID YOU TELL [HIM] ? [HER]</p> <p>Repeat: I TOLD [HIM] MY NAME WAS (NAME). [HER]</p> <p>I TOLD [HIM] MY NAME WAS (NAME). [HER]</p> <p>ASK THEM WHERE THE BALL IS. WHAT WILL YOU ASK THEM?</p> <p>Repeat: WE'LL ASK THEM WHERE THE BALL IS. WHERE'S THE BALL?</p> <p>WHAT DID YOU ASK THEM?</p> <p>Repeat: WE ASKED THEM WHERE THE BALL WAS. WE ASKED THEM WHERE THE BALL WAS.</p> <p>WHAT DID THY ASK YOU?</p> <p>Repeat: THEY ASKED US WHERE THE BALL WAS.</p>

Instructions to the teacher	Speaker	Dialogue
<p>Model:</p>	<p>T: T: GRP T: GRP 2 T: T: GRP 2 T:</p>	<p>WHAT WILL YOU TELL THEM? Repeat: WE'LL TELL THEM, 'THE BALL IS ON THE TABLE.' WE'LL TELL THEM, 'THE BALL IS ON THE TABLE.' Tell them: THE BALL IS ON THE TABLE. THE BALL IS ON THE TABLE. WHAT DID YOU TELL THEM? Repeat: WE TOLD THEM, 'THE BALL WAS ON THE TABLE.' WE TOLD THEM, 'THE BALL WAS ON THE TABLE.' WHAT DID THEY TELL YOU?</p>
<p>Ask group 1:</p> <p>Model:</p> <p>Try to repeat this at least twice more before today's evaluation period. Change the position of the ball; put it under a chair, in a box, etc. Also, switch roles; let group 2 ask where the ball is and let group 1 tell them.</p>	<p>T: T: GRP 1</p>	<p>Repeat: THEY TOLD US, 'THE BALL WAS ON THE TABLE.' THEY TOLD US, 'THE BALL WAS ON THE TABLE.'</p>

PART II. EVALUATION

Year 2
 Week 13
 Day 5
 Page 6

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct V = Incorrect
ITEM I Put 4 or 5 different toys on the WEEK 12 table. Say to the child: DAYS 2 3 4	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE? I'D LIKE A CAR TRUCK BOAT ETC.	1 2 3 4 5 6 7	
ITEM II Stand with the child at a distance WEEK 12 from the table. Say to him: DAYS 3 4 Week 13 Day 2	T: C:	I'LL BRING YOU A TOY. WHAT WOULD YOU LIKE ME TO BRING YOU? I'D LIKE YOU TO BRING ME A CAR TRUCK BALL ETC.		
ITEM III Give the child some blue cars. WEEK 13 Ask him: DAYS 2 3 4 Ask Ask him:	T: C: T: C:	(NAME), DO YOU HAVE ANY BLUE CARS? YES, I DO. I HAVE SOME. OR YES, I HAVE SOME, Etc. DO YOU HAVE ANY GREEN STICKS? NO, I DON'T. I DON'T HAVE ANY. OR NO, I DON'T HAVE ANY.		

Year 2
 Week 13
 Day 5
 Page 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7		
ITEM IV Put some cars, trucks, and marbles WEEK 13 on the table. Ask the child: DAYS 2 3 4	T: C: T: C: T:	(NAME), ARE THERE ANY CARS ON THE TABLE? YES, THERE ARE. THERE ARE SOME. ARE THERE ANY PENCILS ON THE TABLE? NO, THERE AREN'T. THERE AREN'T ANY. ARE THERE ANY TRUCKS ON THE TABLE? ETC.				
ITEM V Say to the child: WEEK 13 DAYS 4 5	T: T: C:	(NAME), SIT ON THE FLOOR. WHAT DID I TELL YOU? YOU TOLD ME TO SIT ON THE FLOOR.				
ITEM VI Lay a book on the floor. Say: WEEK 13 DAYS 4 5	T: C:	I CAN JUMP OVER THE BOOK. I CAN WALK TO THE TABLE. WHAT WILL YOU TELL ME TO DO? I'LL TELL YOU TO <table border="1" data-bbox="1441 824 1524 1159"> <tr> <td>JUMP OVER THE BOOK</td> </tr> <tr> <td>WALK TO THE TABLE.</td> </tr> </table>	JUMP OVER THE BOOK	WALK TO THE TABLE.		
JUMP OVER THE BOOK						
WALK TO THE TABLE.						

Year 2
 Week 13
 Day 5
 Page 8

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM VII Ask the child: WEEK 13 DAY 5	T: C: T: C:	WHAT'S YOUR NAME? (NAME)____. WHAT DID I ASK YOU? YOU ASKED ME WHAT MY NAME WAS.		
ITEM VIII Put a ball on the floor. Ask the child: WEEK 13 DAY 5	T: C: T: C: T: C:	WHERE'S THE BALL? ON THE FLOOR. WHAT DID I ASK YOU? YOU ASKED ME WHERE THE BALL WAS. WHAT DID YOU TELL ME? I TOLD YOU THE BALL WAS ON THE FLOOR.		

OBJECTIVES

REVIEW PATTERNS:

1. Indirect discourse with tell/told, ask/asked:
Sentence-type: NP +

tell

 + NP (Objective) + Sentence
2. Future expressed with will + Verb
3. Change of tense in reported information
4. who, which, whose
5. Possessives:
 - a. Pronouns: our, your, his, her, my, their
 - b. Nouns: Proper Noun + 's: JUAN'S
6. Suppletion of indefinite quantifiers: some --- any in the environment of Negative Interrogative

NEW PATTERNS:

1. Indirect discourse with who, which, whose:
Sentence-type: I asked you

who

 +

Noun

this was.

whose

 +

Noun

which

 +

Noun

2. Indirect discourse with if:
Sentence-type: I asked you if you

Past + be + Verb + ing

Past + have + any + Noun

Nominalized possessives:

- a. Pronouns: ours, yours, his, hers, mine, theirs
- b. Nouns: Proper Noun + 's: JUAN'S

MATERIALS:

- Day 2: ball; bag and box, each large enough to contain the ball
toy cars, trucks, boats; pencils, crayons
- Day 3: toy cars of various colors; parquetry blocks of various colors
- Day 4: 3 pictures drawn by each child: 1 of himself, 1 of his house, 1 of his mother
(Teacher draws same 3 pictures for use on Day 5)
- Day 5: H-M pictures 112, 114, 115, 118, 121, 123, 283, toy cars; crayons
- Evaluation: H-M pictures 38, 119, 272, 273
Pictures from Day 4 (including teacher's)
Toy cars

REVIEW DAY

Year 2
Week 14
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Indirect discourse with tell/told, ask/asked
 Sentence-type: NP + tell + NP (Objective) + Sentence
ask Question

Future expressed with will + verb
 Change of tense in reported information

MATERIALS NEEDED: Ball, cups, toy cars, toy trucks; toy boat, pencils, crayons
 box large enough to contain ball; paper bag large enough to contain ball.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>To review indirect discourse with <u>tell/told</u> and <u>ask/asked</u>, have the children play a game of <u>hiding</u> objects and guessing where they are.</p> <p>First review the words <u>behind</u>, <u>under</u>, <u>in</u>.</p> <p>DEMONSTRATE:</p> <p>Hold up the ball. Put it in the box and say: Put it under the table and say: Put it behind the chair (the chair must be facing the group) and say:</p> <p>Put it in various other places; say:</p> <p>Now the children will take turns hiding the ball and asking others where it is.</p> <p>Call on one child; have the others close their eyes.</p>	<p>T:</p> <p>T:</p>	<p>THE BALL IS IN THE BOX. THE BALL IS UNDER THE TABLE. THE BALL IS BEHIND THE CHAIR. THE BALL IS</p> <div data-bbox="1288 844 1517 1136" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>IN THE KITCHEN UNDER THE SOFA BEHIND THE DOOR IN THE BAG UNDER THE CHAIR ETC.</p> </div>

Instructions to the teacher	Speaker	Exchange
<p>Whisper to child #1 to put the ball somewhere. Have the others open their eyes.</p> <p>Say to child #1 (the names Juan and Maria will be used as examples) child #1 is Juan)</p> <p>Model for him:</p> <p>Have him do so:</p> <p>Ask child #2:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model for them:</p> <p>Ask child #2:</p> <p>If he needs prompting, ask:</p> <p>Urge him to make a guess; then model:</p>	<p>T:</p> <p>T:</p> <p>C#1</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p>	<p>(Juan), ASK (Maria): WHERE IS THE BALL? WHAT WILL YOU ASK HER?</p> <p>Repeat: I'LL ASK HER WHERE THE BALL IS.</p> <p>I'LL ASK HER WHERE THE BALL IS.</p> <p>(Maria), WHERE IS THE BALL?</p> <p>WHAT DID HE ASK YOU?</p> <p>Repeat: HE ASKED ME WHERE THE BALL WAS.</p> <p>HE ASKED ME WHERE THE BALL WAS.</p> <p>WHAT DID HE ASK (Maria)?</p> <p>Repeat: HE ASKED (Maria) WHERE THE BALL WAS.</p> <p>HE ASKED (Maria) WHERE THE BALL WAS.</p> <p>WHAT WILL YOU TELL HIM?</p> <p>WHERE IS THE BALL?</p> <p>Repeat: I'LL TELL HIM THE BALL IS IN THE BOX.</p> <p>I'LL TELL HIM THE BALL IS IN THE BOX.</p>

Year 2

Week 14

Day 2

Page 2b

Instructions to the teacher	Speaker	Exchange
Have her do so: Ask child #1: Model: Ask the group: Call on other pairs of children and repeat entire drill for each pair.	C#2 T: T: C#1 T: GRP	THE BALL IS IN THE BOX. WHAT DID SHE TELL YOU? Repeat: SHE TOLD ME THE BALL WAS IN THE BOX. SHE TOLD ME THE BALL WAS IN THE BOX. WHAT DID SHE TELL <u>JUAN</u> ? SHE TOLD HIM THE BALL WAS IN THE BOX. ETC.
PART II. Set up a table with the items of toys listed above. Call on 2 children.		

Instructions to the teacher	Speaker	Dialogue
<p>Have one child stand at the table. Say to another child (child #2) the names Juan and Maria will be used again for examples:</p> <p>Ask child #2:</p> <p>Model for child #2:</p> <p>Have him do so; C#2 says to C#1:</p> <p>Ask child #1:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Have child #1 give child #2 the boat. Then ask child #1:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<div data-bbox="500 708 555 1043" style="border: 1px solid black; padding: 2px; display: inline-block;"> CUP CAR TRUCK BOAT CRAYON PENCIL </div> <p>(<u>Maria</u>), TELL (<u>Juan</u>) TO GIVE YOU A</p> <p>WHAT WILL YOU TELL HIM?</p> <p>Repeat: I'LL TELL HIM TO GIVE ME A</p> <div data-bbox="828 1172 919 1506" style="border: 1px solid black; padding: 2px; display: inline-block;"> BOAT CAR CUP TRUCK CRAYON PENCIL </div> <p>I'LL TELL HIM TO GIVE ME A BOAT, ETC.</p> <p>(<u>Juan</u>), GIVE ME A BOAT, ETC.</p> <p>WHAT DID SHE TELL YOU?</p> <p>Repeat: SHE TOLD ME TO GIVE HER A BOAT, ETC.</p> <p>SHE TOLD ME TO GIVE HER A BOAT, ETC.</p> <p>WHAT DID SHE TELL (<u>Juan</u>)?</p> <p>Repeat: SHE TOLD (<u>Juan</u>) TO GIVE HER A BOAT, ETC.</p> <p>SHE TOLD (<u>Juan</u>) TO GIVE HER A BOAT, ETC.</p> <p>WHAT DID YOU GIVE HER?</p>

- REVIEW PATTERNS: Possessives: 1) Pronouns: our, your, his, her, my, their
 2) Nouns: Proper Noun + 's (Juan's, etc.)
 3) Who, which, whose (in questions)

Year 2
 Week 14
 Day 3
 Page 1

NEW PATTERNS: Nominalized Possessives: ours, yours, his, hers, mine, theirs, Juan's etc.

NEW VOCABULARY OR FORMS: Ours, yours, his, hers, mine, theirs.

MATERIALS NEEDED: Toy cars of various colors; parquetry blocks of various colors.

PART 1: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Give each child a toy car. Arrange it so that two of the children have the same color, (e.g. blue), also, you and one of the children have the same color. (e.g., red).</p> <p>DEMONSTRATE:</p> <p>Point to each car and say:</p> <p>(Pointing to 2 children's cars)</p> <p>Note: Alternate HIS and HER with the proper Noun + 's form (Juan's, Maria's).</p> <p>(Speaking directly to a child) (Speaking to 2 children)</p>	<p>T:</p>	<p>MY CAR IS RED. HIS CAR IS GREEN. HER CAR IS YELLOW. THEIR CARS ARE BLUE. OUR CARS ARE RED. (Name)'S CAR IS YELLOW. (Name)'S CAR IS GREEN.</p>
	<p>T:</p>	<p>YOUR CAR IS GREEN. YOUR CARS ARE BLUE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Then call on each child and ask him ALL the following questions, one by one, and having him answer each:</p> <p>If he and another child have the same color car, ask:</p> <p>He should respond:</p> <p>If he and you have the same color, ask:</p> <p>If you and another child (child #2) have the same color car, point to the two cars and ask child #1:</p> <p>The responses to the other questions are obvious:</p> <p>NOTE: Remember to use pointing and eye</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>C:</p>	<p>(NAME), WHAT COLOR</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>IS MY CAR? IS YOUR CAR? ARE THEIR CARS? IS HIS CAR? IS HER CAR? ARE OUR CARS? IS (Name)'S CAR?</p> </div> <p>WHAT COLOR ARE YOUR CARS?</p> <p>OUR CARS ARE GREEN , ETC.</p> <p>WHAT COLOR ARE OUR CARS?</p> <p>OUR CARS ARE RED.</p> <p>WHAT COLOR ARE OUR CARS?</p> <p>YOUR CARS ARE RED.</p> <p>YOUR CAR IS RED. THEIR CARS ARE BLUE. HIS CAR IS YELLOW. HER CAR IS GREEN. <u>(NAME)'S CAR IS BLUE.</u> ETC.</p>



Instructions to the teacher	Speaker	Exchange
<p>contact to help the child understand what you are asking.</p> <p>Now review <u>who</u>, <u>which</u>, and <u>whose</u>.</p> <p>Review each of these words with two different objects: cars, then parquetry blocks. Follow this procedure: review <u>who</u>, <u>which</u> and <u>whose</u> using cars; then take up the cars and give out parquetry blocks, and repeat the drills.</p> <p>Here are the drills you will use:</p> <p>When a child answers, model:</p> <p>Ask the group:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>WHO HAS A BLUE RED ETC. CAR SQUARE TRIANGLE RECTANGLE ?</p> <p>Tell me: I DO. I HAVE A BLUE RED ETC. CAR SQUARE TRIANGLE RECTANGLE</p> <p>I DO. I HAVE A BLUE RED ETC. CAR SQUARE TRIANGLE RECTANGLE</p> <p>WHO HAS A BLUE RED ETC. CAR SQUARE TRIANGLE RECTANGLE ?</p> <p>Tell me: HE SHE DOES. HE SHE HAS A BLUE RED ETC. CAR SQUARE ETC.</p>

Instructions to the teacher	Speaker	Exchange
<p>For WHICH: Hold up two objects; ask:</p> <p>Model for the group (have them point):</p> <p>Then ask about the 2nd object:</p> <p>The group points, saying:</p> <p>For WHOSE, ask:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>[HE] DOES. [SHE] HAS A [BLUE] [CAR] [RED] [SQUARE] [ETC.]</p> <p>WHICH [CAR] [SQUARE] [TRIANGLE] [ETC.] IS [BLUE] [RED] [GREEN] [ETC.] ?</p> <p>Tell me: THAT [CAR] [SQUARE] [TRIANGLE] [ETC.] IS [BLUE] [RED] [GREEN] [ETC.]</p> <p>THAT [CAR] [SQUARE] [TRIANGLE] [ETC.] IS [BLUE] [RED] [GREEN] [ETC.]</p> <p>WHICH [CAR] [SQUARE] [ETC.] IS [YELLOW] [GREEN] [ETC.] ?</p> <p>THAT [CAR] [SQUARE] [ETC.] IS [YELLOW] [GREEN] [ETC.]</p> <p>WHOSE [CAR] [SQUARE] [TRIANGLE] [ETC.] IS [BLUE] [RED] [GREEN] [ETC.] ?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for the child who answers:</p>	<p>T:</p>	<p>Tell me: MY CAR SQUARE TRIANGLE ETC. IS BLUE RED GREEN ETC.</p>
<p>Ask the group:</p>	<p>C:</p>	<p>MY CAR SQUARE TRIANGLE ETC. IS BLUE RED GREEN ETC.</p>
<p>Model:</p>	<p>T:</p>	<p><u>WHOSE</u> CAR TRIANGLE ETC. IS BLUE RED ETC. ?</p>
<p>INTRODUCTION:</p> <p>When you have thoroughly reviewed all the above forms, introduce the nominalized possessives (mine, yours, his, hers, ours, theirs, <u>NAME'S</u>).</p> <p>Stand in front of the children. Point to your eyes and ask the group:</p>	<p>T:</p>	<p>Tell me: HIS HER CAR TRIANGLE ETC. IS BLUE RED ETC.</p> <p>GRP CAR TRIANGLE ETC. IS BLUE RED ETC.</p> <p>WHOSE EYES ARE THESE?</p>

Instructions to the teacher	Speaker	Exchange
Model:	T:	Tell me: <u>THOSE ARE YOURS.</u>
	GRP	THOSE ARE YOURS.
	T:	YES, THESE ARE <u>MINE.</u>
Point to your hair and ask the group:	T:	WHOSE HAIR IS THIS?
Model:	T:	Tell me: THAT'S YOURS.
	GRP	THAT'S YOURS.
	T:	YES, THIS IS MINE.
Call on a boy. Point to his hand and ask him:	T:	WHOSE HAND IS THAT?
Model for him:	T:	Tell me: THIS IS MINE.
	C:	THIS IS MINE.
	T:	YES, THAT'S YOURS.
Point to his hand again and ask the group:	T:	WHOSE HAND IS THAT?
Model for them:	T:	Tell me: THAT'S HIS.
	GRP	THAT'S HIS.
	T:	YES, THAT'S HIS.
Point to a child's feet and ask him:	T:	<u>(NAME)</u> , WHOSE FEET ARE THESE?

Instructions to the teacher	Speaker	Exchange
Model: Point again and ask the group: Model:	T: T: T: T: GRP T:	Tell me: THEY'RE MINE. THEY'RE MINE. YES, THOSE ARE YOURS. WHOSE FEET ARE THOSE? Tell me: THEY'RE HIS. THEY'RE HIS. YES, THEY'RE HIS.
423 Point to a girl's nose and ask her: Model:	T: T: C: T: T: T: GRP T:	(NAME), WHOSE NOSE IS THAT? Tell me: THIS IS MINE. THIS IS MINE. YES, THAT'S YOURS. WHOSE NOSE IS THAT? Tell me: THAT'S HERS. THAT'S HERS. YES, THAT'S HERS.
Model: Point again and ask the group: Model: Now call on the children one by one. Ask the following questions and model the responses. First, point to the child's eyes:		(NAME), WHOSE EYES ARE THOSE?

Instructions to the teacher	Speaker	Exchange
Point to a girl's dress and ask child #1:	C:	THESE ARE MINE.
	T:	WHOSE DRESS IS THAT?
Point to a boy's shirt and ask:	C:	THAT'S HERS.
	T:	WHOSE SHIRT IS THAT?
Point to 2 children's shoes and ask:	C:	THAT'S HIS.
	T:	WHOSE SHOES ARE THOSE?
Point to his feet and ask:	C:	THOSE ARE THEIRS.
	T:	WHOSE FEET ARE THESE?
Point to your hand and ask:	C:	THEY'RE MINE.
	T:	WHOSE HAND IS THIS?
Repeat this drill with each child.	C:	THAT'S YOURS.
		ETC. ETC.

Instructions to the teacher	Speaker	Exchange
<p>11. REINFORCEMENT</p> <p>Now give out toy cars again. As before, make sure that you and one of the children have the same color (e.g., red) and that 2 other children have the same color (e.g., green).</p> <p>425 DEMONSTRATE:</p> <p>Point to the cars one by one or in pairs, and say to the group:</p> <p>(Speaking to one child): (Speaking to 2 children):</p> <p>Call on a child. Say:</p> <p>Model:</p> <p>Point to a boy's car. Ask:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>MY CAR IS RED. HIS IS BLUE. HERS IS YELLOW. THEIRS ARE GREEN. OURS ARE RED. YOURS IS YELLOW. YOURS ARE GREEN.</p> <p>(NAME), MY CAR IS RED. WHAT COLOR IS YOURS?</p> <p>Tell me: MINE IS RED.</p> <p>MINE IS RED.</p> <p>WHAT COLOR IS HIS?</p>

Instructions to the teacher	Speaker	Exchange
Model: Point to a girl's. Ask: Model:	T: C: T: T: C:	Tell me: HIS IS BLUE. HIS IS BLUE. WHAT COLOR IS HERS? Tell me: HERS IS YELLOW. HERS IS YELLOW.
If you and the child have the same color, point to both your cars and ask: Model:	T: T: C:	WHAT COLOR ARE OURS? Tell me: OURS ARE RED. OURS ARE RED.
Point to the 2 children who have the same color cars; ask: Model:	T: T: C:	WHAT COLOR ARE THEIRS? Tell me: THEIRS ARE GREEN. THEIRS ARE GREEN.
If the child and another child have the same color, point to their cars and ask: Model:	T: T: C:	WHAT COLOR ARE YOURS? Tell me: OURS ARE GREEN. OURS ARE GREEN.
If you and another child have the same color, point to both your cars and ask		

Instructions to the teacher	Speaker	Exchange
<p>the child you are questioning:</p> <p>Model:</p> <p>Repeat this drill with every child, altering it as outlined above according to the color of car that each child has.</p>	<p>T:</p> <p>T:</p> <p>C:</p>	<p>WHAT COLOR ARE OURS?</p> <p>Tell me: YOURS ARE RED.</p> <p>YOURS ARE RED.</p>

REVIEW PATTERNS: Nominalized Possessives: mine, his, hers, (Name)'s
who, which, whose

Year 2
 Week 14
 Day 4
 Page 1

NEW PATTERNS: Indirect discourse with who, which, whose
 I asked you who this was.

which	+	Noun
whose	+	Noun

MATERIALS NEEDED: Three pictures drawn by each child: one of himself, one of his mother, one of his house.

Instructions to the teacher	Speaker	Exchange									
<p>PART I. PREPARATION</p> <p>Earlier in the day, before the ESL lesson, have the children draw some pictures.</p> <p>First have everyone draw a picture of himself. Write on each picture: "(NAME)'S PICTURE." Then go through the drill outlined below. Next, have them draw pictures of their houses. Write on each picture: "(NAME)'S HOUSE." Again, go through the drill. Then have them draw pictures of their mothers. Write on each picture: "(NAME)'S MOTHER" and repeat the drill.</p> <p>Here is the drill. Hold up each picture and say:</p> <p>Ask the group:</p>	<p>T:</p> <p>T:</p> <p>GRP</p>	<p>THIS IS (NAME)'S <table border="1"><tr><td>PICTURE</td></tr><tr><td>HOUSE</td></tr><tr><td>MOTHER</td></tr></table></p> <p>WHOSE <table border="1"><tr><td>PICTURE</td></tr><tr><td>HOUSE</td></tr><tr><td>MOTHER</td></tr></table> IS THIS?</p> <p>THAT'S (NAME)'S <table border="1"><tr><td>PICTURE.</td></tr><tr><td>HOUSE</td></tr><tr><td>MOTHER</td></tr></table></p>	PICTURE	HOUSE	MOTHER	PICTURE	HOUSE	MOTHER	PICTURE.	HOUSE	MOTHER
PICTURE											
HOUSE											
MOTHER											
PICTURE											
HOUSE											
MOTHER											
PICTURE.											
HOUSE											
MOTHER											

Instructions to the teacher	Speaker	Exchange
<p>For the pictures of the children and of their mothers, ask (pointing to the face):</p> <p>For the pictures of houses, ask:</p> <p>Have the group point and respond:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>WHO IS THIS?</p> <p>THAT'S (NAME) (NAME)'S MOTHER.</p> <p>WHICH PICTURE HOUSE MOTHER IS <u>(NAME)'S?</u></p> <p>THAT PICTURE HOUSE MOTHER IS <u>(NAME)'S.</u></p> <p>ETC.</p>
<p>PART II. REVIEW AND INTRODUCTION</p> <p>Use the pictures again for the ESL lesson.</p> <p>Hold up a picture and ask the group:</p> <p>Before they can answer, ask:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>WHOSE PICTURE HOUSE MOTHER IS THIS?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED US WHOSE PICTURE HOUSE MOTHER THAT WAS.</p> <p>YOU ASKED US WHOSE PICTURE HOUSE MOTHER THAT WAS.</p>
<p>Repeat the question:</p>	<p>T:</p>	<p>WHOSE PICTURE HOUSE MOTHER IS THIS?</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat this with 3 or 4 pictures. Then call on a child. Have him hold up a picture.</p> <p>Model for him:</p>	<p>GRP</p>	<p>THAT'S <u>(NAME)'S</u> PICTURE HOUSE MOTHER</p>
<p>Model for him:</p>	<p>T:</p>	<p>Ask them: WHOSE PICTURE HOUSE MOTHER IS THIS?</p>
<p>Model for him:</p>	<p>C:</p>	<p>WHOSE PICTURE HOUSE MOTHER IS THIS?</p>
<p>Model 1:</p>	<p>T:</p>	<p>WHAT DID YOU ASK THEM?</p>
<p>Model 1:</p>	<p>T:</p>	<p>Repeat: I ASKED THEM WHOSE PICTURE HOUSE MOTHER THIS WAS.</p>
<p>Ask the group:</p>	<p>C:</p>	<p>I ASKED THEM WHOSE PICTURE HOUSE MOTHER THIS WAS.</p>
<p>Ask the group:</p>	<p>T:</p>	<p>WHAT DID HE ASK YOU? SHE</p>
<p>Model 1:</p>	<p>T:</p>	<p>Repeat: HE ASKED US WHOSE PICTURE HOUSE MOTHER THAT WAS. SHE</p>
<p>Model 1:</p>	<p>GRP</p>	<p>HE ASKED US WHOSE PICTURE HOUSE MOTHER THAT WAS. SHE</p>

Instructions to the teacher	Speaker	Exchange
<p>Have them respond with:</p> <p>Call on every child to be the "teacher" with this drill.</p> <p>DEMONSTRATE:</p> <p>Hold up two pictures. Ask:</p> <p>Before they can answer, ask:</p> <p>Model:</p> <p>Then have every child play teacher, as above:</p> <p>To the child:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>THAT'S (NAME)'S</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: fit-content;"> PICTURE HOUSE MOTHER </div> <p>IS (NAME)'S?</p> <p>WHICH</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: fit-content;"> PICTURE HOUSE MOTHER </div> <p>IS (NAME)'S?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED US WHICH</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: fit-content;"> PICTURE HOUSE MOTHER </div> <p>IS (NAME)'S.</p> <p>Ask them: WHICH</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: fit-content;"> PICTURE HOUSE MOTHER </div> <p>IS (NAME)'S?</p> <p>WHICH</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; width: fit-content;"> PICTURE HOUSE MOTHER </div> <p>IS (NAME)'S?</p> <p>WHAT DID YOU ASK THEM?</p> <p>I ASKED THEM WHICH PICTURE WAS (NAME)'S.</p>

Instructions to the teacher	Speaker	Exchange
<p>To the group:</p> <p>Have them respond (pointing):</p> <p>DEMONSTRATE:</p> <p>Hold up a picture either of a child or a mother; ask the group:</p> <p>Before they answer:</p> <p>Model:</p> <p>Then they respond:</p> <p>Then call on every child and repeat:</p>	<p>T:</p> <p>GRP</p> <p>GRP:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>WHAT DID HE ASK YOU?</p> <p>SHE ASKED US WHICH PICTURE WAS <u>(NAME)'S</u>.</p> <p>HE SHE PICTURE HOUSE MOTHER</p> <p>THAT PICTURE HOUSE MOTHER IS <u>(NAME)'S</u>.</p> <p>WHO IS THIS?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED US WHO THAT WAS.</p> <p>YOU ASKED US WHO THAT WAS.</p> <p>THAT'S (NAME) (NAME)'S MOTHER</p> <p>Ask them: WHO IS THIS?</p> <p>WHO IS THIS?</p> <p>WHAT DID YOU ASK THEM?</p> <p>I ASKED THEM WHO THIS WAS.</p>

Instructions to the teacher	Speaker	Exchange
<p>To the group:</p> <p>Then they respond:</p> <p>III. REINFORCEMENT</p> <p>Go through the pictures. Hold up two of them and ask a child:</p> <p>Ask him:</p> <p>Model:</p> <p>Model:</p> <p>He points and responds:</p> <p>Repeat this with every child.</p>	<p>T:</p> <p>GRP</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>WHAT DID HE ASK YOU? SHE</p> <p>HE ASKED US WHO THAT WAS. SHE</p> <p>THAT'S (NAME)'S MOTHER (NAME)'S MOTHER</p> <p>WHICH PICTURE IS YOURS? HOUSE MOTHER</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME WHICH PICTURE WAS MINE. HOUSE MOTHER</p> <p>YOU ASKED ME WHICH PICTURE WAS MINE. HOUSE MOTHER</p> <p>Tell me: THAT ONE IS MINE. THAT ONE IS MINE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Then hold up a picture and ask a child:</p> <p>Ask him:</p> <p>Model his response:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>WHOSE PICTURE HOUSE MOTHER IS THIS?</p> <p>WHAT DID I ASK YOU?</p> <p>YOU ASKED ME WHOSE PICTURE HOUSE MOTHER THAT WAS.</p> <p>Tell me: THAT'S MINE (NAME)'S</p> <p>THAT'S MINE (NAME)'S</p>

REVIEW PATTERNS: Suppletion of indefinite quantifiers: some --> any in env.
 Indirect discourse with asked, told
 I asked you + Sentence
 told

Negative Interrogative

Year 2
 Week 14
 Day 5
 Page 1

NEW PATTERNS: Indirect discourse with if:
 I asked you if you were running had any cars etc.

NEW VOCABULARY OR FORMS: if
MATERIALS NEEDED: H-M pictures 112, 114, 115, 118, 121, 123, 183
 toy cars
 crayons
Evaluation: Pictures from Day 4 (drawn by the children)
 H-M pictures 38, 119, 272, 273
 Three pictures drawn by the teacher: of herself, her house, her mother.

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Use the H-M cards listed above. Hold up each one and ask questions (make them all Yes questions). The group responds to each: After each response, ask:	T: GRP	IS HE SHE ? DRAWING RUNNING EATING WALKING JUMPING SITTING DRINKING ? YES, HE'S SHE'S DRAWING RUNNING EATING WALKING ETC.
	T:	WHAT DID I ASK YOU?

Instructions to the teacher	Speaker	Exchange
<p>Model::</p> <p>Next, mix Yes and No questions. Give 2 or 3 cars each to some of the children. 2 or 3 crayons each to the others.</p> <p>Ask each child:</p> <p>Before he answers:</p> <p>Model:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>Repeat: YOU ASKED US IF <input type="checkbox"/> HE <input type="checkbox"/> SHE WAS <input type="checkbox"/> DRAWING <input type="checkbox"/> RUNNING <input type="checkbox"/> EATING <input type="checkbox"/> WALKING <input type="checkbox"/> ETC.</p> <p>YOU ASKED US IF <input type="checkbox"/> HE <input type="checkbox"/> SHE WAS <input type="checkbox"/> DRAWING <input type="checkbox"/> RUNNING <input type="checkbox"/> EATING <input type="checkbox"/> WALKING <input type="checkbox"/> ETC.</p> <p>WHAT DID YOU TELL ME?</p> <p>Repeat: WE TOLD YOU <input type="checkbox"/> HE <input type="checkbox"/> SHE WAS <input type="checkbox"/> DRAWING <input type="checkbox"/> RUNNING <input type="checkbox"/> EATING <input type="checkbox"/> ETC.</p> <p>DO YOU HAVE ANY <input type="checkbox"/> CARS <input type="checkbox"/> CRAYONS ?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME IF I HAD ANY <input type="checkbox"/> CARS <input type="checkbox"/> CRAYONS</p> <p>DO YOU HAVE ANY?</p>

Instructions to the teacher	Speaker	Exchange
<p>After repeating this drill with each child, ask each one the following:</p> <p>Before he answers ask:</p> <p>Continue exactly as above.</p> <p>Next, give the children commands. Then ask them about what they are doing (make some Yes-questions, some No-questions).</p> <p>To a child:</p> <p>As he does so, ask:</p> <p>Before he answers, ask:</p> <p>Model:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>YES, I HAVE SOME. NO, I DON'T HAVE ANY.</p> <p>DO YOU HAVE ANY</p> <p>WHAT DID I ASK YOU?</p> <p>(NAME),</p> <p>ARE YOU</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME IF I WAS</p>
		<p>RED BLUE ETC.</p> <p>CARS CRAYONS ETC.</p> <p>WALK TO THE DOOR SIT ON THE FLOOR STAND ON YOUR CHAIR ETC.</p> <p>STANDING ON YOUR CHAIR WALKING TO THE DOOR SITTING ON THE FLOOR ETC.</p> <p>STANDING ON MY CHAIR. WALKING TO THE DOOR. SITTING ON THE FLOOR. ETC.</p>

Year 2
 Week 14
 Day 5
 Page 4

Instructions to the teacher	Speaker	Exchange
	C:	YOU ASKED ME IF I WAS . STANDING ON MY CHAIR WALKING TO THE DOOR SITTING ON THE FLOOR ETC.
Repeat the question; have him respond:	C:	YES, I'M STANDING ON MY CHAIR WALKING TO THE DOOR ETC. OR NO, I'M NOT STANDING ON MY CHAIR WALKING TO THE DOOR ETC.
		I'M (he tells what he is doing)

430 Repeat with every child.

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 14
 Day 5
 Page 5

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect
ITEM I. WEEK 14 DAYS 3,4 Ask: Point to the child's hand. Say:	T: T: C: T: C:	THIS SHOE IS MINE. IS THIS SHOE MINE? YES, IT'S YOURS. IS THIS YOUR HAND? YES, IT'S MINE.	1 2 3 4 5 6 7	
ITEM II. WEEK 14 DAYS 3,4 Point to your nose. Ask: Point to the child's shoe. Ask: Point to your hand. Ask:	T: T: C: T: C:	IS THIS YOUR NOSE? NO, IT'S MINE. IS THAT MY SHOE? NO, IT'S MINE. IS THIS YOUR HAND? NO, IT'S YOURS.		
ITEM III. WEEK 14 DAYS 3,4 Point to one of your pictures. (Have one of the child's pictures on the table, also, along with others.) Say: He points and says: Ask him:	T: C: T: C:	THIS PICTURE IS MINE. WHICH PICTURE IS YOURS? THAT'S MINE. WHICH PICTURES ARE OURS? THESE ARE OURS.		

Year 2
 Week 14
 Day 5
 Page 6

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT
ITEM IV. Use of H-M cards 38, 119, 272, 273. WEEK 14 Show H-M #38 and ask: DAYS 3,4	T:	WHOSE BOOK IS THAT?	C= Correct V= Incorrect 1 2 3 4 5 6 7
Show H-M #119 and ask:	C:	THAT'S HERS. (or) HERS.	
	T:	WHOSE COOKIE IS THAT?	
	C:	THAT'S HIS. (or) HIS.	
Show 272 and 273 and ask: (One at a time)	T:	WHOSE BOXES ARE THOSE? BOOKS	
ITEM V. Give the child a toy car. Ask him:	T:	WHOSE CAR IS THAT? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHOSE CAR THIS WAS.	
Take a car for yourself. Ask:	T:	WHOSE CAR IS THIS? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHOSE CAR THAT WAS.	
ITEM VI. Show the child the picture of WEEK 14 himself. DAY 4	T:	WHO IS THIS? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHO THAT WAS.	
Show him the picture of his mother. Ask:	T:	WHO IS THIS? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHO THAT WAS.	

Year 2
 Week 14
 Day 5
 Page 7

C = Correct
 ✓ = Incorrect
 1 2 3 4 5 6 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT
ITEM VII. Show the child a red car and a blue car. Ask: WEEK 14 DAY 4	T:	WHICH CAR IS RED? WHAT DID I ASK YOU?	
Ask:	C:	YOU ASKED ME WHICH CAR WAS RED.	
	T:	WHICH CAR IS BLUE? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME WHICH CAR WAS BLUE.	
ITEM VIII. Tell the child: WEEK 14 DAY 5	T:	(NAME), STAND UP. ARE YOU STANDING? WHAT DID I ASK YOU?	
Tell him: After he does so:	C:	YOU ASKED ME IF I WAS STANDING.	
	T:	SIT DOWN. ARE YOU SITTING? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME IF I WAS SITTING.	
ITEM IX. Give the child some cars. Say:	T:	HERE ARE SOME CARS.	
Ask him:	T:	DO YOU HAVE ANY BLUE CARS? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME IF I HAD ANY BLUE CARS.	
Ask him:	T:	DO YOU HAVE ANY RED CARS? WHAT DID I ASK YOU?	
	C:	YOU ASKED ME IF I HAD ANY RED CARS.	

OBJECTIVES

- REVIEW:
1. Nominalized Possessives:
 - a. Pronouns: mine, yours, his, hers, ours, theirs
 - b. Nouns: Proper Noun + 's: (Name)'s
 2. Indirect discourse:
 - a. NP + tell + NP + to +

who
whose
which
what
where

 + Sentence
 - b. NP + ask + NP +

who
whose
which
what
where

 + Sentence

- NEW:
1. Sentence with open condition clauses.
 - a. Present: When I touch my head, you stamp your feet.
 - b. Past: When you touched your head, I stamped my feet.
 2. Questions involving sentences with open condition clauses.
When I touched my head, what did you do?
 3. Indirect commands: Tell + NP + to + Sentence:
Tell John to stand up.
 4. Indirect questions with Ask + NP +

what
where
who
whose
which

 + Sentence

Indirect commands with Tell + NP +

what
where
who
whose
which

 + Sentence

- MATERIALS:
- Day 2: crayons, drawing paper, toy cars
Day 3: none
Day 4: ball; pictures from Day 4, Week 14 (of children, their houses, their mothers)
Day 5: ball, box large enough to contain ball, book, doll
EVA.: ball, toy cars, pictures from Day 4, Week 14.

Year 2
Week 15
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Nominalized Possessives: mine, yours, his, hers, ours, theirs, (Name)'s

Year 2
Week 15
Day 2
Page 1

NEW PATTERNS: Sentence-type: Sentences with open condition clause:

Ex. When I touch my head, you stamp your foot.

NEW VOCABULARY OR FORMS: When

MATERIALS NEEDED: Crayons, drawing paper
Toy cars

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
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DEMONSTRATE:

444

Give each child a toy car. Also keep one yourself. Say to the group:

T: THIS IS MY CAR.
THAT'S (NAME)'S.
THAT'S (NAME)'S.
THOSE ARE THEIRS.

Pointing to 2 cars and 2 children:

Pointing to all the children's cars and all the children:

T: THOSE ARE YOURS.
THESE ARE OURS.
ETC.

Pointing to all the cars and all of you:

Now repeat this drill with each child:
T: (NAME), WHOSE CAR IS THAT?

C: THIS IS MINE.

Point to several cars one by one and ask:
T: WHOSE CAR IS THAT?

C: THAT'S

HIS HERS (NAME)'S

Point to 2 or 3 cars:
T: WHOSE ARE THOSE?

Instruction to the teacher	Speaker	Exchange					
<p>Point to yours and his:</p> <p>Next, give out drawing paper and crayons. Give each child one crayon, as follows: give out 1 blue, 2 greens, 2 reds, 1 yellow.</p> <p>Tell them:</p> <p>Have them leave room on the paper for other objects. If they don't, however, give out new paper.</p> <p>When they have drawn trees, ask <u>each child</u> all of the following questions:</p> <p>The proper responses (depending on what color tree the child has) are:</p> <p>Now have the children change crayons so that each one has a new color. Say:</p>	<p>C: THOSE ARE THEIRS. T: WHOSE ARE THESE? C: THESE ARE OURS. ETC:</p> <p>T: I WANT YOU TO DRAW SOME PICTURES FOR ME. FIRST, YOU CAN ALL DRAW A TREE.</p> <p>T: (NAME), WHOSE TREE IS YELLOW? WHOSE TREES ARE GREEN? WHOSE TREES ARE RED? WHOSE TREE IS BLUE?</p> <p>C: <table border="1" data-bbox="850 2026 997 2303"> <tr><td>MINE IS.</td></tr> <tr><td>HIS IS.</td></tr> <tr><td>HERS IS.</td></tr> <tr><td>THEIRS ARE.</td></tr> <tr><td>OURS ARE.</td></tr> </table></p> <p>T: NOW, YOU CAN ALL DRAW A HOUSE.</p>	MINE IS.	HIS IS.	HERS IS.	THEIRS ARE.	OURS ARE.	
MINE IS.							
HIS IS.							
HERS IS.							
THEIRS ARE.							
OURS ARE.							

Instruction to the teacher	Speaker	Exchange
<p>After they have done so, repeat the above questions. Ask each child all the questions. Once again, have them change crayons and draw cars. Repeat the drill.</p>		
<p>INTRODUCTION: Put away the crayons and drawings. Seat the children in front of you. Say:</p>	<p>T: LET'S PLAY A GAME.</p>	
<p>DEMONSTRATE:</p>	<p>T: I'LL CLAP MY HANDS. (do so) I'LL CLAP MY HANDS. (do so) I'LL CLAP MY HANDS. (do so)</p>	
	<p>T: I'LL STAMP MY FOOT. (do so) I'LL STAMP MY FOOT. (do so) I'LL STAMP MY FOOT. (do so)</p>	
	<p>T: I'LL TOUCH MY HEAD. (as above - 3 times)</p>	
<p>Repeat with other actions:</p>	<p>T: I'LL SIT ON THE FLOOR. I'LL STAND UP. ETC.</p>	
<p>Now drill the children in each action:</p>	<p>T: EVERYONE.</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>CLAP YOUR HANDS! STAMP YOUR FEET! TOUCH YOUR HEADS! SIT ON THE FLOOR! STAND UP!</p> </div>
<p>When you are sure that they understand each command, say:</p>	<p>T: NOW, LET'S PLAY A GAME.</p>	

Instructions to the teacher	Speaker	Exchange
Hold your hand poised over your head. Say:	T:	WHEN I TOUCH MY HEAD ...
On the word YOU, touch your head:	T:	YOU--STAMP YOUR FEET!
Next, hold your hands poised to clap:	T:	WHEN I CLAP MY HANDS ...
On YOU, clap your hands:	T:	YOU STAND UP!
Repeat with different actions:	T:	WHEN I ... YOU STAND UP SIT DOWN STAMP MY FOOT CLAP MY HANDS TOUCH MY HEAD SIT ON THE FLOOR. STAMP YOUR FEET. CLAP YOUR HANDS. TOUCH YOUR HEADS STAND UP
Now give each child a chance to lead the drill. Here is the procedure: Ask him:	T:	WHAT DO YOU WANT THEM TO DO?
	C:	SIT DOWN. STAND UP. STAMP THEIR FEET. ETC.
Model for him:	T:	Tell them: WHEN I CLAP MY HANDS , YOU TOUCH MY HEAD STAMP YOUR FEET. ETC. STAND UP ETC.
Have him give the entire direction before he gives the signal:	C:	WHEN I CLAP MY AHANDS , YOU TOUCH MY HEAD STAMP YOUR FEET. ETC. STAND UP ETC.
Now have him give the signal. If necessary, say to him:	T:	CLAP YOUR HANDS! TOUCH YOUR HEAD! ETC.

Instructions to the teacher	Speaker	Exchange
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When he does so, the group should carry out the action he told them to do.

Then ask the group: T: WHEN HE SHE CLAPPED HIS HANDS , WHAT DID YOU DO?

TOUCHED HIS HER HEAD ETC.

Model for them: T: Tell me: WHEN HE SHE CLAPPED HIS HANDS , WE STOOD UP. SAT DOWN. ETC.

TOUCHED HIS HER HEAD ETC.

STOOD UP. SAT DOWN. ETC.

GRP WHEN HE SHE CLAPPED HIS HANDS , WE STOOD UP. SAT DOWN. ETC.

TOUCHED HIS HER HEAD ETC.

Let each child give at least 3 commands. Repeat this entire drill with each child playing leader.

II. REINFORCEMENT

Call on one child. Tell him: T: (NAME), WHEN I TOUCH MY HEAD, YOU TOUCH YOURS.

Touch your head and wait for him to touch his. Ask him: T: WHEN I TOUCHED MY HEAD, WHAT DID YOU DO?



Year 2
 Week 15
 Day 2
 Page 6

Instructions to the teacher

Speaker	Exchange
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Model: T: Tell me: WHEN YOU TOUCHED YOUR HEAD, I TOUCHED MINE .

C: WHEN YOU TOUCHED YOUR HEAD, I TOUCHED MINE.

Call on every other child and repeat the above drill. Other commands are:

T: WHEN I
 CLAP MY HANDS
 STAMP MY FEET
 SIT ON MY CHAIR
 TOUCH MY TOES
 ETC.

, YOU
 CLAP YOURS
 STAMP YOURS
 SIT ON YOURS
 TOUCH YOURS
 ETC.

REVIEW PATTERNS: Nominalized Possessives: mine, yours, his, hers, ours, theirs, (Name)'s
 When + Sentence + Sentence: When I touch my head, you touch yours.

Year 2
 Week 15
 Day 3
 Page 1

NEW PATTERNS: Indirect with to + Sentence
 Sentence-type: Tell + NP + to + Sentence

MATERIALS NEEDED: None

PART I: REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
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DEMONSTRATE:

Sit in a circle with the children. Say to a child:

T: (NAME), WHEN I TOUCH YOU, YOU TOUCH (NAME).

Touch him on the arm and wait for him to touch the second child.

Say to another child:

T: WHEN I TOUCH YOU, YOU TOUCH (NAME).

Repeat with each child.

Then go around the group several times, giving commands and following this drill:

T: (NAME), WHEN I TOUCH YOUR

ARM
HEAD
SHOE
ETC.

, YOU TOUCH

HIS
HERS
MINE
THEIRS
OURS
(NAME)'S

After he obeys the command, ask:

T: WHEN I TOUCHED YOUR

ARM
HEAD
SHOE
ETC.

,WHAT DID YOU DO?

Year 2
 Week 15
 Day 3
 Page 2

Instructions to the teacher	Speaker	Exchange
Model for him:	T: Tell me: WHEN YOU TOUCHED MY	<div style="border: 1px solid black; padding: 2px; display: inline-block;">ARM HEAD SHOE ETC</div> I TOUCHED <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">HIS HERS MINE THEIRS YOURS (NAME)'S</div>
	C: WHEN YOU TOUCHED MY	<div style="border: 1px solid black; padding: 2px; display: inline-block;">ARM HEAD SHOE ETC.</div> I TOUCHED <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">HIS HERS MINE THEIRS YOURS (NAME)'S</div>
	T: LET'S PLAY A GAME. I'M GOING TO TELL YOU WHAT TO DO.	
	T: I'LL TELL (NAME) TO TOUCH HIS HEAD. I'LL TELL (NAME) TO TOUCH HIS HEAD.	
	T: (NAME), TOUCH YOUR HEAD.	
	T: WHAT DID I TELL YOU TO DO?	
	T: Repeat: YOU TOLD ME TO TOUCH MY HEAD.	
	C: YOU TOLD ME TO TOUCH MY HEAD.	
	T: I'LL TELL (NAME) TO	<div style="border: 1px solid black; padding: 2px; display: inline-block;">STAND UP SIT ON THE FLOOR.</div> ETC.

451 Follow this drill with each child.

INTRODUCTION:

Tell the group:

(Repeat)

Say to that child:

After he does so, ask him:

Model:

Give every child a command in the same way:

Instructions to the teacher	Speaker	Exchange
To the child:	T:	(NAME), STAND UP SIT ON THE FLOOR STAMP YOUR FOOT CLAP YOUR HANDS TOUCH YOUR HEAD ETC.
After he does so, ask him:	T:	WHAT DID I TELL YOU TO DO?
	C:	YOU TOLD ME TO STAND UP SIT ON THE FLOOR ETC.
Now call on a child to be teacher. Tell him:	T:	(NAME), YOU CAN TELL THEM WHAT TO DO.
Point to another child. Say to child #1:	T:	TELL [HIM] [HER] TO CLAP [HIS] [HER] HANDS.
If necessary, model:	T:	Tell [him] [her] : CLAP YOUR HANDS!
After child #2 does so, ask child #1:	T:	WHAT DID YOU TELL [HIM] [HER] TO DO?
Model, if necessary:	T:	Repeat: I TOLD [HIM] [HER] TO CLAP [HIS] [HER] HANDS.
Let him give each child a command, following this outline.	C#1	I TOLD [HIM] [HER] TO CLAP [HIS] [HER] HANDS.
Call on each child in the group to be teacher.	T:	WALK TO THE DOOR. TOUCH (NAME)'S HAND, ARM, ETC.
Repeat this drill as many times as possible.		
Other commands:		

REVIEW PATTERNS: Imperative construction with Tell + NP + to + Sentence
 Example: Tell them to clap their hands.

NEW PATTERNS: Imperative construction with Ask + NP +

who
what
where
whose
which

 + Sentence

Year 2
 Week 15
 Day 4
 Page 1

MATERIALS NEEDED: Ball; pictures from Day 4, Week 14 (Children's pictures of themselves, their houses, their mothers).

PART 1. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
-----------------------------	---------	----------

Repeat the drill from yesterday with "TELL". Call on a child to be teacher.
 Tell him:

T: (NAME), TELL THEM TO

CLAP THEIR HANDS
STAMP THEIR FEET
TOUCH THEIR HEADS
STAND UP
SIT ON THE FLOOR
ETC.

T: Tell them:

CLAP YOUR HANDS.
STAMP YOUR FEET.
ETC.

C: CLAP YOUR HANDS.
 STAMP YOUR FEET.
 ETC.

After they do so, ask the child:
 T: WHAT DID YOU TELL THEM TO DO?

Model:
 T: Repeat: I TOLD THEM TO

CLAP THEIR HANDS
STAMP THEIR FEET
ETC.

C: I TOLD THEM TO

CLAP THEIR HANDS
STAMP THEIR FEET
ETC.

Instructions to the teacher	Speaker	Exchange
Ask the group:	T: WHAT DID <u>HE</u> TELL YOU TO DO? <u>SHE</u>	
Model:	T: Repeat: <u>HE</u> TOLD US TO <u>SHE</u>	CLAP OUR HANDS. STAMP OUR FEET ETC.
	GRP <u>HE</u> TOLD US TO <u>SHE</u>	CLAP OUR HANDS STAMP OUR FEET ETC.
<p>Let the child give 1 or 2 more commands. Call on every child to be teacher. The important thing is for you to give the command: "TELL THEM TO..." and for the child to unscramble this.</p>		
INTRODUCTION:		
Tell the children:	T: LET'S PLAY A GAME.	
Ask the child:	T: I'LL ASK (NAME) WHAT HIS NAME IS.	
THEN ASK THE GROUP:	T: WHAT DID I ASK <u>HIM</u> ? <u>HER</u>	
Model:	T: Repeat: YOU ASKED <u>HIM</u> WHAT <u>HIS</u> NAME WAS. <u>HER</u>	CLAP OUR HANDS. STAMP OUR FEET ETC.
	GRP YOU ASKED <u>HIM</u> WHAT <u>HIS</u> NAME WAS. <u>HER</u>	CLAP OUR HANDS STAMP OUR FEET ETC.

Instructions to the teacher	Speaker	Exchange
<p>Repeat this with every child in the group.</p> <p>Now put a ball on the table. Say to the group: (Repeat)</p> <p>Then ask that child:</p> <p>Ask the group:</p> <p>Model:</p> <p>Repeat with 1 or 2 other children. Then call on a child to be teacher. Say to him:</p> <p>If necessary, model:</p> <p>After the response, ask him:</p> <p>Ask the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>I'LL ASK (NAME) WHERE THE BALL IS. I'LL ASK (NAME) WHERE THE BALL IS.</p> <p>(NAME), WHERE'S THE BALL?</p> <p>WHAT DID I ASK [HIM] [HER] ?</p> <p>Repeat: YOU ASKED [HIM] [HER] WHERE THE BALL WAS.</p> <p>YOU ASKED [HIM] [HER] WHERE THE BALL WAS.</p> <p>(NAME), ASK (NAME) WHERE THE BALL IS.</p> <p>Ask him: WHERE'S THE BALL? WHERE'S THE BALL?</p> <p>WHAT DID YOU ASK [HIM] [HER] ?</p> <p>I ASKED [HIM] [HER] WHERE THE BALL WAS.</p> <p>WHAT DID [HE] [SHE] ASK [HIM] [HER] ?</p>

Instructions to the teacher	Speaker	Exchange																																						
<p>Model:</p> <p>We now want to repeat this very same drill with WHO, WHOSE, and WHICH. Take them one at a time, as you did with WHAT and WHERE.</p> <p>To do this, use the pictures from Day 4 of Week 14 -- of each child, his house, and his mother.</p> <p>Do just as you did for WHAT and WHERE: first demonstrate each form by saying:</p> <p>Then ask the child:</p> <p>NOTE: Don't use the question "WHICH MOTHER IS YOURS?" This is not "normal" English usage.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p>	<p>Repeat: <table border="1" data-bbox="600 1184 674 1262"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> ASKED <table border="1" data-bbox="600 976 674 1054"><tr><td>HIM</td></tr><tr><td>HER</td></tr></table> WHERE THE BALL WAS.</p> <p><table border="1" data-bbox="702 1341 776 1419"><tr><td>HE</td></tr><tr><td>SHE</td></tr></table> ASKED <table border="1" data-bbox="702 1132 776 1210"><tr><td>HIM</td></tr><tr><td>HER</td></tr></table> WHERE THE BALL WAS.</p> <p>I'LL ASK (NAME)</p> <p>(NAME),</p> <table border="1" data-bbox="1136 833 1358 1106"> <tr> <td>WHO THIS IS</td> <td>HOUSE</td> <td>THIS IS</td> </tr> <tr> <td>WHOSE</td> <td>MOTHER</td> <td></td> </tr> <tr> <td>WHICH</td> <td>PICTURE</td> <td></td> </tr> <tr> <td></td> <td>HOUSE</td> <td>IS HIS</td> </tr> <tr> <td></td> <td>PICTURE</td> <td>HERS</td> </tr> </table> <table border="1" data-bbox="1386 820 1626 1275"> <tr> <td>WHO IS THIS?</td> <td>HOUSE</td> <td>IS THIS?</td> </tr> <tr> <td>WHOSE</td> <td>MOTHER</td> <td></td> </tr> <tr> <td>WHICH</td> <td>PICTURE</td> <td></td> </tr> <tr> <td></td> <td>HOUSE</td> <td>IS YOURS?</td> </tr> <tr> <td></td> <td>PICTURE</td> <td></td> </tr> </table>	HE	SHE	HIM	HER	HE	SHE	HIM	HER	WHO THIS IS	HOUSE	THIS IS	WHOSE	MOTHER		WHICH	PICTURE			HOUSE	IS HIS		PICTURE	HERS	WHO IS THIS?	HOUSE	IS THIS?	WHOSE	MOTHER		WHICH	PICTURE			HOUSE	IS YOURS?		PICTURE	
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Instructions to the teacher	Speaker	Exchange
<p>After the child responds, ask the group:</p> <p>The group response is:</p>	<p>T:</p> <p>GRP</p>	<p>WHAT DID I ASK HIM ? HER</p> <p>YOU ASKED HIM HER</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> WHO THAT WAS WHOSE HOUSE WHICH MOTHER PICTURE </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> WHO THAT WAS WHOSE HOUSE WHICH MOTHER PICTURE </div> </div> <p style="text-align: right;">THAT WAS. HIS HERS.</p>
<p>After drilling the questions with several children, call on a child to be teacher. Again, the drill is exactly with WHAT and WHERE.</p> <p>Here is the drill:</p> <p>Here is a change: instead of asking the group, ask the second child:</p>	<p>T:</p> <p>C:</p> <p>T:</p>	<p>ASK (NAME) WHO THAT IS WHOSE HOUSE MOTHER PICTURE THAT IS. WHICH HOUSE PICTURE IS YOURS.</p> <p>(NAME), WHO IS THIS HOUSE MOTHER PICTURE ? WHOSE WHICH HOUSE PICTURE THIS WAS HIS HERS WAS HIS HERS</p> <p>WHAT DID HE ASK YOU? SHE</p>

Instructions to the teacher	Speaker	Exchange															
<p>Of course, you will have to model the children's responses and questions for the most part.</p> <p>REMEMBER that WHO, WHICH, and WHOSE are to be drilled one by one. They are presented together here only for the typist's convenience.</p> <p>STILL. REINFORCEMENT STILL In the INTRODUCTION, each WH-question was drilled separately. Now you can mix them. Call on the children one by one, and give each one a different WH-question (WHAT, WHERE, WHO, WHOSE, WHICH) to ask another child. For example:</p> <p>Say to another, giving him a picture:</p> <p>Say to another, giving him a picture:</p> <p>Drill WHOSE and WHICH in the same way. Repeat several times, mixing the questions. (Again, you will have to model the children's questions and responses to some degree).</p>	<p>C#2</p> <p>T: C#1 T: C#2 T: C#3</p>	<p>HE ASKED ME</p> <table border="1" data-bbox="536 598 773 1132"> <tr> <td>WHO THAT WAS</td> <td>HOUSE</td> <td>THAT WAS</td> </tr> <tr> <td>WHOSE</td> <td>PICTURE</td> <td></td> </tr> <tr> <td></td> <td>MOTHER</td> <td></td> </tr> <tr> <td>WHICH</td> <td>HOUSE</td> <td>WAS MINE</td> </tr> <tr> <td></td> <td>PICTURE</td> <td></td> </tr> </table> <p>(NAME), ASK (NAME) WHAT HIS NAME IS. WHAT'S YOUR NAME? (NAME), ASK (NAME) WHERE THE BALL IS. WHERE'S THE BALL? (NAME), ASK (NAME) WHO THIS IS. WHO IS THIS?</p>	WHO THAT WAS	HOUSE	THAT WAS	WHOSE	PICTURE			MOTHER		WHICH	HOUSE	WAS MINE		PICTURE	
WHO THAT WAS	HOUSE	THAT WAS															
WHOSE	PICTURE																
	MOTHER																
WHICH	HOUSE	WAS MINE															
	PICTURE																

Year 2
 Week 15
 Day 5
 Page 1

REVIEW PATTERNS: Imperative construction with Ask + NP + who
what
where
whose
which + Sentence

NEW PATTERNS: Imperative construction with Tell + NP + who
what
where
whose
which + Sentence.

MATERIALS: Ball; box large enough to contain ball; book; doll; toy cars.

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Ask each child the following 2 questions:</p> <p>If necessary, model:</p> <p>Then ask him pointing to another child:</p> <p>This time, don't model unless you have to:</p> <p>Do this with each child.</p> <p>Now put the doll on a chair, the ball in the box, and the book on the table.</p> <p>Say to a child:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>TELL ME WHAT YOUR NAME IS.</p> <p>Tell me: MY NAME IS. . .</p> <p>MY NAME IS (NAME).</p> <p>TELL ME WHAT HIS HER NAME IS.</p> <p>HIS HER NAME IS (NAME).</p> <p>(NAME), ASK (NAME) WHERE THE BALL BOOK DOLL IS.</p>

Instructions to the teacher	Speaker	Dialogue
<p>If necessary, model:</p> <p>Say to the 2nd child:</p> <p>If necessary, model:</p> <p>Have the first child ask the second child another question. Then go on to another pair of children, then to the last pair. Switch roles and repeat again, with all 3 pairs.</p> <p>Now review WHO, WHOSE, and WHICH in the same way. Use pictures from Day 4, Week 14. Here is the drill:</p> <p>Tell child #1 (give him a picture):</p> <p>Tell child #1</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p>	<p>Ask him: WHERE'S THE BALL BOOK DOLL ?</p> <p>WHERE'S THE BALL BOOK DOLL ?</p> <p>TELL HIM HER WHERE THE BALL BOOK DOLL IS</p> <p>Tell him: THE BALL IS IN THE BOX. THE BOOK IS ON THE TABLE. THE DOLL IS ON THE CHAIR.</p> <p>THE BALL IS IN THE BOX. THE BOOK IS ON THE TABLE. THE DOLL IS ON THE CHAIR.</p> <p>ASK <u>(NAME)</u> WHO THAT IS.</p> <p>WHO IS THIS?</p>

Instructions to the teacher	Speaker	Dialogue
Say to child #2:	T:	TELL <u>HIM</u> WHO THAT IS. <u>HER</u>
For WHOSE, the drill is:	C#2	THAT'S <u>(NAME)</u> OF THAT'S <u>ME</u> <u>(NAME)'S MOTHER</u> <u>MY MOTHER</u>
Tell child #1:	T:	ASK <u>(NAME)</u> WHOSE <u>HOUSE</u> <u>MOTHER</u> THAT IS. <u>PICTURE</u>
Tell child #2:	C#1	WHOSE <u>HOUSE</u> IS THIS? <u>MOTHER</u> <u>PICTURE</u>
For WHICH, the drill is:	T:	TELL HIM WHOSE <u>HOUSE</u> THAT IS. <u>MOTHER</u> <u>PICTURE</u>
Tell child #1:	C#2	THAT'S <u>(NAME)'S</u> <u>HOUSE</u> <u>MY</u> <u>MOTHER</u> <u>PICTURE</u>
For WHICH, the drill is:	T:	ASK <u>(NAME)</u> WHICH <u>HOUSE</u> IS <u>HIS</u> <u>PICTURE</u> <u>HERS</u> <u>(NAME)'S</u>
Tell child #2:	C#1	WHICH <u>HOUSE</u> IS <u>YOURS</u> ? <u>PICTURE</u> <u>(NAME)'S</u>

Year 2
 Week 15
 Day 5
 Page 4

Instructions to the teacher	Speaker	Dialogue
<p>Tell child #2:</p> <p>For WHICH, the drill is:</p> <p>Tell child #1:</p> <p>Tell child #2:</p> <p>Again, remember not to use the form 'WHICH MOTHER IS YOURS/(NAME)'S.'" This is not acceptable English usage.</p> <p>Repeat each of these drills many times. Model questions and responses whenever necessary.</p>	<p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p>	<p>TELL [HIM] WHOSE [HOUSE MOTHER PICTURE] THAT IS.</p> <p>THAT'S [(NAME)'S MY] [HOUSE MOTHER PICTURE]</p> <p>ASK (NAME) WHICH [HOUSE PICTURE] IS [HIS HERS (NAME)'S]</p> <p>WHICH [HOUSE PICTURE] IS [YOUR (NAME)'S] ?</p> <p>TELL [HIM] WHICH [HOUSE PICTURE] IS [YOUR (NAME)'S]</p>

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 15
 Day 5
 Page 5

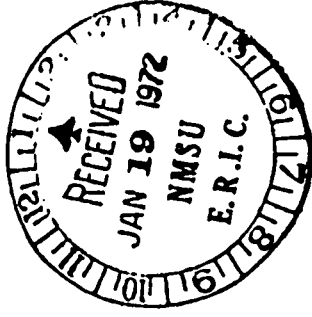
Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect
ITEM I. WEEK 15 DAY 3 Tell the child: Then touch your head. He should touch his. Now say: Then clap yours; he should clap his.	T:	WHEN I TOUCH MY HEAD, YOU TOUCH YOURS. WHEN I CLAP MY HANDS, YOU CLAP YOURS.		1 2 3 4 5 6 7
ITEM II. WEEK 15 DAY 2 Tell the child: (If necessary, say:) When he claps, stand up. Then ask:	T: T: C:	WHEN YOU CLAP YOUR HANDS, I'LL STAND UP. CLAP YOUR HANDS! WHEN YOU CLAPPED YOUR HANDS, WHAT DID YOU DO? WHEN I CLAPPED MY HANDS, YOU STOOD UP. OR YOU STOOD UP.		
ITEM III. WEEK 15 DAYS 3,4 Say to him: Stand up; then say: Do so.	T: C: T: C:	TELL ME TO STAND UP. STAND UP. TELL ME TO SIT DOWN. SIT DOWN.		

Year 2
 Week 15
 Day 5
 Page 6

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect
ITEM IV WEEK 15 DAYS 3 4 Say to him: (He has to change MY to YOUR.) Clap your hands. Then say:	T: C: T: C:	TELL ME TO CLAP MY HANDS. CLAP YOUR HANDS. TELL ME TO TOUCH MY HEAD. TOUCH YOUR HEAD.	1 2 3 4 5 6 7	
ITEM V WEEK 15 DAYS 4 5 Say to him: Tell him your name. Then say: Tell him where it is. NOTE: Have him watch you put the ball somewhere before you tell him to ask you where it is.	T: C: T: C:	ASK ME WHAT MY NAME IS. WHAT'S YOUR NAME? ASK ME WHERE THE BALL IS. WHERE'S THE BALL?		
ITEM VI. WEEK 15 DAYS 4 5 Show him a picture. Say: Answer him. Then show him another picture and say again: Again, answer the question.	T: C: T: C:	ASK ME WHO THIS IS. WHO IS THAT? ASK ME WHO THIS IS. WHO IS THAT?		

Year 2
 Week 15
 Day 5
 Page 7

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM VII. Give the child a toy car and take one for yourself. Say to him: DAYS 4 5 Answer the question. Then say:	T: C: T: C:	ASK ME WHOSE CAR THIS IS. WHOSE CAR IS THIS THAT ? ASK ME WHICH CAR IS RED BLUE ETC.		
ITEM VIII. Say to the child: Say to him:	T: C: T: C:	TELL ME WHAT YOUR NAME IS. MY NAME IS (NAME) . TELL ME WHERE THE BALL IS. THE BALL IS ON THE TABLE. IN THE BOX. ETC.		
ITEM IX. Show the child his mother's picture. Say: Day 5 Point to his car and say: Say: He points and says:	T: C: T: C: T: C:	TELL ME WHO THIS IS. THAT'S MY MOTHER. TELL ME WHOSE CAR THAT IS. THAT'S MY CAR. TELL ME WHICH CAR IS RED (BLUE, ETC.) THAT CAR IS RED (BLUE, ETC.)		



OBJECTIVES

REVIEW: 1. NP + WANT + Sentence
eg: 'Who wants to be the Wolf?'

2. " this one "
" that "
" the other one "

3. Indirect discourse with WHERE, WHICH, WHAT, WHO, WHOSE.

a. Statement type: Tell _____

WHERE
WHOSE
WHICH
WHO
ETC

.....

b. Interrogative type: Ask _____

WHO
WHERE
ETC.

NEW: 1. Questions with question embedded:
eg: Will you tell us WHO
WHERE
WHAT?

2. WHO REMEMBERS?

3. NEW VOCABULARY:

Verbs: HIDE, CHASE, CUT-OPEN.

Nouns: Woodcutter, grandmother, ax, wolf, woods, basket, "little lady",
business, pajamas, voice.

Prepositions: Through

MATERIALS NEEDED: Day 2: Small balls in a different colors, 1 red box, 1 blue box.
Day 3: Little Red Riding Hood, story book (Little Golden Books)
Day 4: Story book, Little Red Ridding Hood. Costume.
Day 5: Costume for the story of Little Red Ridding Hood.

Some suggestions:

Little Red Riding Hood

Basket and red sweater worn around the shoulders as a cape and a red scarf.

Big Bad Wolf:

A mask of a wolf's face cut out of brown construction paper.

Grandmother:

A nightgown, flannel;granny type. Shower cap for a night cap.

Woodcutter:

An ax - blade cut from stiff card board, stapled to wood handle.

Mother:

An apron

For Evaluation:

Toy cars, balls and boxes used in Day 2 lesson.

Year 2
Week 16
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item _____
Item 2 _____	Item 5 _____	Item _____
Item 3 _____	Item 6 _____	Item _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Indirect discourse with: WHERE, WHOSE, WHICH, AND IMPERATIVE.

Sentence-type: Ask + NP + Sentence:

WHOSE...
WHERE
WHICH

Tell

[This] one/the other one
[That]

Year 2
Week 16
Day 2
Page 1

NEW VOCABULARY OR FORMS: Hide

MATERIALS: Small balls of different colors.

One red box, one blue box (painted or covered with colored paper)
Book

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Put two boxes on the table, one red, one blue. Give the children small balls, one per child, of different colors. Take a ball for yourself.		
DEMONSTRATE: Hold up your ball and say:	T:	THIS BALL IS MINE.
Point to a child's: ask the group:	T:	WHOSE IS THAT?
Model:	T:	Tell me: THAT'S (NAME)'S.
Repeat this for each child's ball.	GRP	THAT'S (NAME)'S.
Now ask a child, pointing to someone else's ball:	T:	IS THAT YOURS?
Model:	T:	Tell me: NO, IT'S [HIS. HERS.]
	C:	NO, IT'S [HIS. HERS.]

Instructions to the teacher	Speaker	Exchange
<p>Point to several other balls and repeat the question.</p> <p>Then point to the child's ball; ask:</p> <p>Model, if necessary:</p> <p>Repeat these questions with each child.</p> <p>DEMONSTRATE:</p> <p>Go to the table. Hold up your ball and say:</p> <p>Hold up the ball over box #1; say: Point to the other box #2; say: Say, and then drop the ball into the first box.</p> <p>Stand back from the table and say:</p> <p>Point to the second box; say:</p> <p>Point to the first box; say:</p> <p>Go and look in the first box; say:</p> <p>Go back to the group and ask them:</p> <p>Model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>IS THAT YOURS?</p> <p>Tell me: YES, IT'S MINE.</p> <p>I'M GOING TO PUT MY BALL IN A BOX. WHICH BOX WILL I PUT MY BALL IN?</p> <p>THIS ONE? OR THE OTHER ONE?</p> <p>I'LL PUT IT IN THIS ONE.</p> <p>WHICH BOX IS MY BALL IN?</p> <p>IS IT IN THAT ONE?</p> <p>OR THE OTHER ONE?</p> <p>IT'S IN THIS ONE.</p> <p>ASK ME WHICH BOX THE BALL IS IN.</p> <p>Ask me: WHICH BOX IS THE BALL IN? WHICH BOX IS THE BALL IN?</p>

Instructions to the teacher	Speaker	Exchange
<p>Point and respond:</p> <p>Now call on a child. Have him take his ball to the table. Model for him:</p> <p>Model for the group:</p> <p>Model for them (pointing):</p> <p>Model (pointing):</p> <p>Model for the child:</p> <p>Have him return to the group; model for him:</p> <p>Model for the group:</p> <p>Model (pointing):</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>IT'S IN THAT ONE.</p> <p>Tell them: I'M GOING TO PUT MY BALL IN A BOX.</p> <p>I'M GOING TO PUT MY BALL IN A BOX.</p> <p>Ask him: WHICH BOX WILL YOU PUT YOUR BALL IN? WHICH BOX WILL YOU PUT YOUR BALL IN?</p> <p>Ask him: WILL YOU PUT IT IN THAT ONE? WILL YOU PUT IT IN THAT ONE?</p> <p>...OR THE OTHER ONE?</p> <p>...OR THE OTHER ONE?</p> <p>Tell them: I'LL PUT IT IN THIS ONE.</p> <p>I'LL PUT IT IN THIS ONE.</p> <p>Tell them: ASK ME WHERE THE BALL IS. ASK ME WHERE THE BALL IS.</p> <p>Ask him: WHERE'S THE BALL? WHERE'S THE BALL?</p> <p>Ask him: IS IT IN THAT ONE? OR THE OTHER ONE?</p>

Year 2
 Week 16
 Day 2
 Page 4

Instructions to the teacher	Speaker	Exchange
<p>NOTE: The question marks are inserted to show that you should pause after "THAT ONE." Point to each box in turn.</p> <p>Have the child point to the correct box:</p> <p>Repeat this drill with every child playing teacher.</p> <p>Now have the children put their balls on the table in a line. Go through the following quick drill:</p> <p>Ask one child (point to a ball):</p> <p>Model, if necessary:</p> <p>Point to other balls and repeat the question.</p> <p>Repeat with every child.</p> <p>INTRODUCTION:</p> <p>DEMONSTRATE:</p> <p>Give everyone their balls again. Seat the children. Hold up your ball and say:</p>	<p>GRP</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>IS IT IN THAT ONE? OR THE OTHER ONE?</p> <p>IT'S IN THAT ONE.</p> <p>TELL ME WHOSE BALL THAT IS.</p> <p>Tell me: THAT'S ...</p> <p>THAT'S (NAME)'S.</p> <p>I'M GOING TO HIDE THIS BALL. I'M GOING TO HIDE THIS BALL.</p>

Instructions to the teacher	Speaker	Exchange
<p>Go through the pantomime of hiding the ball behind your chair, saying:</p> <p>Bring the ball out again; hold it up and say: (Pantomime hiding it under a book)</p> <p>Repeat, hiding it in a box:</p> <p>Now bring the ball out again and hold it up. Tell the group:</p> <p>Hide it; then say:</p> <p>Model if necessary:</p> <p>Name a number of places where the ball isn't.</p> <p>Model this:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>I'M GOING TO HIDE THE BALL...BEHIND MY CHAIR!</p> <p>I'M GOING TO HIDE THE BALL... UNDER THE BOOK!</p> <p>I'M GOING TO HIDE THE BALL... IN THE BOX!</p> <p>NOW, CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.</p> <p>NOW YOU CAN OPEN YOUR EYES.</p> <p>ASK ME WHERE THE BALL IS.</p> <p>Ask me: WHERE'S THE BALL?</p> <p>WHERE'S THE BALL?</p> <p>ASK ME IF THE BALL IS</p> <p>UNDER THE SOFA BEHIND THE DOOR IN THE KITCHEN IN THE BOX UNDER THE TABLE ETC.</p> <p>IS THE BALL</p> <p>?</p> <p>UNDER THE SOFA BEHIND THE DOOR IN THE KITCHEN IN THE BOX UNDER THE TABLE ETC.</p>

Year 2
 Week 16
 Day 2
 Page 6

Instructions to the teacher	Speaker	Exchange
	T:	NO, IT'S NOT. IT'S NOT UNDER THE SOFA BEHIND THE DOOR IN THE KITCHEN IN THE BOX UNDER THE TABLE ETC.
Finally, let them guess the right answer:	T:	ASK ME IF THE BALL IS UNDER THE BOOK.
	GRP	IS THE BALL UNDER THE BOOK?
	T:	YES, IT IS. IT'S UNDER THE BOOK.
Now repeat this same drill with every child as teacher in turn. Here is the procedure:	T:	Tell them: CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.
	C:	CLOSE YOUR EYES. I'M GOING TO HIDE THE BALL.
After he hides it:	T:	Tell them: ASK ME WHERE THE BALL IS.
	C:	ASK ME WHERE THE BALL IS.
	GRP	WHERE'S THE BALL?
	T:	Tell them: ASK ME IF THE BALL IS UNDER THE SOFA IN THE BOX ETC.
	C:	ASK ME IF THE BALL IS UNDER THE SOFA IN THE BOX ETC.

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 Week 16
 Day 2
 Page 7

Instructions to the teacher	Speaker	Exchange
	GRP	IS THE BALL UNDER THE SOFA IN THE BOX ETC. ?
	C:	NO, IT'S NOT. IT'S NOT UNDER THE SOFA. IN THE BOX ETC.
	T:	Tell them: ASK ME IF THE BALL IS BEHIND THE DOOR.
	C:	ASK ME IF THE BALL IS BEHIND THE DOOR.
	GRP	IS THE BALL BEHIND THE DOOR?
	C:	YES, IT IS. IT'S BEHIND THE DOOR.

Repeat this with every child.

Year 2
 Week 16
 Day 3
 Page 1

REVIEW PATTERNS: Indirect discourse with who, what, where.

NEW PATTERNS: Question form (Indirect discourse)
 Will you tell us who this is?
 where she's going?
 what he has?

NEW VOCABULARY OR FORMS: Woodcutter, grandmother; axe, wolf, woods, basket, lady, business.

MATERIALS: Little Red Riding Hood storybook (Little Golden Book)

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE</p> <p>Seat the children in a circle. Hold the book so that they can see the pictures. Introduce the story by pointing to the pictures and saying:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>I'LL TELL YOU WHO THIS IS. SHE'S THE MOTHER.</p> <p>I'LL TELL YOU WHO THIS IS. SHE'S LITTLE RED RIDING HOOD.</p> <p>I'LL TELL YOU</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> WHERE THEY LIVE. THEY LIVE IN THIS HOUSE WHO THIS IS. HE'S THE BIG BAD WOLF! WHERE HE LIVES. HE LIVES IN THE WOODS. </div> <p>I'LL TELL YOU</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> WHERE SHE LIVES. SHE LIVES IN A HOUSE IN THE WOODS. WHO HE IS. HE'S THE WOODCUTTER. </div>

Instructions to the teacher	Speaker	Exchange
<p>Now stop and have a child retell the story so far.</p> <p>Model for the group (pointing to the pictures):</p> <p>The child answers:</p> <p>Have each child retell the story. Now continue as above.</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>I'LL TELL YOU</p> <p>WHAT HE DOES. HE CUTS WOOD. WHAT HE HAS. HE HAS AN AXE.</p> <p>Ask him: WILL YOU TELL US</p> <p>WHO THAT IS? WHO THAT IS? WHERE THEY LIVE? WHO THAT IS? WHERE HE LIVES? WHO THAT IS? WHERE SHE LIVES? WHO HE IS? WHAT HE HAS?</p> <p>SHE'S THE MOTHER. SHE'S LITTLE RED RIDING HOOD. THEY LIVE IN THAT HOUSE. HE'S THE BIG BAD WOLF. HE LIVES IN THE WOODS. SHE'S THE GRANDMOTHER. SHE LIVES IN A HOUSE IN THE WOODS. HE IS THE WOODCUTTER. HE CUTS WOOD. HE HAS AN AXE.</p> <p>I'LL TELL YOU</p> <p>WHERE LITTLE RED RIDING HOOD IS GOING. SHE'S GOING TO HER GRANDMOTHER'S HOUSE.</p>

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 Week 16
 Day 3
 Page 3

Instructions to the teacher	Speaker	
	T:	<p>I'LL TELL YOU</p> <p>WHAT HER MOTHER SAYS. "DON'T TALK TO STRANGERS!" WHAT LITTLE RED RIDING HOOD HAS. SHE HAS A BASKET OF CAKE AND FRUIT. WHERE SHE'S TAKING IT. SHE'S TAKING IT TO GRANDMOTHER. WHERE SHE'S WALKING. SHE'S WALKING INTO THE WOODS. WHO SHE SEES. SHE SEES THE BIG BAD WOLF! WHAT HE ASKS HER. "WHERE ARE YOU GOING, LITTLE LADY?" WHAT SHE SAYS. "I'M NOT GOING TO TELL YOU BIG BAD WOLF!" WHAT HE DOES. HE LOOKS IN HER BASKET. WHAT HE SEES. HE SEES THE CAKE FOR GRANDMOTHER. WHAT HE SAYS. "AHA! I'LL GO TO GRANDMOTHER'S HOUSE!"</p>
<p>Now stop and have each child retell the story as above.</p>	GRP	<p>WILL YOU TELL US...(etc)? (GIVES ANSWERS AS ABOVE).</p>
	C:	

REVIEW PATTERNS: Indirect discourse with who, what, where
 Indirect discourse with future: I'll tell you + Sentence
 Will you tell us

Year 2
 Week 16
 Day 4
 Page 1

NEW PATTERNS: Who remembers?

NEW VOCABULARY OR FORMS: Through, pajamas, voice, chase, cut open.

MATERIALS: Little Red Riding Hood, Story book

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Review yesterday's story. Use the questions from yesterday and the form "WHO REMEMBERS?"	T:	WHO REMEMBERS WHO THIS IS? WHO THIS IS? WHERE THEY LIVE? WHO THIS IS? WHERE HE LIVES? WHO THIS IS? WHERE SHE LIVES? WHO HE IS? WHAT HE HAS? WHERE LITTLE RED RIDING HOOD IS GOING? WHAT HER MOTHER SAID? WHAT LITTLE RED RIDING HOOD HAS? WHERE SHE'S TAKING IT? WHERE SHE'S WALKING? WHO SHE SEES? WHAT HE ASKS HER? WHAT SHE SAYS? WHAT HE DOES? WHAT HE SEES? WHAT HE SAYS?
	T:	WHO REMEMBERS

Year 2
 Week 16
 Day 4
 Page 2

Instructions to the teacher	Speaker	Exchange
<p>The responses should be group responses:</p> <p>(The other answers are in Day 3 lesson.)</p> <p>Now continue with the story:</p> <p>Stop; turn back to the first picture in this series and have each child retell the story. Set it up exactly as yesterday:</p>	<p>GRP</p> <p>T:</p> <p>GRP</p> <p>C:</p>	<p>SHE'S THE MOTHER. SHE'S LITTLE RED RIDING HOOD. ETC.</p> <p>I'LL TELL YOU</p> <div style="border: 1px solid black; padding: 5px;"> <p>WHAT THE BIG BAD WOLF DOES. HE RUNS THROUGH THE WOODS TO GRANDMOTHER'S HOUSE.</p> <p>WHAT HE DOES. HE KNOCKS ON GRANDMOTHER'S DOOR.</p> <p>WHAT HE SAYS. "HULLO, GRANDMOTHER! THIS IS LITTLE RED RIDING HOOD. I'VE COME TO SEE YOU."</p> <p>WHAT GRANDMOTHER DOES. SHE OPENS THE DOOR.</p> <p>WHAT THE BIG BAD WOLF DOES. HE EATS HER!!</p> </div> <p>WILL YOU TELL US WHAT THE BIG BAD WOLF DOES? ETC.</p> <p>(Gives answers).</p>

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 Week 16
 Day 4
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Instructions to the teacher	Speaker	Exchange
<p>Continue, after each child has retold the story.</p>	<p>T:</p>	<p>I'LL TELL YOU</p> <div style="border: 1px solid black; padding: 5px;"> <p>WHAT THE WOLF DOES NOW. HE PUTS ON GRANDMOTHER'S PAJAMAS. WHAT HE DOES. HE GETS INTO GRANDMOTHER'S BED. WHO COMES TO GRANDMOTHER'S HOUSE. LITTLE RED RIDING HOOD COMES TO GRANDMOTHER'S HOUSE. WHAT SHE DOES. SHE KNOCKS ON THE DOOR. WHAT THE BIG BAD WOLF SAYS: "COME IN, DEARIE." WHAT LITTLE RED RIDING HOOD SAYS: "WHAT A BIG VOICE YOU HAVE, GRANDMOTHER!"</p> </div>
<p>Stop again; turn back to the first picture in this series and drill exactly as above, having each child retell the story.</p>	<p>GRP</p>	<p>I'LL TELL YOU</p> <div style="border: 1px solid black; padding: 5px;"> <p>WHAT THE BIG BAD WOLF SAYS: "THE BETTER TO TALK TO YOU, DEARIE." WHAT LITTLE RED RIDING HOOD SAYS: "WHAT A BIG TEETH YOU HAVE, GRANDMOTHER!" WHAT THE BIG BAD WOLF SAYS: "THE BETTER TO EAT YOU WITH!"</p> </div> <p>WILL YOU TELL US WHAT THE WOLF DOES NOW? ETC.</p>

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 Week 16
 Day 4
 Page 4

Instructions to the teacher

Speaker

Exchange

G: (Gives answers).

Continue.

F: I'LL KILL YOU

WHAT LITTLE RED RIDING HOOD SAYS:
 "OH, NO! YOU'RE NOT GRANDMOTHER!
 YOU'RE THE BIG BAD WOLF!"

WHAT THE BIG BAD WOLF DOES.
 HE JUMPS OUT OF BED AND CHASES HER!

WHO RUNS OUT OF THE HOUSE.
 LITTLE RED RIDING HOOD RUNS OUT OF THE HOUSE.

WHO SHE SEES.
 SHE SEES THE WOODCUTTER.

F: I'LL KILL YOU

WHAT SHE SAYS:
 "HELP, HELP!"

WHAT HE DOES.
 HE CUTS THE WOLF OPEN WITH HIS AXE.

WHO COMES OUT.
 GRANDMOTHER COMES OUT.

WHAT SHE SAYS:
 "HOW NICE TO SEE YOU!"

WHAT THEY DO.
 THEY HAVE A PARTY.

WHAT THEY EAT.
 THEY EAT LITTLE RED RIDING HOOD'S CAKE.

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 Week 16
 Day 4
 Page 5

Instructions to the teacher	Speaker	Exchange
<p>Again, turn back to the first picture in this series and have each child retell the story</p>	<p>T: GRP C:</p>	<p>I'LL TELL YOU THEY'RE HAPPY! WILL YOU TELL US WHAT LITTLE RED RIDING HOOD SAYS? ETC. (Gives answers):</p>

Year 2
 Week 16
 Day 5
 Page 1

REVIEW PATTERNS: Imperative: Tell + NP + S (Indirect discourse): Tell me who
 Want + S: Who wants to be the Mother? you are.
 Indirect discourse with who, what, where: Tell me who ...
 what
 where

MATERIALS: Little Red Riding Hood story book.
 Costumes: basket

PART I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>Today the children will act out the story of Little Red Riding Hood. (Use a chair to mark Little Red Riding Hood's house, and use the sofa as Grandmother's bed.)</p> <p>Once the parts are chosen, act out the story as follows:</p> <p>Here are the questions you will ask. The answers are given in parentheses.</p> <p>NOTE: Have the children answer in complete sentences. Ask each character:</p> <p>Ask the Wolf, then the Grandmother:</p> <p>Ask the Woodcutter:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>LET'S PLAY A GAME. LET'S PLAY <u>LITTLE RED RIDING HOOD</u>.</p> <p>WHO WANTS TO BE</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> <p>THE MOTHER LITTLE RED RIDING HOOD THE WOLF THE GRANDMOTHER THE WOODCUTTER</p> </div> <p>?</p> <p>TELL ME WHO YOU ARE.</p> <p>TELL ME WHERE YOU LIVE.</p> <p>TELL ME WHAT YOU DO. (Cut wood) TELL ME WHAT YOU HAVE. (An ax)</p>



Instructions to the teacher	Speaker	Exchange
Ask Little Red Riding Hood:	T:	TELL ME WHERE YOU'RE GOING.
Ask the Mother:	T:	TELL ME WHAT YOU SAY TO LITTLE RED RIDING HOOD. ("DON'T TALK TO STRANGERS!")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU HAVE. WHERE YOU'RE TAKING IT. WHERE YOU'RE WALKING. WHO YOU SEE. (A basket) (To Grandmother) (Into the woods) (The Big Bad Wolf)
Ask the Wolf:	T:	TELL ME WHAT YOU SAY TO HER. ("WHERE ARE YOU GOING LITTLE LADY?")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY TO HIM. ("I'M NOT GOING TO TELL YOU.")
Ask the Wolf:	T:	TELL ME WHAT YOU DO. SEE. SAY. (Look in her basket) (The cake for Grandmother) ("Aha!" I'll go to Grandmother's house!")
Ask the Wolf:	T:	TELL ME WHAT YOU DO. DO. SAY. (Run through the woods to Grandmother's house.) (Knock on Grandmother's door.) ("Hallo, Grandmother! This is Little Red Riding Hood. I've come to see you.")
Ask the Grandmother:	T:	TELL ME WHAT YOU DO. (Open the door)
Ask the Wolf:	T:	TELL ME WHAT YOU DO. (Eat her) WHAT YOU DO NOW. (Put on her pajamas)

Instructions to the teacher	Speaker	Exchange
	T:	TELL ME WHAT YOU DO. (Get into her bed) WHO COMES TO GRANDMOTHER'S HOUSE. (Little Red Riding Hood.)
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU DO. (Knock on the door)
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. (Come in, Dearie!)
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("What a big voice you have Grandmother.")
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. ("The better to talk to you, Dearie.")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("What big teeth you have, Grandmother!")
Ask the Wolf:	T:	TELL ME WHAT YOU SAY. ("The better to eat you with")
Ask Little Red Riding Hood:	T:	TELL ME WHAT YOU SAY. ("Oh, no! You're not Grandmother! You're the Big Bad Wolf!")
Ask the Wolf:	T:	TELL ME WHAT YOU DO. (Jump out of bed and chase her.)
Ask Little Riding Hood:	T:	TELL ME WHAT YOU DO. (Run out of the house) WHO YOU SEE. (The woodcutter) WHAT YOU SAY. ("help, help!")
Ask the Woodcutter:	T:	TELL ME WHAT YOU DO. (Cut the wolf open with the ax.) WHO COMES OUT. (Grandmother)
Ask Grandmother:	T:	TELL ME WHAT YOU SAY. ("How nice to see you!")
Ask them all:	T:	TELL ME WHAT YOU DO. ("Have a party!") WHAT YOU EAT. (Little Red Riding Hood's cake.)

Year 2
 Week 16
 Day 5
 Page 4

Instructions to the teacher	Speaker	Exchange
<p>NOTE: Model speeches for children wherever necessary. Be sure to model <u>complete Sentences</u></p> <p>If there is one child not helping to act out the story, address some of the questions to him. Change characters and repeat the story several times.</p>		

PART II

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which children have had difficulty.

Year 2
 Week 16
 Day 5
 Page 5

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct √ = Incorrect 1 2 3 4 5 6 7
ITEM I Comprehension: Give the child a WEEK 16 ball and say: DAY 2 Close your eyes; wait; then ask:	T: T: C: T: C:	I'LL CLOSE MY EYES. YOU HIDE THE BALL. CAN I OPEN MY EYES? YES. WHERE'S THE BALL? IT'S IN THE BOX. BEHIND THE CHAIR. ETC.		
ITEM 2 Put two boxes on the table, one red WEEK 16 one blue. Put the ball in the red DAY 2 box. Stand back and point to the red box. Ask: Continue to point to the red box. Now put it in the blue box. Point to the red and ask: Continue to point to red box.	T: C: T: C:	WHICH BOX IS THE BALL IN? THAT ONE, OR THE OTHER ONE? THAT ONE. WHICH BOX IS THE BALL IN? THAT ONE, OR THE OTHER ONE? THE OTHER ONE.		
ITEM III Give the child 4 cars: 2 red, 2 green. WEEK 16 Take 2 red cars and 2 blue. Ask: DAY 2	T: C: T: C: T: C: T: C: T:	DO YOU HAVE ANY RED CARS? YES, I DO. ASK ME IF I HAVE ANY RED CARS. DO YOU HAVE ANY RED CARS? YES, I DO. I HAVE SOME. ASK ME IF I HAVE ANY GREEN CARS. DO YOU HAVE ANY GREEN CARS? NO, I DON'T. I DON'T HAVE ANY.		

Year 2
 Week 16
 Day 5
 Page 6

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect
ITEM IV Show the child the ball and the boxes. Say: WEEK 15 DAY 2 Do so; then say: WEEK 16	T: T: C: T:	I'M GOING TO PUT THE BALL IN A BOX. ASK ME WHICH BOX THE BALL IS IN. WHICH BOX IS THE BALL IN? IT'S IN THE RED ONE. BLUE		1 2 3 4 5 6 7
ITEM V Give the child some cars and yourself some. Point to his and ask. WEEK 15 DAY 2 WEEK 16 DAY 2 Point to yours and ask:	T: C: T: C:	WHOSE CARS ARE THOSE? (THEY'RE) MINE. WHOSE CARS ARE THESE? THEY'RE YOURS.		
ITEM VI Point to your cars and ask:	T: C: T:	ASK ME WHOSE CARS THOSE ARE. WHOSE CARS ARE THOSE? THEY'RE MINE.		

Year 2
 Week 16
 Day 5
 Page 7

Instructions to the teacher	Speaker	Item and Response	Student:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM VII Show the child various pictures from the story and ask questions about them. WEEK 16 DAYS 3 4 Be sure you ask who the woodcutter is. Point to his ax and ask: Ask other questions with the same form.	T: T:	WILL YOU TELL ME WHO THIS IS? (For each character) WILL YOU TELL ME WHAT HE HAS?		
ITEM VIII Again, show pictures. This time say, "TELL ME." Ask at least these three questions.	T: C: T: C: T: C:	TELL ME WHERE SHE'S GOING. SHE'S GOING TO GRANDMOTHER'S HOUSE. TELL ME WHO SHE SEES. SHE SEES THE BIG BAD WOLF. TELL ME WHAT HE ASKS HER. "WHERE ARE YOU GOING, LITTLE LADY?"		

OBJECTIVES

- REVIEW PATTERNS:
- 1) Sentence coordination with "AND".
e.g. "There's a box on the floor and there's one on the floor".
 - 2) Pronominalization of second mention of an item.
e.g., (See above)
 - 3) Relative clause construction with

"that"
"who"

 relative
e.g. "Give me the one that's on the floor".
"Show me the one who's standing".
 - 4) Sentence embedded in infinitive clause.
e.g. "Paul wants to wear this shirt".
 - 5) Indirect discourse
"If" when reporting Yes-No questions.
"Wh-question word" when reporting questions.
e.g. "He asked me where I put the car."

NEW PATTERNS: Relative clauses with "that" as object of embedded sentence.
"This is the shirt that Paul wants to wear."

NEW VOCABULARY: Names of articles of clothing:
Pajamas, nightgown, shirt, jacket, skirt,
pants, sweater, shorts, dress, blouse
jumper, playsuit, cap, bonnet.

REVIEW DAY

Year 2
Week 17
Day 1
Page 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1	_____	Item 4	_____	Items 7	_____
Item 2	_____	Item 5	_____	Item 8	_____
Item 3	_____	Item 6	_____	Item 9	_____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

Year 2
 Week 17
 Day 2
 Page 1

REVIEW PATTERNS: Co-ordination of sentences with and:
 There's a box on the table and there's one on the floor.
 Pronominalization of second mention of an item:
 There's a box on the table and there's one on the floor.

NEW PATTERNS: Relative clause construction with that:
 Give me the one that's on the floor.
 Relative clause construction with who:
 Show me the one who's standing.

MATERIALS: Small objects: box, book, ball, crayon, pencil, car, truck (at least 2 of each),
 H-M pictures 280, 119, 121, 135, 136, 114, 115, 112, 138, 142.

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Pair by pair, place the objects listed above on various surfaces around the room. (e.g., a pencil on the floor and another pencil on the table; next, a ball on the chair and another on the sofa; etc.) Each time, after placing the objects, say to the children as you point at first one object, and then at the other in order of mention.	T:	THERE'S A PENCIL ON THE FLOOR. CRAYON TABLE BOX SOFA BALL CHAIR BOOK BOOK CAR CAR TRUCK TRUCK AND A PENCIL ON THE CRAYON SO BOX CH BALL FL BOOK CAR TRUCK
Then say to one of the children (a different child each time): After drilling this enough so that the children seem to comprehend easily, let one of them play teacher.	T:	GIVE ME THE ONE <u>THAT'S</u> ON THE FLOOR. TABLE SOFA CHAIR

Instructions to the teacher	Speaker	Exchange
Tell him:	T:	(NAME), PUT A PENCIL CRAYON BALL BOX BOOK CAR TRUCK ON THE FLOOR TABLE SOFA CHAIR AND A PENCIL CRAYON BALL BOX BOOK CAR TRUCK ON THE TABLE. SOFA CHAIR FLOOR
After he does so, say to him: Break the sentence into 2 halves at the 'and' conjunction as you model.	T:	Tell them: THERE'S A PENCIL CRAYON BALL BOX BOOK CAR TRUCK ON THE FLOOR TABLE SOFA CHAIR AND A PENCIL CRAYON BALL BOX BOOK CAR TRUCK ON THE FLOOR SOFA CHAIR FLOOR
Model for him:	C:	THERE'S A PENCIL CRAYON BALL ETC. ON THE FLOOR SOFA CHAIR TABLE AND A PENCIL CRAYON BALL ETC. ON THE TABLE. SOFA CHAIR FLOOR
	T:	Tell them: SHOW ME THE ONE THAT'S ON THE FLOOR. TABLE CHAIR SOFA
	C:	SHOW ME THE ONE THAT'S ON THE FLOOR. TABLE CHAIR SOFA
Have the group point; model for them:	T:	Tell him: THIS IS THE ONE THAT'S ON THE TABLE. FLOOR CHAIR SOFA

Instructions to the teacher	Speaker	Exchange
<p>Repeat this with every child playing teacher.</p> <p>11. REINFORCEMENT</p> <p>Use H-M pictures 280, 119, 121, 135, 136, 114, 115, 112, 138, 142.</p> <p>DEMONSTRATE: Show two pictures at a time and say:</p> <p>NOTE: These need not be in the pairs stated above (except for 280, which has two pictures).</p> <p>Say to a child (a different child each time):</p>	<p>GRP</p> <p>T:</p> <p>T:</p>	<p>THIS IS THE ONE THAT'S ON THE</p> <div data-bbox="482 715 627 831" style="border: 1px solid black; padding: 2px; display: inline-block;"> TABLE. FLOOR CHAIR SOFA </div> <p>THIS BOY IS</p> <div data-bbox="942 852 1161 1163" style="border: 1px solid black; padding: 2px; display: inline-block;"> STANDING OPENING THE DOOR EATING WALKING OPENING THE BOX JUMPING </div> <p>AND THIS BOY IS</p> <div data-bbox="942 331 1190 536" style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING OPENING THE WINDOW DRINKING RUNNING CLOSING THE BOX </div> <p>SHOW ME THE ONE WHO'S</p> <div data-bbox="1397 663 1616 963" style="border: 1px solid black; padding: 2px; display: inline-block;"> STANDING RUNNING EATING OPENING THE DOOR WALKING ETC. </div>

Instructions to the teacher	Speaker	Exchange
<p>Now let each child play teacher, as above.</p> <p>Let him select 2 pictures. Model:</p>	<p>T:</p>	<p>Tell them: THIS BOY IS</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING. OPENING THE DOOR EATING WALKING OPENING THE BOX JUMPING </div> <p>AND THIS BOY IS</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> STANDING OPENING THE WINDOW DRINKING RUNNING CLOSING THE BOX RUNNING </div>
<p>Model for him:</p>	<p>C:</p>	<p>THIS BOY IS</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING OPENING THE DOOR ETC. </div> <p>AND THIS BOY IS</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> STANDING OPENING THE WIND ETC. </div>
<p>Have the group point; model for them:</p>	<p>T:</p>	<p>Tell them: SHOW ME THE ONE WHO'S</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING. EATING ETC. </div>
	<p>C:</p>	<p>SHOW ME THE ONE WHO'S</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING. EATING ETC. </div>
	<p>T:</p>	<p>HE'S THE ONE WHO'S</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING. EATING ETC. </div>
	<p>GRP</p>	<p>HE'S THE ONE WHO'S</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> RUNNING. EATING ETC. </div>

ENGLISH COMPONENT

Week 17
 Year 2
 Day 3
 Page 1

REVIEW PATTERNS: Nominalized possessives: Name + 's
 Relative clause constructions with that, who:
 (1) Show me the skirt that's Anita's
 (2) Show me the one who's wearing a dress
 Want + S: He wants to wear shorts.

NEW PATTERNS: None

NEW VOCABULARY: Names of articles of clothing: pajamas, nightgown, shirt, jacket, suit, pants, sweater, skirt, dress, blouse, jumper, shorts, playsuit, cap, bonnet.

MATERIALS: Paper dolls: 2 boy dolls and clothes, 2 girl dolls and clothes. Have all dolls and clothes already cut out. Following directions in lesson plan, paste a flannel playsuit on each doll; then paste a strip of sandpaper on the back of the doll and on the back of each garment.
 Flannel board and pointer

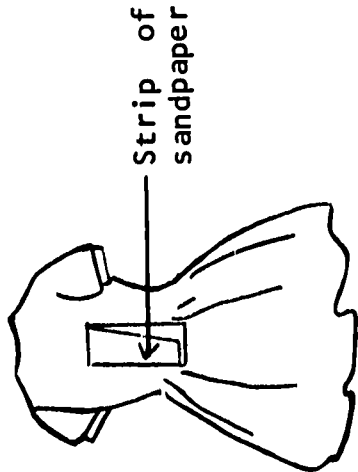
I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE: Teach the names of garments in the usual way. Hold up a garment and say:</p>	<p>T:</p>	<p>THIS IS A THESE ARE</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> SHIRT PAJAMAS NIGHTGOWN SHORTS DRESS BLOUSE JUMPER PLAYSUIT CAP BONNET JACKET SUIT PANTS SWEATER SKIRT </div> <p>Repeat, please:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> THAT'S A THOSE ARE </div>
		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> SHIRT. SHORTS DRESS ETC. </div>

Instructions to the teacher	Speaker	Exchange
<p>Drill thoroughly. Then ask each child in turn:</p> <p>Model:</p> <p>When he has named everything he is wearing, ask the group:</p> <p>Continue asking "WHAT ELSE IS HE/SHE WEARING?" until the group has named everything that the child is wearing.</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>THAT'S A [SHORT SHORTS DRESS JUMPER ETC.] THOSE ARE [SHORT SHORTS DRESS JUMPER ETC.]</p> <p>(NAME), WHAT ARE YOU WEARING?</p> <p>Tell me: I'M WEARING [A SHIRT. PANTS A DRESS ETC.]</p> <p>I'M WEARING [A SHIRT PANTS A DRESS ETC.]</p> <p>WHAT ELSE ARE YOU WEARING?</p> <p>I'M WEARING [A SWEATER. A BLOUSE ETC.]</p> <p>WHAT IS (NAME) WEARING?</p> <p>HE'S WEARING A [SHIRT. PANTS ETC.] SHE'S</p>

Instructions to the teacher

Now use the paper dolls. Here are the instructions for preparing them for flannel board use:



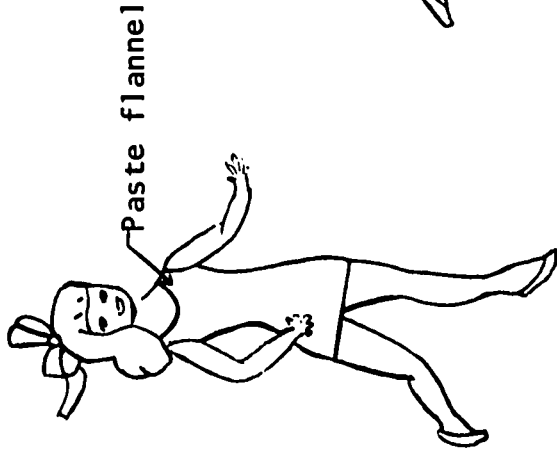
BACK OF DOLL CLOTHES

Place the dolls on the flannel board, each with all his clothes arranged around him.

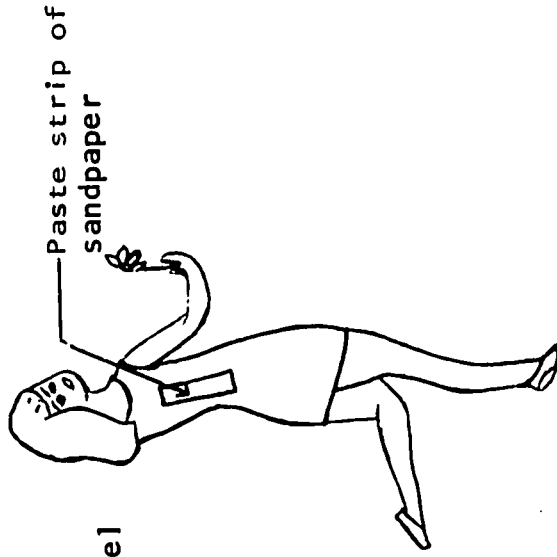
Names for the dolls: Paul, Benjy, Sarah, Anita.

DEMONSTRATE: Using a pointer, say:

Exchange



FRONT OF PAPER DOLL



BACK OF PAPER DOLL

Speaker

T:
 THAT'S BENJY.
 THAT'S PAUL.
 THAT'S ANITA.
 THAT'S SARAH.

Instructions to the teacher	Speaker	Exchange
<p>Now elicit group responses: Point to one of the garments and say:</p> <p>If necessary, help them say:</p> <p>Now dress the two girls differently and the two boys differently. (Let the children help decide what the dolls are to wear.)</p> <p>When they are dressed, point to the two girls:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>[THAT'S THOSE ARE]</p> <p>[SARAH'S ANITA'S PAUL'S]</p> <p>[DRESS BLOUSE SUIT JACKET PANTS PAJAMAS ETC.]</p> <p>Tell me: [THAT'S ... THOSE ARE]</p> <p>[THAT'S THOSE ARE]</p> <p>[ANITA'S PAUL'S SARAH'S BENJY'S]</p> <p>[DRESS SHORTS PAJAMAS PLAYSUIT ETC.]</p> <p>WHAT DOES (NAME) WANT TO WEAR?</p> <p>[HE SHE]</p> <p>[WANTS TO WEAR PANTS A DRESS PAJAMAS ETC.]</p> <p>ANITA IS WEARING [A DRESS PAJAMAS A NIGHTGOWN ETC]</p> <p>AND SARAH IS WEARING [SHORTS A SKIRT ETC.]</p>

Year 2
 Week 17
 Day 3
 Page 5

Instructions to the teacher	Speaker	Exchange
	T:	SHOW ME THE ONE WHO'S WEARING <div style="border: 1px solid black; padding: 2px; display: inline-block;"> A DRESS. SHORTS A SWEATER ETC. </div>
Have them point; model:	T:	Tell me: THAT'S THE ONE WHO'S WEARING <div style="border: 1px solid black; padding: 2px; display: inline-block;"> A DRESS. SHORTS PAJAMAS A SKIRT ETC. </div>
Point to the two boys and repeat, substituting names of boys' clothes. Change the dolls' clothes several times and repeat the above drills.	GRP	THAT'S THE ONE WHO'S WEARING <div style="border: 1px solid black; padding: 2px; display: inline-block;"> A DRESS. SHORTS PAJAMAS A SKIRT ETC. </div>

REVIEW PATTERNS: Want + S: Paul wants to wear pajamas.

ENGLISH COMPONENT

Year 2
 Week 17
 Day 4
 Page 1

NEW PATTERNS: Relative clause constructions with that as object of clause verb.
 E.g., "This is the shirt that Paul wants to wear."
 "This is the girl that I dressed."

MATERIALS: Paper dolls: 2 boys, 2 girls, and clothes for each.
 Flannel board and pointer

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Place the 4 dolls on the flannel board. Hold up a garment for each and say: Put the garment on the doll as you name it.</p> <p>Then point to each doll and say:</p> <p>Undress the dolls; ask the group:</p> <p>As they name garments, put the garments on the flannel board next to the dolls. Then call on a child and say:</p> <p>As he points, model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT DO THE DOLLS WANT TO WEAR? BENJY WANTS TO WEAR PAJAMAS. PAUL WANTS TO WEAR A SUIT. SARAH WANTS TO WEAR A DRESS. ANITA WANTS TO WEAR A PLAYSUIT.</p> <p>THESE ARE THE PAJAMAS THAT BENJY IS WEARING. THIS IS THE SUIT THAT PAUL IS WEARING. THIS IS THE DRESS THAT SARAH IS WEARING. THIS IS THE PLAYSUIT THAT ANITA IS WEARING.</p> <p>NOW WHAT DO THE DOLLS WANT TO WEAR?</p> <p>SHOW ME THE NIGHTGOWN THAT ANITA WANTS TO WEAR.</p> <p>Tell me: THAT'S THE NIGHTGOWN THAT ANITA WANTS TO WEAR. THOSE ARE PAJAMAS THAT PAUL WANTS TO WEAR. SHIRT ETC. BENJY ETC. SARAH ETC.</p>

Instructions to the teacher	Speaker	Exchange
	C:	<p>THE NIGHTGOWN PAJAMAS SHIRT DRESS ETC. THAT ANITA PAUL BENJY SARAH WANTS TO WEAR.</p> <p>THAT'S THOSE ARE</p>
Say to the group:	T:	<p>Repeat: THAT'S THOSE ARE THE NIGHTGOWN PAJAMAS SHIRT DRESS ETC. THAT ANITA PAUL BENJY SARAH WANTS TO WEAR.</p>
Call on every other child and repeat this drill.	GRP	<p>THAT'S THOSE ARE THE NIGHTGOWN PAJAMAS SHIRT DRESS ETC. THAT ANITA PAUL BENJY SARAH WANTS TO WEAR.</p>
Next, dress the dolls. Call on each child and say:	T:	<p>SHOW ME THE DRESS SUIT ETC. THAT (NAME) IS WEARING.</p>
Model:	T:	<p>Tell me: THAT'S THE DRESS SUIT ETC. THAT (NAME) IS WEARING.</p>
	C:	<p>THAT'S THE DRESS SUIT ETC. THAT (NAME) IS WEARING.</p>

Instructions to the teacher	Speaker	Exchange
<p>Say to the group:</p> <p>Repeat these two drills several times, first "THAT'S THE (garment) THAT (name) WANTS TO WEAR?" and then "THAT'S THE (garment) THAT (name) IS WEARING."</p> <p>11. REINFORCEMENT AND INTRODUCTION #2 DEMONSTRATE:</p> <p>Give one of the children a doll. Say:</p> <p>After the dolls are dressed, say:</p> <p>Model:</p> <p>Say to the group:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>Repeat: THAT'S THE DRESS SUIT ETC. THAT (NAME) IS WEARING.</p> <p>THAT'S THE DRESS SUIT ETC. THAT (NAME) IS WEARING.</p> <p>I'M GOING TO DRESS (NAME) AND YOU CAN DRESS (NAME).</p> <p>SHOW ME THE BOY GIRL THAT YOU DRESSED.</p> <p>Tell me: THIS IS THE BOY GIRL THAT I DRESSED.</p> <p>THIS IS THE BOY GIRL THAT I DRESSED.</p> <p>SHOW ME THE BOY GIRL THAT HE SHE I DRESSED.</p>

Year 2
 Week 17
 Day 4
 Page 4

Instructions to the teacher	Speaker	Exchange
<p>Model for them:</p> <p>NOTE: The form THAT is used here to refer to terms for human beings. We use THAT instead of WHOM, which is said to be more "correct", because THAT is the form that is most often found in actual speech.</p> <p>Repeat this drill with every child.</p>	<p>T:</p> <p>GRP</p>	<p>Tell me: THAT'S THE BOY GIRL THAT HE SHE YOU DRESSED.</p> <p>THAT'S THE BOY GIRL THAT HE SHE YOU DRESSED.</p>

REVIEW PATTERNS:

- Indirect discourse with if, where:
 - Ask him if he needs a horse.
 - Show me where you're going to put the horse.
- Relative construction with that:
Show me the horse that he gave you.

ENGLISH COMPONENT

Year 2
 Week 17
 Day 5
 Page 1

MATERIALS: Lotto game: animal Lotto or farmyard Lotto.

I. REVIEW AND INTRODUCTION

Instructions to the teacher	Speaker	Exchange
Give each child a Lotto card. Give out pieces (pictures of animals) during the following drill. Call one child to be teacher's helper. Say to him: Model, if necessary: If he does, have child #1 give it to him. Then say to child #2: Model for child #2:	T: T: C#1 C#2 T: T: C#2 T: T: C#2 C#	ASK (NAME) IF HE NEEDS A HORSE. Ask him: DO YOU NEED A HORSE? DO YOU NEED A HORSE? YES, I NEED A HORSE. DON'T NEED SHOW ME THE HORSE THAT HE GAVE YOU. SHE Tell me: THIS IS THE HORSE THAT HE GAVE ME. SHE THIS IS THE HORSE THAT HE GAVE ME. SHE SHOW ME WHERE YOU'RE GOING TO PUT THE HORSE. Tell me: THIS IS WHERE I'M GOING TO PUT THE HORSE. THIS IS WHERE I'M GOING TO PUT THE HORSE.
Repeat this with every other child. Call on every other child to be teacher's helper. Repeat the drill many times. Use all the animal pictures in the game.		

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 17
 Day 5
 Page 2

Instructions to the teacher	Speaker	Item and response	Student:	C= Correct √= Incorrect
ITEM I. Using the Lotto game, take a card WEEK 15 and give the child all the pieces WEEK 17 Say to him: DAY 5	T: C:	ASK ME IF I NEED A COW. DO YOU NEED A COW?		1 2 3 4 5 6 7
ITEM II. Take the piece the child gave you WEEK 15 in ITEM I. Tell him: WEEK 16 WEEK 17 DAY 5	T: C:	ASK ME WHERE I'M GOING TO PUT THE COW. WHERE ARE YOU GOING TO PUT THE COW?		
ITEM III. Test the child on the vocabulary WEEK 17 for names of garments. Show him DAY 3 all the different garments and ask:	T: C:	WHAT'S THIS? WHAT ARE THESE? THAT'S THOSE ARE A DRESS PAJAMAS A NIGHTGOWN A SUIT SHORTS A CAP A JUMPER PANTS ETC. 		

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect
ITEM IV. Put a ball on the table and a ball on a chair. Say: DAY 2 Child shows comprehension by bringing the correct ball.	T:	BRING ME THE BALL THAT'S ON THE CHAIR.		1 2 3 4 5 6 7
ITEM V. Show the child 2 of the H-M pictures. Say: DAY 2 Child shows comprehension by pointing to the correct picture.	T:	SHOW ME THE BOY WHO'S EATING.		
ITEM VI. Use the paper dolls. Place the 2 girls on the flannel board; choose a dress for each one and say: Place the dresses beside the dolls. Say: Child shows comprehension by pointing to the correct dress.	T:	THIS IS THE DRESS THAT SARAH WANTS TO WEAR. THIS IS THE DRESS THAT ANITA WANTS TO WEAR. SHOW ME THE DRESS THAT SARAH WANTS TO WEAR.		

Year 2
 Week 17
 Day 5
 Page 4

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
<p>ITEM VII. Dress one of the boys and let the child dress the other. Put the dolls on the flannel board; say:</p> <p>Child shows comprehension by pointing to the correct doll.</p>	T:	SHOW ME THE BOY THAT I DRESSED.		
<p>ITEM VIII Put a toy car on the sofa and another toy car on the television. Say: As he does so, say: He should complete the statement:</p>	T: T: C:	SHOW ME THE CAR THAT'S ON THE TELEVISION. Tell me: THAT'S THE CAR ... THAT'S THE CAR THAT'S ON THE TELEVISION.		
<p>ITEM IX. Show the child 2 of the H-M Pictures. Say: As he does so, say:</p>	T: T: C:	SHOW ME THE BOY WHO'S WALKING. Tell me: THAT'S THE BOY WHO'S WALKING. THAT'S THE BOY WHO'S WALKING.		

Year 2
 Week 17
 Day 5
 Page 5

Instructions to the teacher	Speaker	Item and Response	Student:	C = Correct ✓ = Incorrect
ITEM X. Dress both the boy paper dolls in pajamas. Point to each, saying: Say: As he does so, say:	T: T: T: C:	THIS IS PAUL. THIS IS BENJAMIN. SHOW ME THE PAJAMAS THAT PAUL IS WEARING. Tell me: THOSE ARE THE PAJAMAS. THOSE ARE THE PAJAMAS THAT PAUL IS WEARING.		1 2 3 4 5 6 7
ITEM XI. Dress one of the girl dolls and let the child dress the other. Put the dolls on the flannel board. Say: As he does so, say:	T: T: C:	SHOW ME THE GIRL THAT YOU DRESSED. Tell me: THAT'S THE GIRL... THAT'S THE GIRL THAT I DRESSED.		

OBJECTIVES

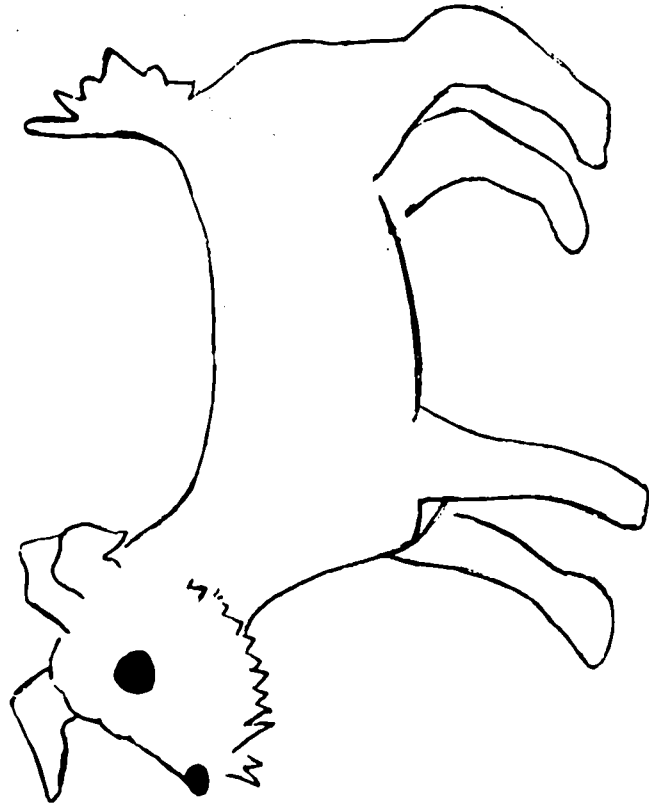
REVIEW:

1. Relative construction with that:
a. This is the house that Jack built.
2. Nominalized possessives: yours, his, hers:
a. I touched my head because you touched yours.
he touched his.
she touched hers.
3. Substitution of pronominalized form for second mention of item:
a. I took a crayon because you took one.
some paper some.

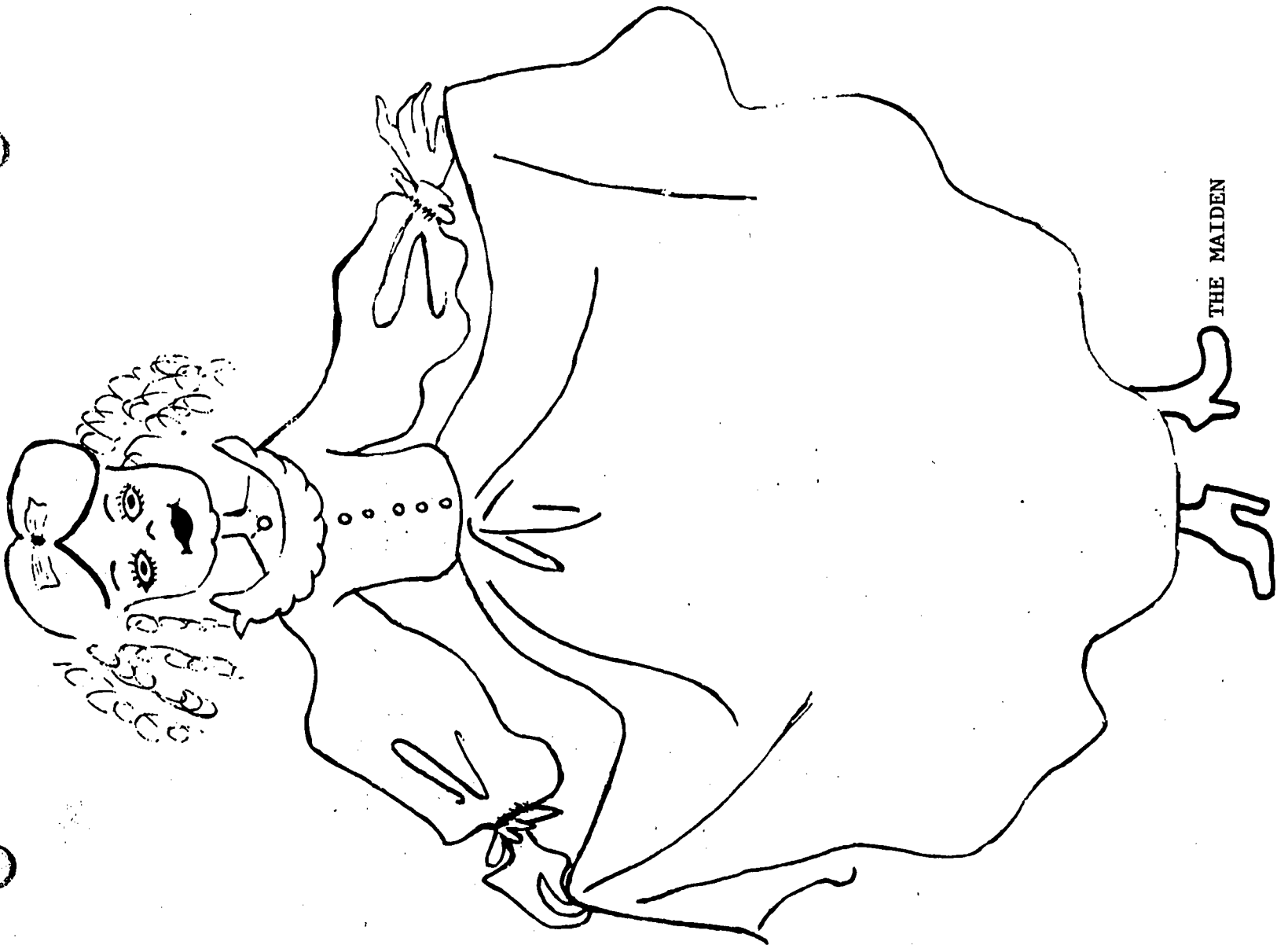
NEW:

1. Why-questions:
a. Why did you touch your head?
2. Conjunction of sentences with because:
a. I touched my head because you touched yours.
3. Weather expressions:
a. It's cold today.
rainy
warm
4. With in attributive construction:
a. That's the man with big long legs.
5. Vocabulary: why, because, raincoat, umbrella, rainy,
MATERIALS: Day 2: Flannel board, pointer, cutouts for "The House That Jack Built":
Jack, house, cheese, rat, cat, dog, cow, girl, boy.
Day 3: Same as Day 2.
Day 4: Flannel board, pointer; weather cutouts: (1) cloud with raindrops
falling from it, (2) sun half covered by cloud, (3) bright sun
with sunbeams.
Girl paper doll and clothes: coat, raincoat, umbrella, playsuit.
Drawing paper, crayons, toy cars, trucks, boats, marbles, boxes,
balls.
Day 5: Flannel board, pointer; cutouts for story about the 5 men (Juan
his dog Fidel, man with big ears, man with big eyes, man with big
nose, man with big mouth, man with long legs).

EVALUATION: Materials from Day 2, Day 4, Day 5; drawing paper, crayons.



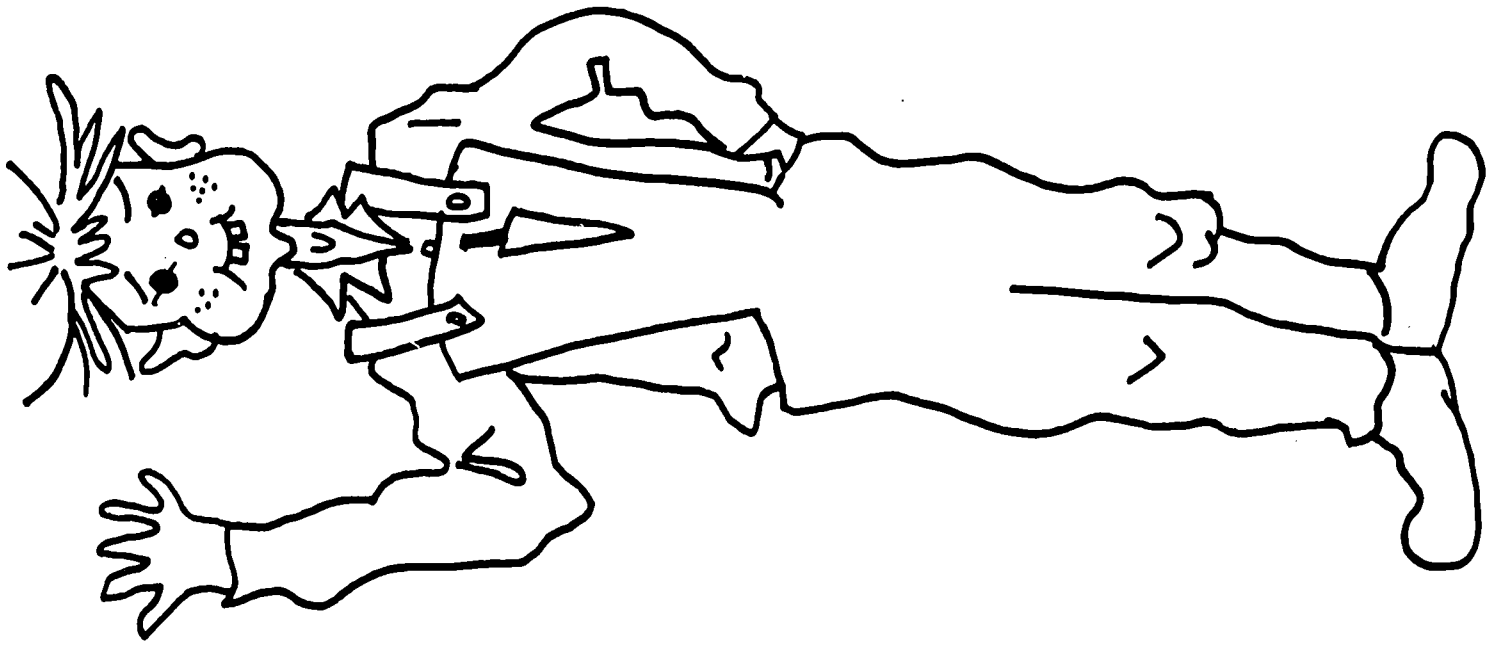
THE DOG



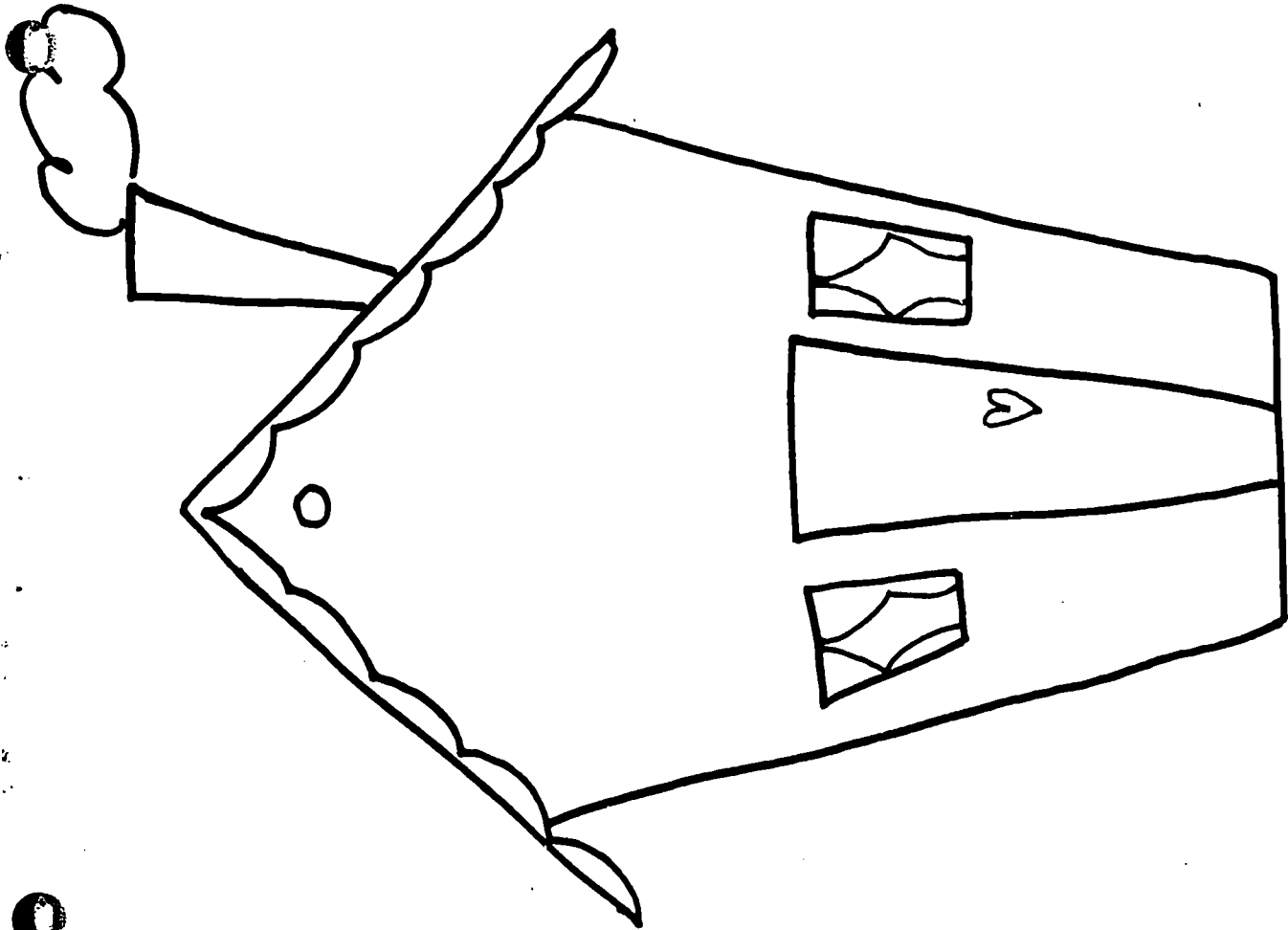
THE MAIDEN



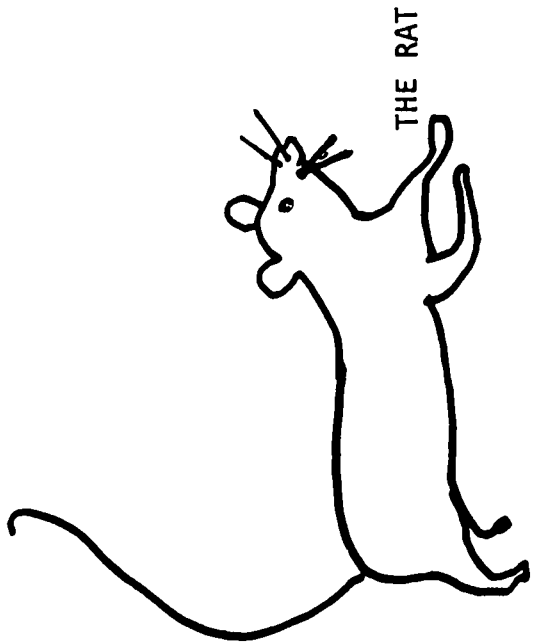
THE BOY



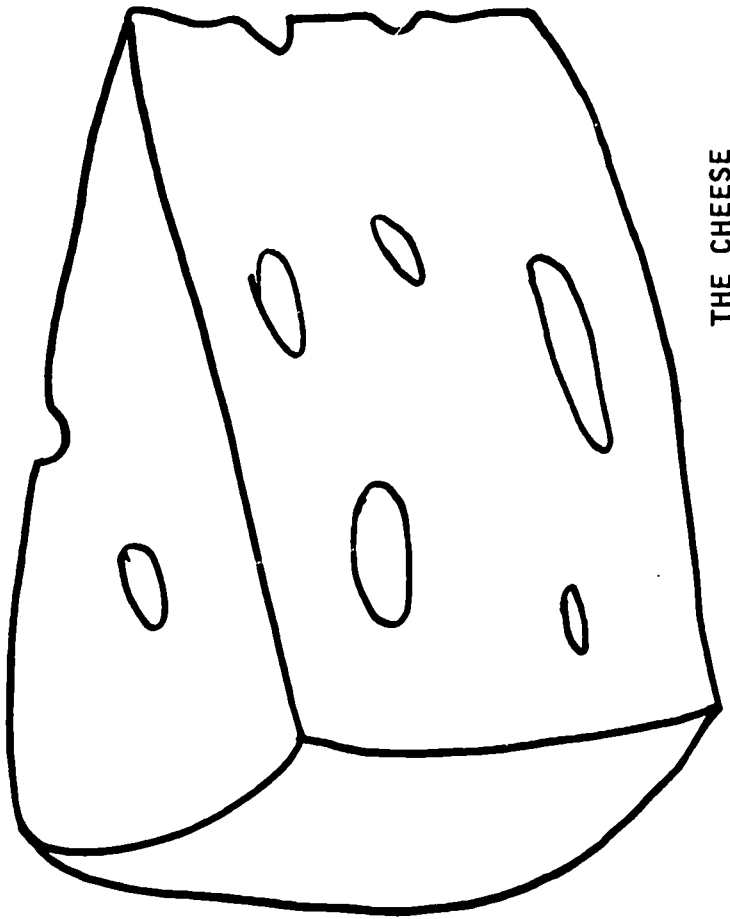
JACK



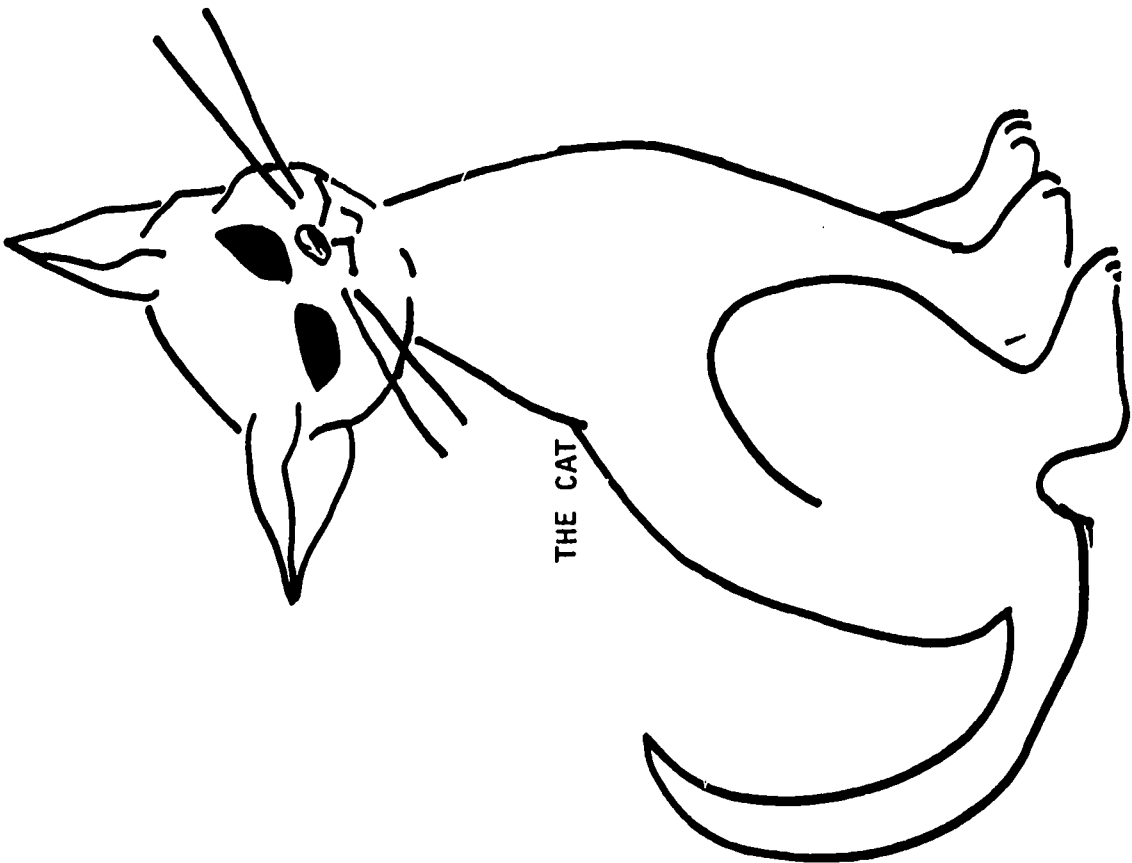
THE HOUSE



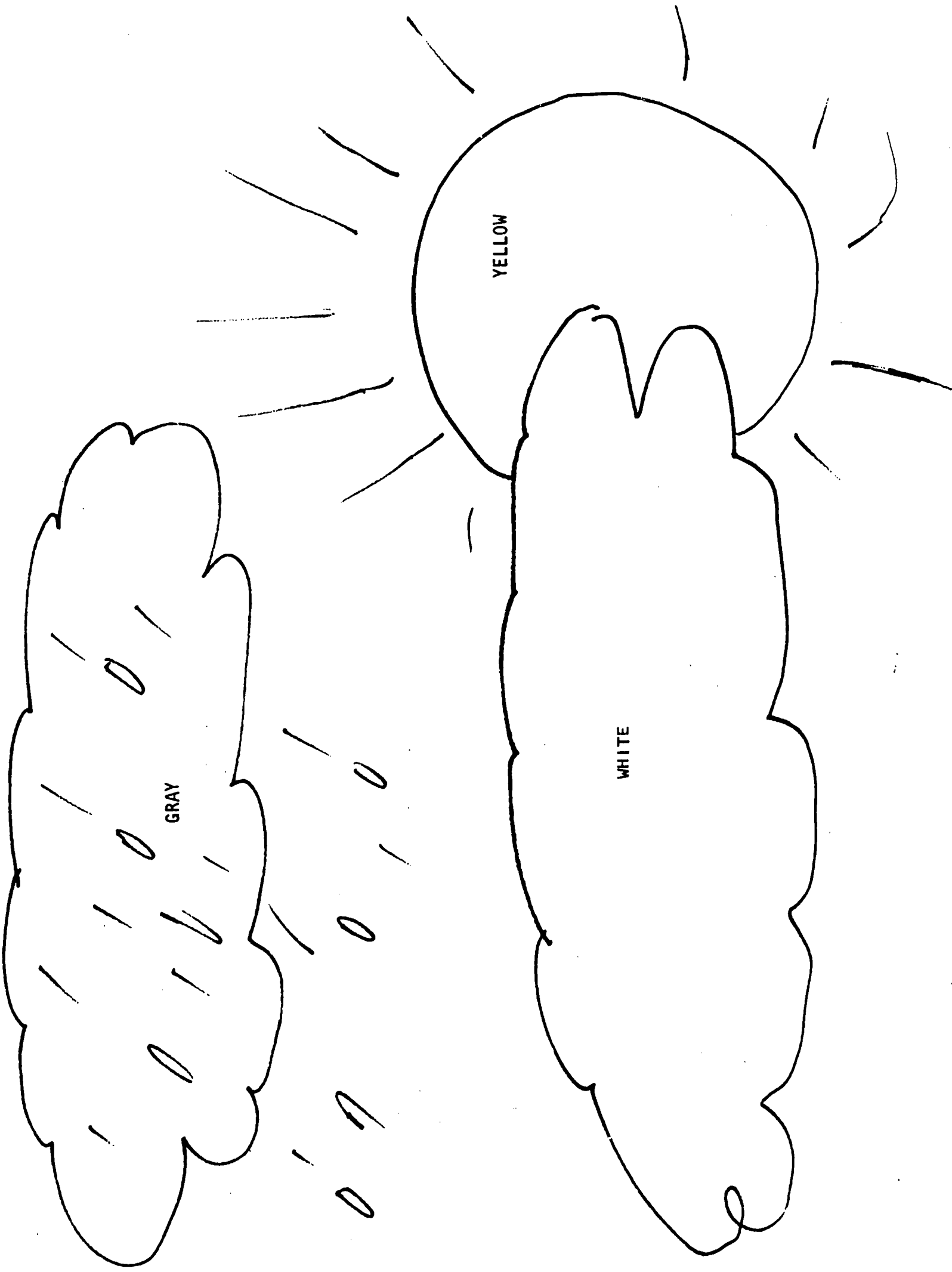
THE RAT



THE CHEESE



THE CAT

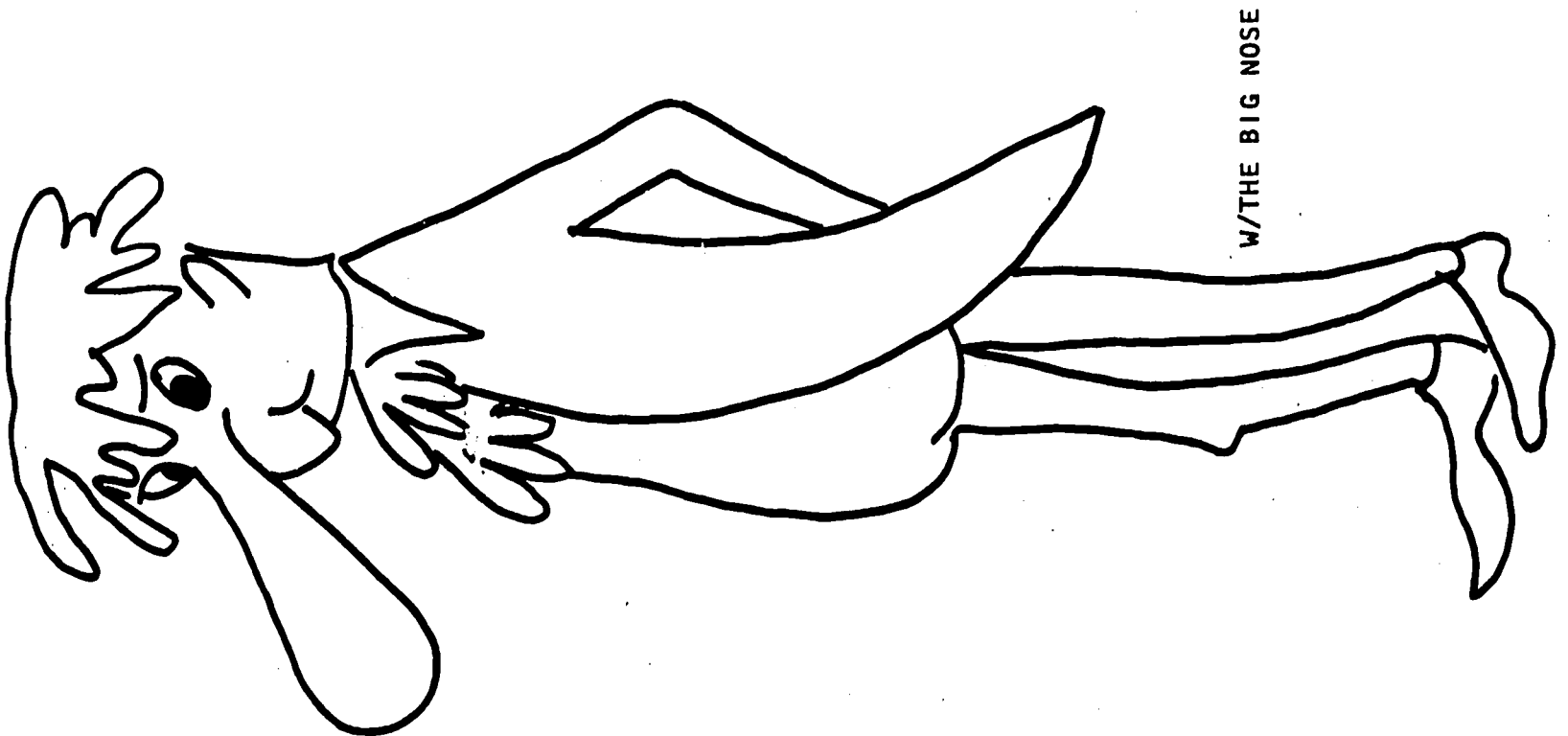
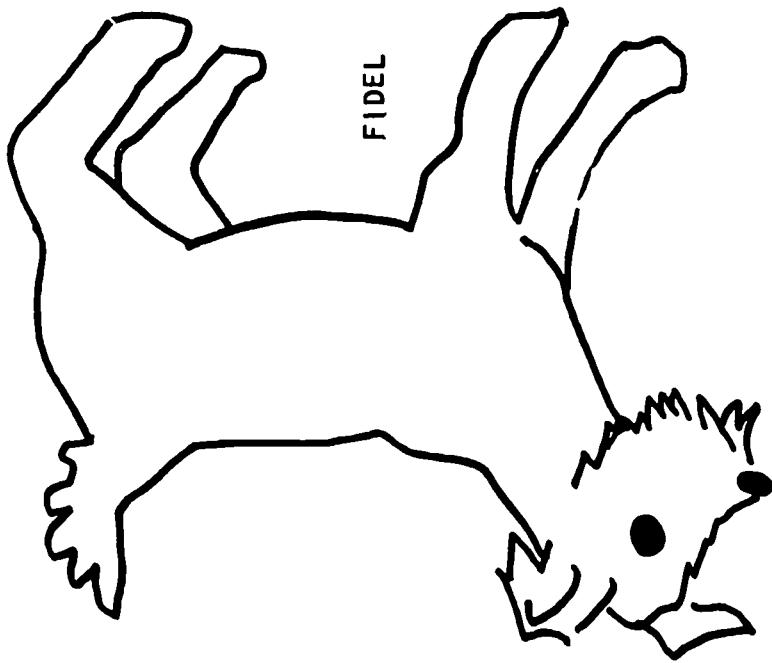


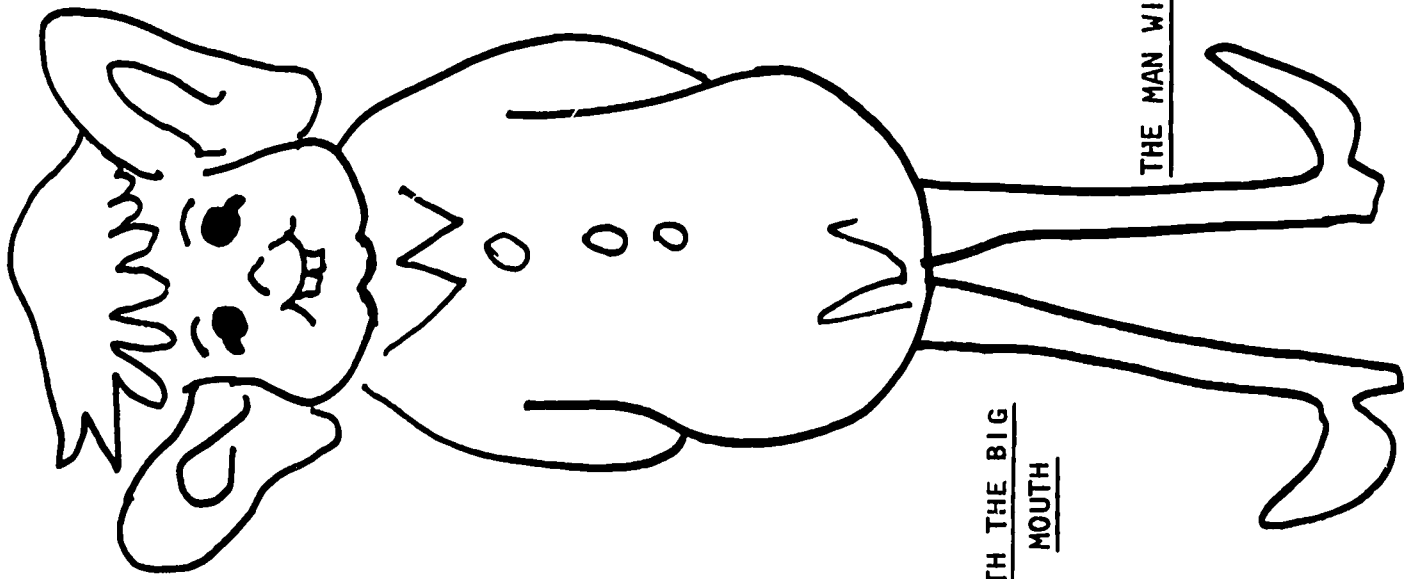
YELLOW

GRAY

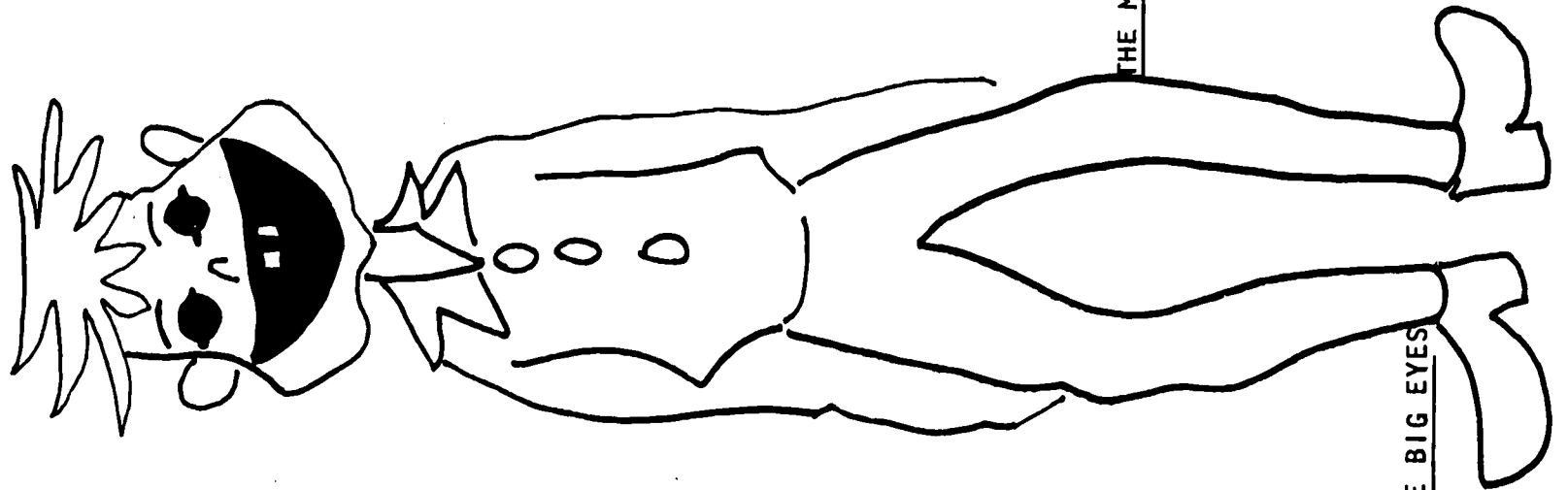
WHITE

GRAY

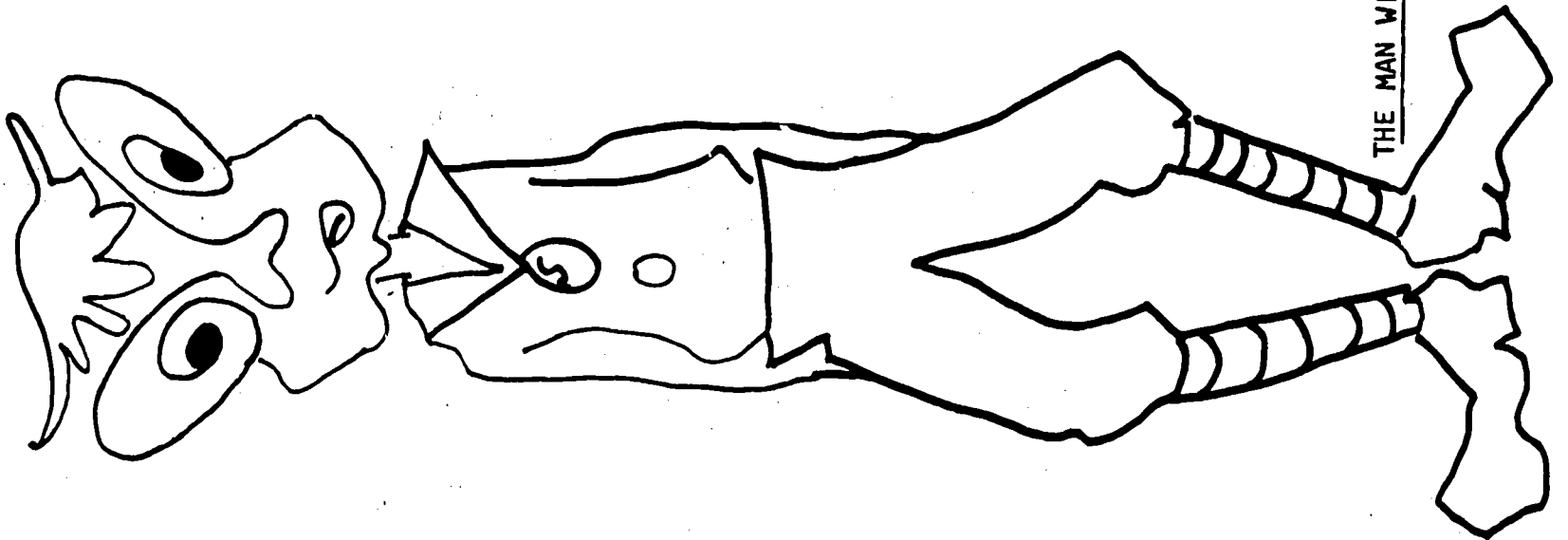




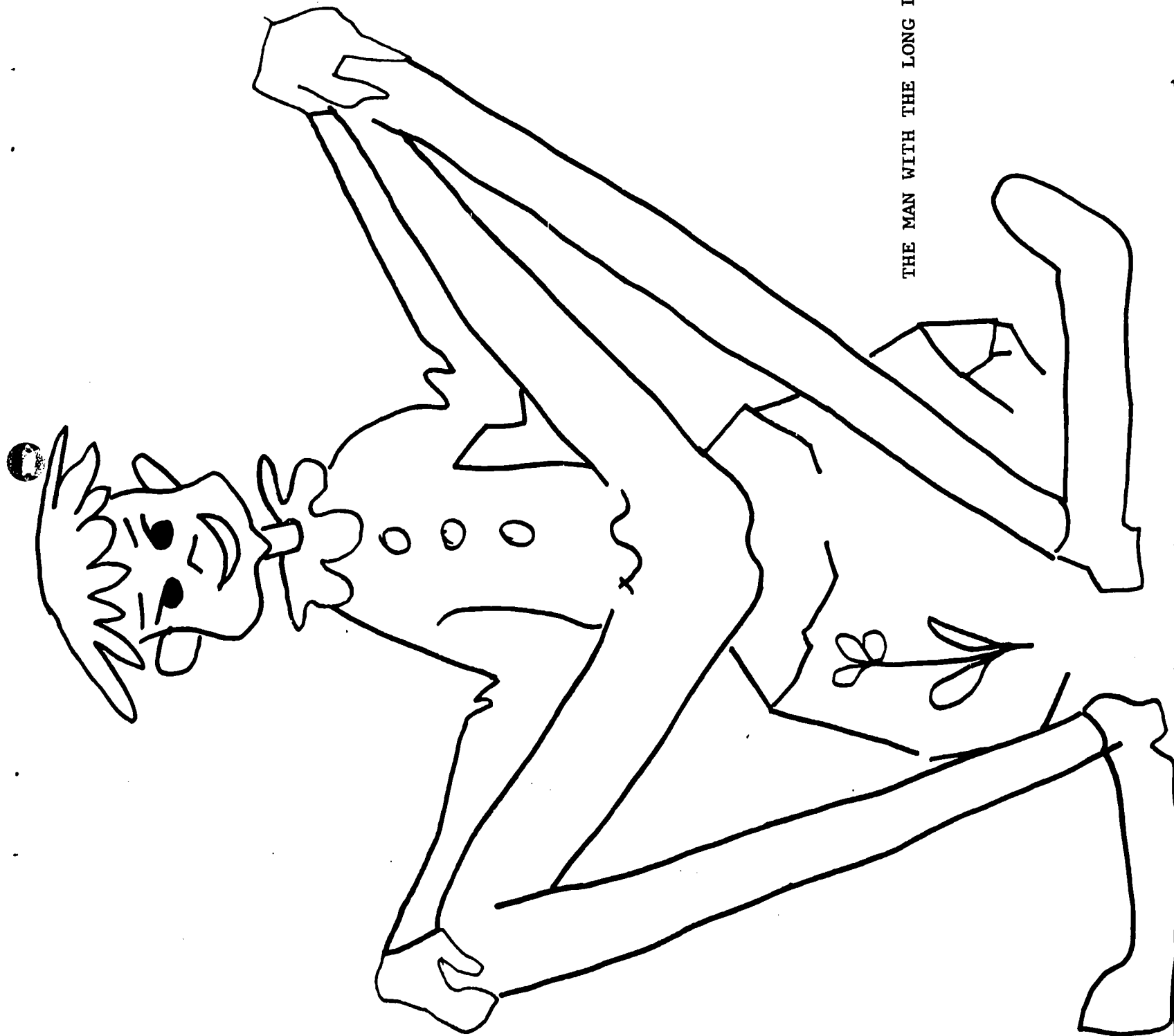
THE MAN WITH THE BIG EARS



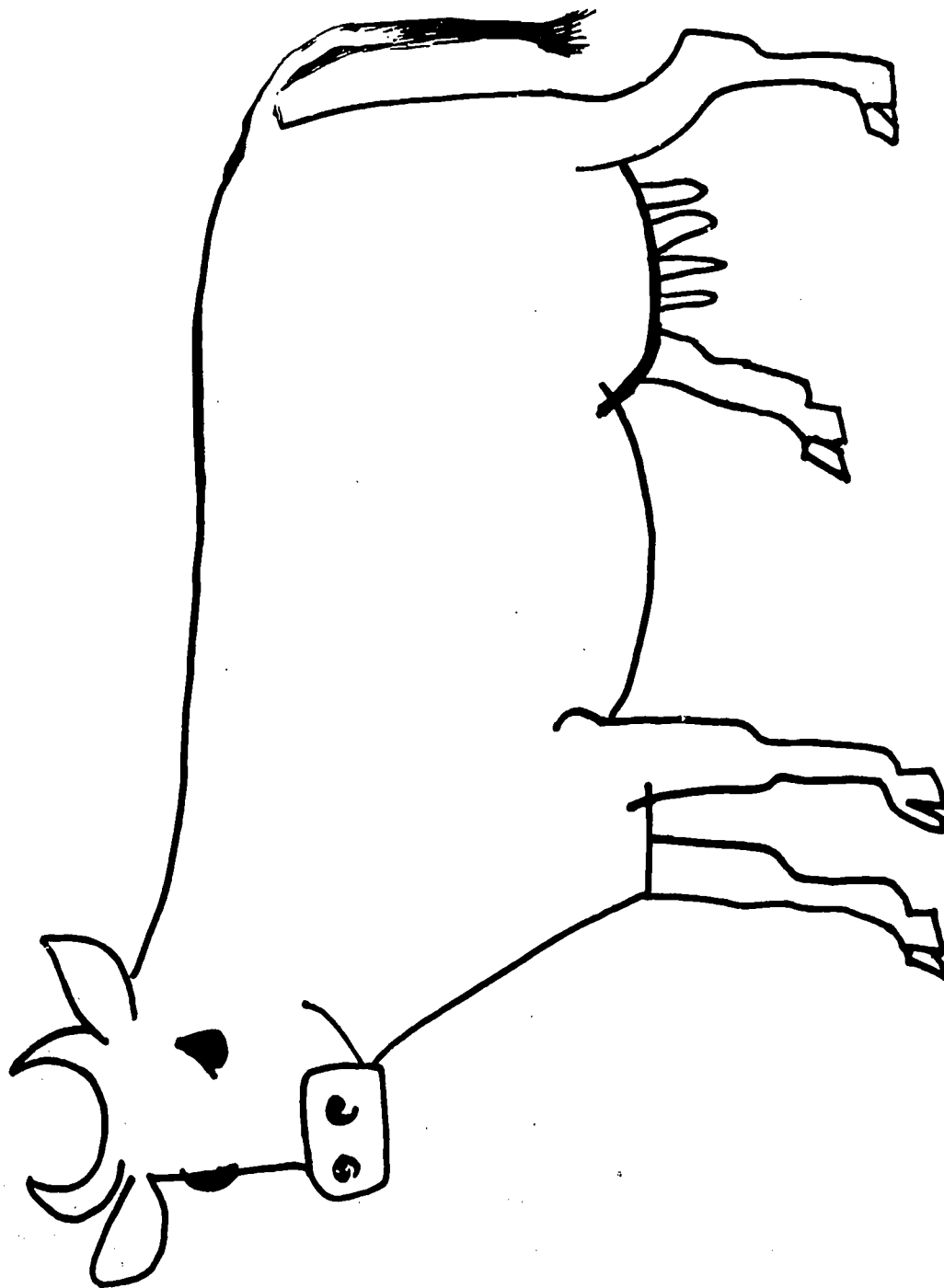
THE MAN WITH THE BIG MOUTH



THE MAN WITH THE BIG EYES



THE MAN WITH THE LONG LEGS



THE COW

REVIEW DAY

Year 2
Week 18
Day 1
Page 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK:

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each:

Did the children who were having difficulties previously appear to understand better after the review?

VIEW PATTERNS: Relative clause construction with that:
This is the house that Jack built.

MATERIALS: Flannel board cutouts: "This is the House That Jack Built": Jack, house
cheese, rat, cat, dog, cow, girl, boy.
Pointer for flannel board.

ENGLISH COMPONENT

Year 2
Week 18
Day 2
Page 1

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Tell the story to the children, using the pointer. Place the cutouts on the board one by one as you come to them in the story.</p> <p>Put Jack at left of board.</p> <p>Put house next to Jack.</p> <p>Put cheese next to house, etc.</p> <p>NOTE: Use the pointer to point to each object every time you name it: for example, "THIS IS A <u>RAT</u>. HE LIVED IN THE <u>HOUSE THAT JACK BUILT</u>."</p>	<p>T:</p> <p>T:</p>	<p>THIS IS JACK. HE BUILT A HOUSE. THIS IS THE HOUSE THAT JACK BUILT. THIS IS SOME CHEESE. IT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A RAT. HE LIVED IN THE HOUSE THAT JACK BUILT. HE ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.</p> <p>THIS IS A CAT. HE LIVED IN THE HOUSE THAT JACK BUILT. HE ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A DOG. HE ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.</p>

Instructions to the teacher	Speaker	Exchange
<p>NOTE: Of course, you will have to put a pause after each phrase: "THIS IS A COW. HE KICKED THE DOG/THAT ATE THE CAT/THAT ATE THE RAT/ etc."</p> <p>Now tell the story again. This time, have the children repeat each sentence after you. Break up the longer sentences as above: "HE ATE THE CAT/THAT ATE THE RAT/THAT ATE THE CHEESE/THAT WAS IN THE HOUSE/THAT JACK BUILT."</p>	T: T: GRP T:	<p>THIS IS A COW. HE KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A GIRL. SHE MILKED THE COW THAT KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT. THIS IS A BOY. HE KISSED THE GIRL WHO MILKED THE COW THAT KICKED THE DOG THAT ATE THE CAT THAT ATE THE RAT THAT ATE THE CHEESE THAT WAS IN THE HOUSE THAT JACK BUILT.</p> <p>THIS IS JACK. Repeat: THIS IS JACK.</p> <p>THIS IS JACK.</p> <p>HE BUILT A HOUSE. Repeat: HE BUILT A HOUSE.</p>

Year 2
Week 18
Day 2
Page 3

Instructions to the teacher	Speaker	Dialogue
<p>Next, either repeat the story again, having the children repeat it after you, or have a child tell it to the group with the group repeating it after him.</p>	GRP	HE BUILT A HOUSE.

REVIEW PATTERNS: Relative clause construction with that:

This is the house that Jack built.
 Nominialized possessives: yours, his, hers:
 I touched my head because you touched yours.

NEW PATTERNS: Why-questions: Why did you touch your head?
 Conjunction of sentences with because:

I touched my head because you touched yours.

NEW VOCABULARY: Why, because.

MATERIALS: Same as Day 2: flannel board, cutouts (Jack, house, cheese, rat, cat, dog, cow, girl, boy), pointer.

Instructions to the teacher	Speaker	Exchange
As a review, have each child ask 3 or 4 questions about yesterday's story, and have the group answer. Model the questions and answers.	T:	Ask them: WHO IS THIS?
Call on the first child; give him cutout of Jack to put on board.	C#1	WHO IS THIS?
Model for group:	T:	Tell him: THAT'S JACK.
Model for child #1:	GRP	THAT'S JACK.
Model for group:	T:	Ask them: WHAT DID HE DO?
Model for child #1 (give him cutout of house):	C#1	WHAT DID HE DO?
	T:	Tell him: HE BUILT A HOUSE.
	GRP	HE BUILT A HOUSE.
	T:	Ask them: THAT'S THIS?

Instructions to the teacher	Speaker	Exchange
<p>Model for the group:</p> <p>Call on another child and continue in the same way. Let each child ask about 3 questions.</p> <p>INTRODUCTION:</p> <p>Now tell the children:</p> <p>When they imitate you, ask:</p> <p>Model:</p> <p>Repeat with "I'LL TOUCH MY SHOE." "I'LL TOUCH MY KNEE." "I'LL TOUCH MY HAND."</p> <p>Now call on a child. (Child #1) Say to another child (child #2):</p> <p>Say to child #1:</p> <p>When child #2 imitates him, ask child #2:</p>	<p>C#1</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHAT'S THIS?</p> <p>Tell him: THAT'S THE HOUSE THAT JACK BUILT. THAT'S THE HOUSE THAT JACK BUILT.</p> <p>LET'S PLAY A GAME. I WANT YOU TO DO WHAT I DO. I'LL TOUCH MY HEAD. WHY DID YOU TOUCH YOUR HEAD? Tell me: I TOUCHED MY HEAD BECAUSE YOU TOUCHED YOURS. I TOUCHED MY HEAD BECAUSE YOU TOUCHED YOURS.</p> <p>I WANT YOU TO DO WHAT HE DOES. TOUCH YOUR HEAD. WHY DID YOU TOUCH YOUR HEAD?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model:</p> <p>Say to child #1:</p> <p>Ask child #2:</p> <p>Model:</p> <p>Give every child a chance to be the actor and the imitator. Let all the commands be of the form "TOUCH YOUR ____."</p> <p>Now demonstrate again: Say to the group:</p>	<p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p>	<p>Tell me I TOUCHED MY HEAD BECAUSE [HE SHE] TOUCHED [HIS. HERS]</p> <p>I TOUCHED MY HEAD BECAUSE [HE SHE] TOUCHED [HIS. HERS]</p> <p>TOUCH YOUR NOSE.</p> <p>WHY DID YOU TOUCH YOUR NOSE?</p> <p>Tell me: I TOUCHED MY NOSE BECAUSE [HE SHE] TOUCHED [HIS. HERS]</p> <p>I TOUCHED MY NOSE BECAUSE [HE SHE] TOUCHED [HIS. HERS]</p> <p>TOUCH YOUR [HEAD. NOSE SHOE HAND EAR EYE KNEE ETC.]</p> <p>I WANT YOU TO DO WHAT I DO.</p> <p>I'LL [SIT ON THE FLOOR. WALK TO THE TABLE STAND UP TURN AROUND CLAP MY HANDS]</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask them after each action:</p> <p>Model:</p> <p>Now call on pairs of children as above. Say to child #2:</p> <p>Say to child #1:</p> <p>Ask child #2:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>WHY DID YOU</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> SIT ON THE FLOOR? WALK TO THE TABLE STAND UP TURN AROUND CLAP YOUR HANDS </div> <p>Tell me: I</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> SAT ON THE FLOOR WALK TO THE TABLE STOOD UP TURNED AROUND CLAPPED MY HANDS </div> <p>I</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> SAT ON THE FLOOR WALKED TO THE TABLE STOOD UP TURNED AROUND CLAPPED MY HANDS </div> <p>I WANT YOU TO DO WHAT</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; vertical-align: middle;"> HE SHE </div> <p>DOES.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> SIT ON THE FLOOR. RUN TO THE DOOR WALK TO THE TELEVISION TURN AROUND STAMP YOUR FOOT CLAP YOUR HANDS ETC. </div> <p>WHY DID YOU</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> SIT ON THE FLOOR RUN TO THE DOOR WALK TO THE TELEVISION ETC. </div> <p>?</p>

Year 2
 Week 18
 Day 3
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Instructions to the teacher	Speaker	Exchange
<p>Model:</p>	<p>T:</p> <p>C#2</p>	<p>Tell me: I SAT ON THE FLOOR RAN TO THE DOOR WALKED TO THE TELEVISION ETC. BECAUSE HE SHE DID.</p> <p>I SAT ON THE FLOOR RAN TO THE DOOR WALKED TO THE TELEVISION ETC. BECAUSE HE SHE DID.</p>

REVIEW PATTERNS: Why-question: why did you take a crayon?
 Conjunction of sentences with because:

I took a crayon because you took one.

Substitution of pronominalized form for 2nd mention of item.

I took a crayon because you took one.
some paper some

NEW PATTERNS: Weather expressions: It's cold today.

rainy
sunny

NEW VOCABULARY: Cold, rainy, sunny; raincoat, umbrella.

MATERIALS: Flannel board; pointer; weather cutouts; (1) cloud and raindrops falling from it; (2) sun with cloud half covering it; (3) sun with sunbeams.

Girl paper doll and clothes: coat, raincoat, umbrella, playsuit.

Drawing paper, crayons, toy cars, trucks, boats, marbles, boxes, balls.

Year 2
 Week 18
 Day 4
 Page 1

Instructions to the teacher	Speaker	Exchange
<p>REVIEW: Have these objects on the table: balls, cars, trucks, boxes, crayons, sheets of paper, marbles.</p> <p>Say to the group:</p> <p>Ask them:</p> <p>Model:</p> <p>Take 3 or 4 sheets of paper. Ask them:</p> <p>Model:</p>	<p>T: T: T: T: GRP T: T: T:</p>	<p>LET'S PLAY A GAME. I WANT YOU TO DO WHAT I DO.</p> <p>I'LL TAKE A CRAYON.</p> <p>WHY DID YOU TAKE A CRAYON?</p> <p>Tell me: I TOOK A CRAYON BECAUSE YOU TOOK ONE.</p> <p>I TOOK A CRAYON BECAUSE YOU TOOK ONE.</p> <p>I'LL TAKE SOME PAPER.</p> <p>WHY DID YOU TAKE SOME PAPER?</p> <p>Tell me: I TOOK SOME PAPER BECAUSE YOU TOOK SOME.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask them:</p> <p>Model:</p> <p>Now call on pairs of children as you did yesterday. Follow this drill:</p> <p>Say to child #2:</p> <p>Say to child #1:</p> <p>Ask child #2:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>I'LL DRAW A CIRCLE.</p> <p>WHY DID YOU DRAW A CIRCLE?</p> <p>Tell me: I DREW A CIRCLE BECAUSE YOU DREW ONE.</p> <p>I DREW A CIRCLE BECAUSE YOU DREW ONE.</p> <p>I WANT YOU TO DO WHAT HE DOES. SHE</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>DRAW A HOUSE TREE SQUARE TRIANGLE ETC.</p> <p>GET A BALL. TAKE SOME MARBLES. OPEN A BOX. GET A CAR. TRUCK BOAT</p> </div> <p>WHY DID YOU DRAW A HOUSE A TREE ETC.</p> <p>GET TAKE A BALL A CAR A TRUCK ETC.</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for child #2:</p> <p>Give each child a chance to be both actor and imitator.</p> <p>INTRODUCTION:</p> <p>Now set up the flannel board. Use the paper dolls and clothing, and the three weather cutouts.</p> <p>Put up the cutout for cloudy weather. Say:</p>	<p>T:</p> <p>C#2</p> <p>T:</p>	<p>Tell me: I DREW A HOUSE A TREE ETC.</p> <p>[GOT TOOK] A BALL A CAR A TRUCK A BOAT SOME MARBLES</p> <p>OPENED A BOX</p> <p>BECAUSE [HE SHE] DID.</p> <p>I DREW A HOUSE A TREE ETC.</p> <p>[GOT TOOK] A BALL A CAR A TRUCK A BOAT SOME MARBLES</p> <p>OPENED A BOX</p> <p>BECAUSE [HE SHE] DID.</p> <p>IT'S COLD TODAY.</p>

Instructions to the teachers	Speaker	Exchange
<p>Put up a doll; put a coat on her.</p> <p>Now change the weather cutouts and the doll's clothes, as follows:</p> <p>Put up a raincoat and an umbrella. Say:</p> <p>Model:</p> <p>Put the raincoat on the doll and the umbrella in her hand. Say:</p> <p>Then put up the "sunny day" cutout:</p> <p>Put a playsuit on the doll:</p> <p>Now call on a child. Give him the weather cutouts and appropriate clothes, one set at a time. Say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>SHE'S WEARING A COAT BECAUSE IT'S COLD TODAY.</p> <p>IT'S RAINY TODAY. IT'S RAINY TODAY.</p> <p>THIS IS A RAINCOAT. AN UMBRELLA.</p> <p>Tell me: THAT'S A RAINCOAT. AN UMBRELLA.</p> <p>THAT'S A RAINCOAT. AN UMBRELLA.</p> <p>SHE'S WEARING A RAINCOAT CARRYING AN UMBRELLA BECAUSE IT'S RAINY TODAY.</p> <p>IT'S WARM TODAY. IT'S WARM TODAY.</p> <p>SHE'S WEARING A PLAYSUIT BECAUSE IT'S WARM TODAY.</p> <p>Tell them: IT'S COLD RAINY WARM TODAY.</p> <p>IT'S COLD RAINY WARM TODAY.</p>

Instructions to the teacher	Speaker	Exchange
<p>Let him dress the doll. Say:</p> <p>Repeat the above drill with each child playing teacher.</p> <p>II. REINFORCEMENT</p> <p>Put up each of the weather cutouts, one at a time, and dress the doll appropriately for each. Call on a child and say to him:</p> <p>Model for the group:</p> <p>Let each child play teacher</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p>	<p>Tell them: SHE'S WEARING A COAT WEARING A RAINCOAT CARRYING AN UMBRELLA WEARING A PLAYSUIT BECAUSE IT'S COLD RAINY WARM TODAY.</p> <p>SHE'S WEARING A COAT WEARING A RAINCOAT CARRYING AN UMBRELLA WEARING A PLAYSUIT BECAUSE IT'S COLD RAINY WARM TODAY.</p> <p>Ask them: WHY IS SHE WEARING A COAT WEARING A RAINCOAT CARRYING AN UMBRELLA WEARING A PLAYSUIT TODAY?</p> <p>WHY IS SHE WEARING A COAT WEARING A RAINCOAT CARRYING AN UMBRELLA WEARING A PLAYSUIT TODAY?</p> <p>Tell him: SHE'S WEARING A COAT WEARING A RAINCOAT CARRYING AN UMBRELLA WEARING A PLAYSUIT BECAUSE IT'S COLD RAINY WARM TODAY</p> <p>SHE'S WEARING A COAT WEARING A RAINCOAT ETC. BECAUSE IT'S COLD RAINY WARM TODAY.</p>

NEW PATTERNS: With in attributive construction:

Show me the man with the great big ears.

Year 2
 Week 18
 Day 5
 Page 1

MATERIALS: Flannel board and pointer; cutouts: Juan, Fidel (his dog), man with great big ears, man with great big eyes, man with great big nose, man with great big mouth, man with big long legs.

Instructions to the teacher	Speaker	Exchange
<p>DEMONSTRATE:</p> <p>Say:</p> <p>Put up each man. Say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>LET'S TELL A STORY. THIS IS A STORY ABOUT SOME MEN.</p> <p>THIS MAN HAS</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> GREAT BIG EARS. A GREAT BIG NOSE GREAT BIG EYES A GREAT BIG MOUTH BIG LONG LEGS </div> <p>CAN YOU SHOW ME THE MAN WITH THE</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> GREAT BIG EARS ? GREAT BIG NOSE GREAT BIG EYES GREAT BIG MOUTH BIG LONG LEGS </div> <p>Tell me: THAT'S THE MAN WITH THE</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> GREAT BIG EARS. GREAT BIG NOSE GREAT BIG EYES GREAT BIG MOUTH BIG LONG LEGS </div> <p>THAT'S THE MAN WITH THE</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> GREAT BIG EARS. GREAT BIG NOSE GREAT BIG EYES GREAT BIG MOUTH BIG LONG LEGS </div> <p>HE CAN</p> <div style="border: 1px solid black; padding: 2px; width: fit-content;"> HEAR ANTS LAUGH. SMELL THE CHILI COOKING AT YOUR HOUSE </div>

Instructions to the teacher	Speaker	Exchange
	T:	<p>HE CAN SEE ALL THE WAY TO MEXICO. WHISTLE LOUDER THAN A TRAIN RUN FASTER THAN THE WIND</p>
	T:	<p>EVERYONE LISTEN. SMELL LOOK WHISTLE (nothing for "run")</p>
	T:	<p>CAN YOU HEAR ANT'S LAUGH? SMELL THE CHILI COOKING AT YOUR HOUSE? SEE ALL THE WAY TO MEXICO? WHISTLE LOUDER THAN A TRAIN? RUN FASTER THAN THE WIND?</p>
	GRP	NO.
	T:	<p>NO, YOU CAN'T. BUT THE MAN WITH THE GREAT BIG EAR GREAT BIG NOSE GREAT BIG EYES GREAT BIG MOUTH GREAT LONG LEGS CAN.</p>
<p>Now take down the cutouts of the men. Put up Juan. Say:</p>	T:	<p>THIS IS JUAN. JUAN HAS A DOG.</p>
<p>Put up Fidel:</p>	T:	<p>THIS IS JUAN'S DOG. HIS NAME IS FIDEL.</p>

Instructions to the teacher	Speaker	Exchange
<p>Take down Fidel:</p> <p>Follow this pattern for the first 3 men that Juan sees (the man with the great big nose, the man with the great big ears, the man with the great big eyes): Put up the cutout of the man.</p> <p>Point:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>ONE DAY JUAN LOST HIS DOG. HE CALLED AND CALLED: "FIDEL! FIDEL!" BUT HE COULDN'T FIND FIDEL. JUAN STARTED TO CRY: "BOO-HOO-HOO!"</p> <p>THEN, WHO DO YOU THINK HE SAW? TELL ME!</p> <p>THE MAN WITH THE GREAT BIG NOSE. EARS EYES</p> <p>YES. HE ASKED THE MAN WITH THE GREAT BIG NOSE. EARS EYES</p> <p>"I'VE LOST MY DOG FIDEL. CAN YOU HELP ME FIND HIM?"</p> <p>THE MAN WITH THE GREAT BIG NOSE EARS EYES SAID: "YES, I CAN."</p> <p>HE SMELLED AND HE SMELLED. LISTENED, AND HE LISTENED. LOOKED, AND HE LOOKED.</p> <p>THEN HE SAID: "I CAN SMELL FIDEL." HEAR FIDEL BARKING. SEE FIDEL.</p>

Instructions to the teacher	Speaker	Exchange
	T:	THEN HE SAID: "CAN YOU SMELL HIM? HEAR HIM? SEE HIM? "
	T:	JUAN SMELLED, AND HE SMELLED. LISTENED, AND HE LISTENED. LOOKED, AND HE LOOKED.
(Take down ... out of man)	T:	THEN HE SAID, "YES, I CAN! THANK YOU!"
	T:	HE WALKED ON, AND HE CALLED: "FIDEL! FIDEL! I KNOW YOU'RE THERE, BECAUSE I CAN SMELL HEAR SEE YOU."
The pattern for the last 2 men is:	T:	BUT FIDEL DIDN'T COME. JUAN STARTED TO CRY AGAIN.
(Put up cutout of the man with the great big mouth; point)	T:	THEN, WHO DO YOU THINK HE SAW? THE MAN WITH THE GREAT BIG MOUTH.
	T:	YES, HE ASKED THE MAN WITH THE GREAT BIG MOUTH: "I'VE LOST MY DOG FIDEL. CAN YOU HELP ME FIND HIM?"
	T:	THE MAN WITH THE GREAT BIG MOUTH SAID: "YES, I CAN." HE WHISTLED, AND HE WHISTLED. THEN HE SAID: "CAN YOU WHISTLE TO FIDEL?" JUAN WHISTLED, AND HE WHISTLED. HE SAID: "YES, I CAN! THANK YOU!"

Instructions to the teacher	Speaker	Exchange
<p>(Put up picture of man with big long legs; point)</p>	<p>T: T: GRP T: T: T:</p>	<p>HE WALKED ON, AND HE SAID: "FIDEL! FIDEL! COME HOME! I'M WHISTLING TO YOU!" BUT FIDEL DIDN'T COME. JUAN STARTED TO CRY AGAIN.</p> <p>THEN, WHO DO YOU THINK HE SAW? Tell me!</p> <p>THE MAN WITH THE BIG LONG LEGS.</p> <p>YES. HE ASKED THE MAN WITH THE BIG LONG LEGS: "I'VE LOST MY DOG FIDEL. CAN YOU HELP MEN FIND HIM?"</p> <p>THE MAN WITH THE BIG LONG LEGS SAID: "YES, I CAN, I'LL GET HIM FOR YOU."</p> <p>THE MAN WITH THE BIG LONG LEGS TOOK 3 BIG STEPS, AND HE FOUND FIDEL!! HE TURNED AROUND AND TOOK 3 BIG STEPS, AND HE BROUGHT FIDEL BACK TO JUAN.</p> <p>JUAN SAID: "OH, THANK YOU! NOW I HAVE FIDEL, AND I'M HAPPY AGAIN!" FIDEL SAID: "LOW-BOW!"</p>

PART II. EVALUATION

Year 2
 Week 18
 Day 5
 Page 6

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	Student:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM I. Put up Jack on flannel board. Say: WEEK 17 Put up the house. Say: WEEK 18 DAY 2,3	T: C:	THIS IS JACK. HE BUILT A HOUSE. WHAT'S THIS? THAT'S THE HOUSE THAT [JACK] BUILT. [HE]		
ITEM II. Put up the cheese. Ask: WEEK 17 WEEK 18 DAY 2,3	T: C: T: C:	WHAT'S THIS? THAT'S (SOME) CHEESE. WHERE WAS IT? (IT WAS) IN THE HOUSE THAT JACK BUILT.		
ITEM III Put up the rat. Ask: WEEK 17 WEEK 18 DAY 2,3	T: C: T: C:	WHO'S THIS? THAT'S THE RAT. WHAT DID HE DO? HE ATE THE CHEESE THAT WAS IN THE HOUSE (THAT JACK BUILT).		

PART II. EVALUATION

Year 2
 Week 18
 Day 5
 Page 7

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

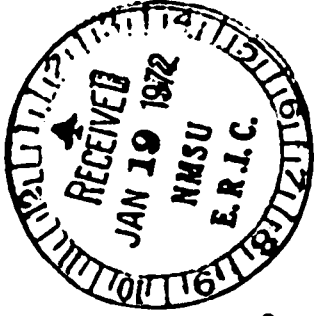
INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C= Correct √= Incorrect
ITEM IV. Tell the child: WEEK 18 DAY 3 Ask him:	T: T: C:	I WANT YOU TO DO WHAT I DO. I'LL TOUCH MY HEAD. WHY DID YOU TOUCH YOUR HEAD? (I TOUCHED MY HEAD) BECAUSE YOU TOUCHED YOURS.	1 2 3 4 5 6 7	
ITEM V. Tell the child: WEEK 18 DAY 3 Ask him:	T: T: C:	DO WHAT I DO. I'LL STAND UP. WHY DID YOU STAND UP? (I STOOD UP) BECAUSE YOU DID. STOOD UP.	1 2 3 4 5 6 7	
ITEM VI. Tell the child (give him a piece of paper and a crayon; take one for yourself): Ask him:	T: T: T: C:	DO WHAT I DO. I'LL DRAW A CIRCLE. WHY DID YOU DRAW A CIRCLE? (I DREW A CIRCLE) BECAUSE YOU DREW ONE. DID.	1 2 3 4 5 6 7	

PART I. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 18
 Week 5
 Day 8
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INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C= Correct / = Incorrect 1 2 3 4 5 6 7
<p>ITEM VII Use the flannel board. Put up WEEK 18 the cutout of the sun. Ask: DAY 4</p> <p>Put up the rainy-weather cutout.</p> <p>Put up cold-weather cutout.</p>	<p>T: C: T: C: T:</p>	<p>IS IT COLD TODAY? NO, IT'S WARM (TODAY). NOW, IT'S . . . IT'S RAINY. NOW, IT'S . . .</p>		
<p>ITEM VIII WEEK 18 Put up sun. Put playsuit on doll. DAY 4</p> <p>Do the same for rainy and cold weather.</p>	<p>C: T: C: T: C:</p>	<p>IT'S COLD. WHY IS SHE WEARING A PLAYSUIT? (SHE'S WEARING A PLAYSUIT) BECAUSE IT'S WARM TODAY. WHY IS SHE WEARING A RAINCOAT ? BECAUSE IT'S RAINY TODAY. COLD</p>		
<p>ITEM IX. Put up the 5 men from Day 5's story.</p> <p>Now point to each of the others:</p>	<p>T: C: T: C:</p>	<p>SHOW ME THE MAN WITH THE GREAT BIG EARS. THAT'S THE MAN WITH THE GREAT BIG EARS. WHO'S THAT? THAT'S THE MAN WITH THE GREAT BIG EYES GREAT BIG NOSE GREAT BIG MOUTH BIG LONG LEGS</p>		



OBJECTIVES

- I. REVIEW:
1. Would like (in wh-question form): What would you like?
 2. Would like (in contracted form): I'd like a doll.
 3. Names of breakfast foods and drinks:
 - a. Foods: eggs, bacon, toast, waffles, pancakes, cereal, tortillas, sausage, ham.
 - b. Drinks: coffee, tea, milk, chocolate, orange juice.
 4. Would like + embedded sentence: I'd like to have a car.
- II. NEW:
1. Vocabulary: Wish
 2. Wish + embedded sentence: a. I wish I had a car.
b. I wish I could go to the beach.
 3. Wish in wh-question: a. What do you wish you had?
b. Where do you wish you could go?
 4. Wish for + a. I'd wish for a hat.
 5. Wish as Noun: a. I'll give you three wishes.
 6. Conditional if-clause: a. What would you wish for, if you had a wish?

MATERIALS:

Day 2: Sears Roebuck Catalog
Pictures of breakfast foods and drinks from week 9.

Day 3: Sears Catalog

Day 4: H-M Cards: 173 - farm 180 - beach
174 - zoo 181 - playground
176 - party 305 - park
177 - store 49 - school

Day 5: Flannel board

Cutouts for "The Three Wishes": Little old man, little old woman, trees, bird, cow, cat, taco.

EVAL: Small toys: Ball, boat, doll, car, truck, paper, crayons
Sears Catalog

H-M Cards from Day 4

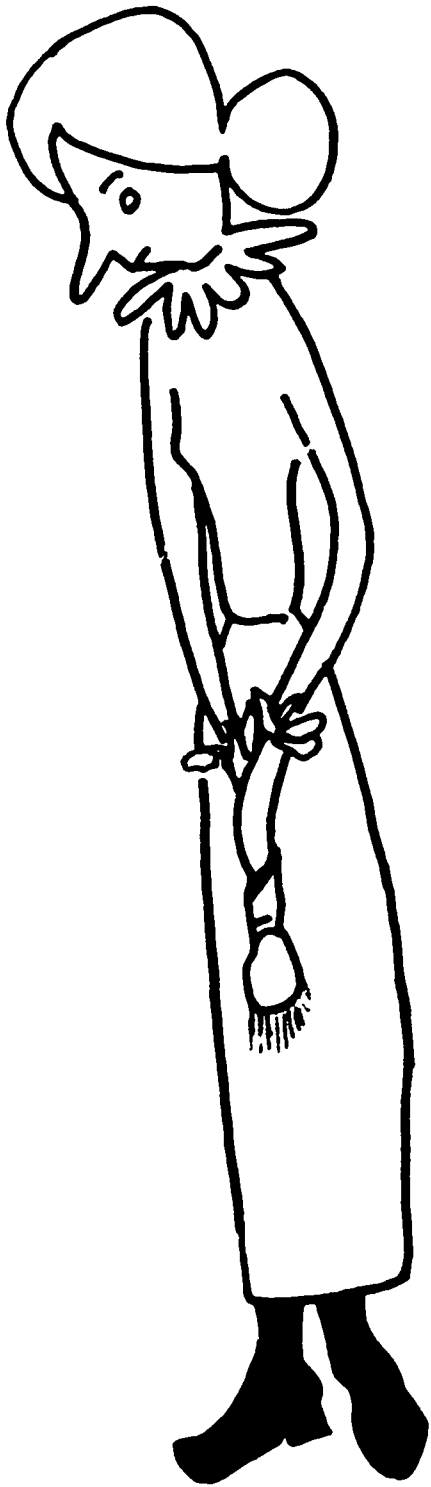
Flannel board cutouts: doll, horse, bicycle, candy,
ice cream cone, car, train, car,
dollhouse, boat.

Year 2
Week 19

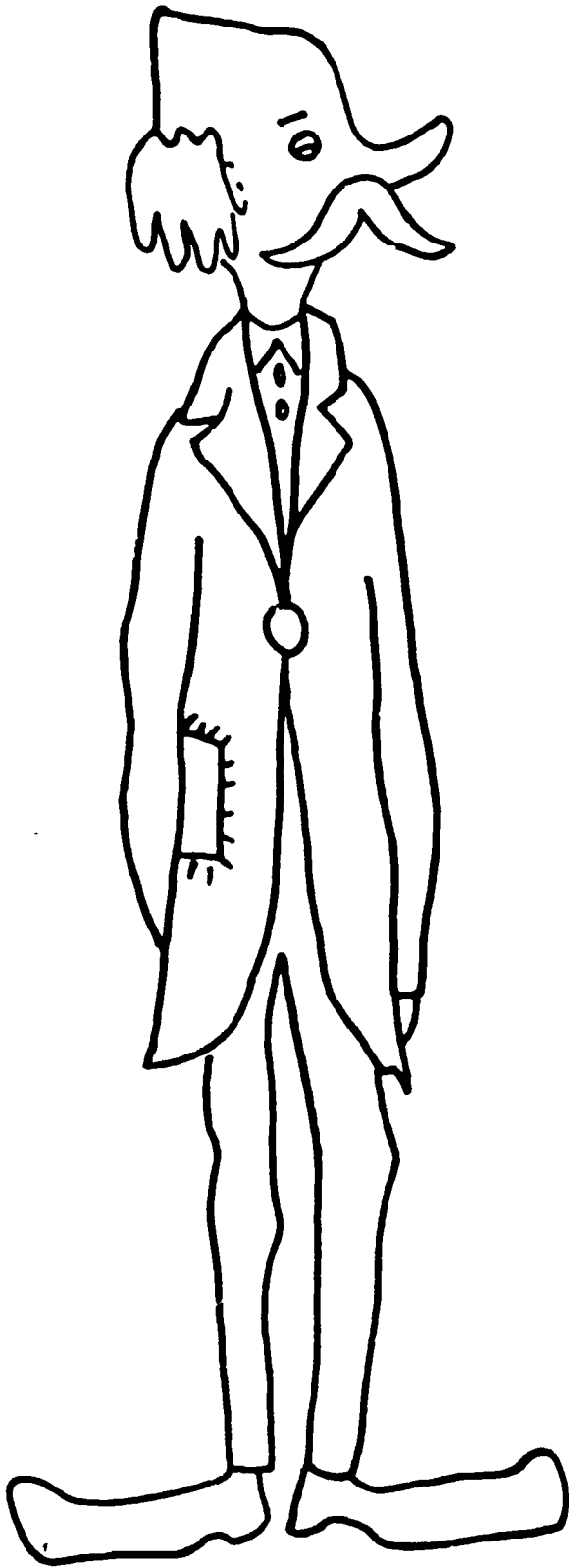
PATTERNS FOR FLANNEL BOARD STORY:

"THE THREE WISHES"

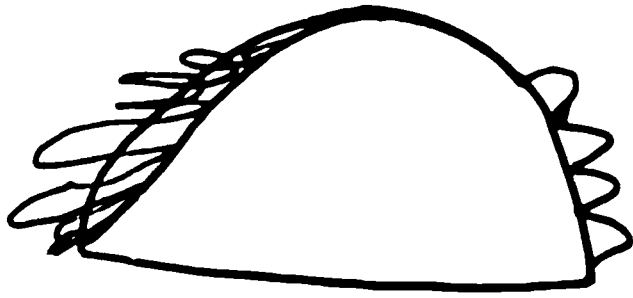
DAY 5



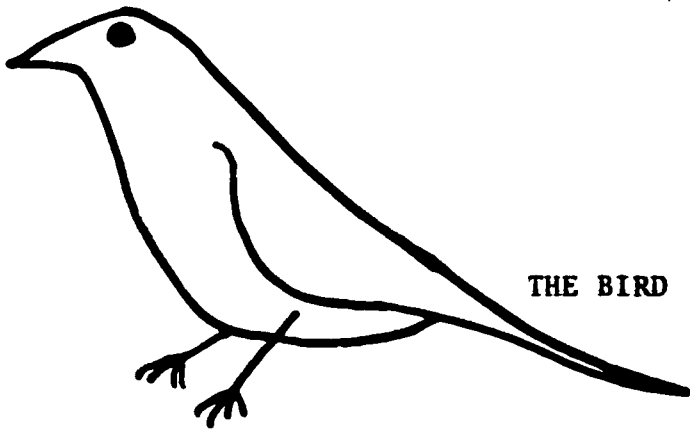
THE VIEJITA



THE VIEJITO



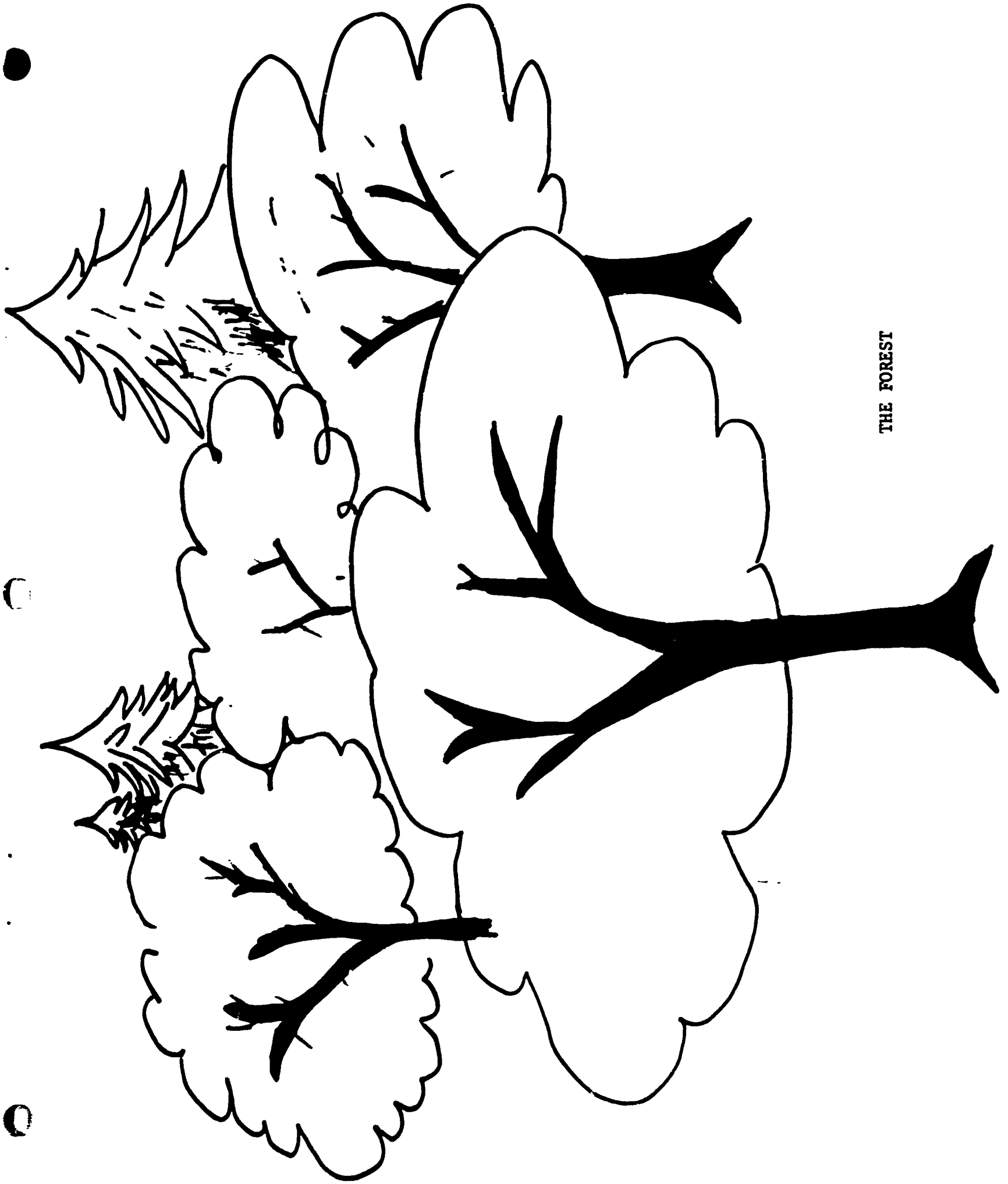
THE TACO



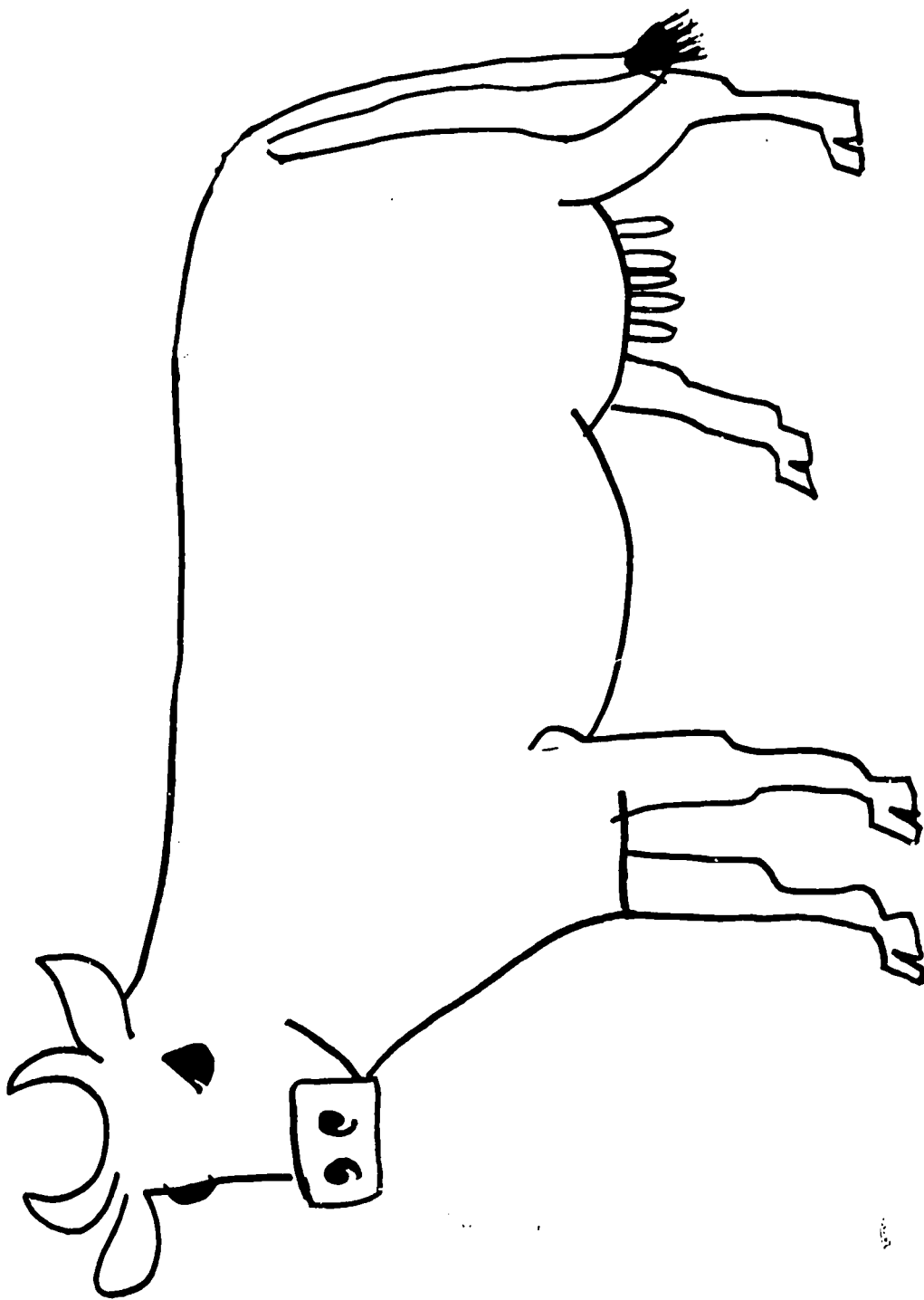
THE BIRD



THE CAT



THE FOREST



THE COW

Year 2
Week 19
Day 1

REVIEW DAY

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each?

Did the children who were having difficulties previously appear to understand better after the review?

REVIEW PATTERNS: Would like:

- a. What would you like?
- b. I'd like a doll.

Names of breakfast foods and drinks:

- a. Foods: ham, bacon, sausage, waffles, toast, pancakes, cereal, eggs, tortillas.
- b. Drinks: Milk, tea, chocolate, coffee, orange juice.

MATERIALS NEEDED: Sears Roebuck catalog (use toy section)

Pictures of breakfast foods and breakfast drinks from Week 9.

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW:</p> <ul style="list-style-type: none"> a. Demonstrate WOULD LIKE. b. Have individuals answer the question, "WHAT WOULD YOU LIKE?" c. Have children ask and answer the question "WHICH X WOULD LIKE?" <p>DEMONSTRATE: Turn to page in the Sears catalogue that shows an assortment of toys.</p>		
<p>Point to one of the toys.</p>	T:	HERE ARE SOME TOYS. WOULD YOU LIKE A TOY? I WOULD.
<p>DRILL #1. Ask each of the children:</p>	T:	Ask me: WHAT WOULD YOU LIKE?
<p>Model:</p>	GRP	WHAT WOULD YOU LIKE?
	T:	I'D LIKE A DOLL.
	T:	(NAME), WHAT WOULD YOU LIKE?
	T:	Tell me: I'D LIKE A BALL TRUCK ETC.
	C:	I'D LIKE A BALL TRUCK ETC.

Instructions to the teacher	Speaker	Exchange
<p>NOTE: If the child points to an object for which he does not know the name, say:</p> <p>Then model as above:</p>	<p>T: C: T: C:</p>	<p>THAT'S A FIRE ENGINE. Repeat: THAT'S A FIRE ENGINE. THAT'S A FIRE ENGINE. Tell me: I'D LIKE A FIRE ENGINE. I'D LIKE A FIRE ENGINE.</p>
<p>DRILL #2: Now turn to a page that shows only one type of toy, (all dolls, all cars, all dollhouses, all train sets, etc.). Have each child ask another what he would like. Say to the first child:</p>	<p>T: C#1</p>	<p><u>(NAME)</u>, ASK <u>(NAME)</u>: WHICH DOLL WOULD YOU LIKE? WHICH DOLL WOULD YOU LIKE?</p>
<p>Let child #2 choose; model:</p>	<p>T: C#2</p>	<p>Tell him: I'D LIKE THAT ONE. I'D LIKE THAT ONE.</p>
<p>Then say to child #2 (have him ask child #3)</p> <p>Model for child #3:</p>	<p>T: C#2 T: C#3</p>	<p><u>(NAME)</u>, ASK <u>(NAME)</u>: WHICH DOLL WOULD YOU LIKE? WHICH DOLL WOULD YOU LIKE? Tell him: I'D LIKE THAT ONE. I'D LIKE THAT ONE.</p>
<p>Then have child #3 ask child #4 the question and continue around the group.</p>	<p>T: C#3</p>	<p>Tell him: I'D LIKE THAT ONE. I'D LIKE THAT ONE.</p>

Instructions to the teacher	Speaker	Exchange
<p>Then have child #3 ask child #4 the question and continue around the group.</p> <p>II. REINFORCEMENT</p> <p>a. Show pictures of breakfast foods. Ask individuals what they would like to eat. The choices are: WAFFLES, EGGS, SAUSAGE, PANCAKES, TORTILLAS.</p> <p>b. Have children ask each other what they would like to drink. The choices: MILK, COFFEE, CHOCOLATE, TEA, ORANGE JUICE.</p> <p>DRILL #1: Show the group the foods.</p> <p>Ask each child:</p> <p>Make suggestions if necessary:</p> <p>Let him choose; model:</p> <p>DRILL #2: Show pictures of drinks.</p> <p>Model for child #2:</p> <p>Continue having child #2 ask child #3 and so on, as above.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>HERE ARE SOME GOOD THINGS TO EAT.</p> <p><u>(NAME)</u>, WHAT WOULD YOU LIKE?</p> <p>SOME WAFFLES? SOME BACON? (etc.)</p> <p>Tell me: I'D LIKE SOME HAM.</p> <p>I'D LIKE SOME HAM.</p> <p><u>(NAME)</u>, ASK <u>(NAME)</u>: WHAT WOULD YOU LIKE TO DRINK?</p> <p>WHAT WOULD YOU LIKE TO DRINK?</p> <p>Tell him: I'D LIKE SOME CHOCOLATE.</p> <p>I'D LIKE SOME CHOCOLATE.</p>

REVIEW PATTERNS: Would like: What would you like?
 Would like + embedded sentence: I'd like to have a car.

Year 2
 Week 19
 Day 3
 Page 1

NEW PATTERNS: Wish + embedded sentence: I wish I had a car.
 Wish + embedded sentence, interrogative form with wh-question:
What do you wish you had?

VOCABULARY: Wish

MATERIALS NEEDED: Sears Roebuck Catalog

Instructions to the teacher	Speaker	Exchange
I. REVIEW AND INTRODUCTION: a. DEMONSTRATE: Review WOULD LIKE and introduce WISH. b. DRILL: Have children drill WISH.		
DEMONSTRATE: Show pictures of toys. Point to one of the toys; say:	T: T: T:	HERE ARE SOME TOYS. I'D LIKE TO HAVE A TOY. WHICH ONE WOULD I LIKE TO HAVE? I'D LIKE TO HAVE A TRUCK. <u>I WISH I HAD A TRUCK.</u>
Turn to another page and repeat the demonstration exactly as above.	T: T: C:	(NAME), WHAT WOULD YOU LIKE TO HAVE? Tell me: I WISH I HAD A BALL. I WISH I HAD A BALL.
DRILL #1: Ask each child: Model for him: Drill each child. Then turn to another page and repeat the same drill again with each child. DRILL #2: Have each child ask another		

Year 2
 Week 19
 Day 3
 Page 2

Instructions to the teacher	Speaker	Exchange
<p>child the question. Model for child #1:</p> <p>Model for child #2:</p> <p>Have child #2 ask child #3, and continue. Be sure that each child both asks and answers the question.</p> <p>II. REINFORCEMENT:</p> <p>a. DRILL: introduce the new question form "WHAT DO YOU WISH YOU HAD?"</p> <p>b. Have children ask and answer this question.</p> <p>DRILL #1: Show a child pictures of toys. Ask him:</p> <p>Model:</p> <p>Repeat with every child.</p> <p>DRILL #2: Now have each child ask another the question. Model for child #1:</p> <p>Model for child #2:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>(NAME), ASK (NAME): WHAT WOULD YOU LIKE TO HAVE?</p> <p>WHAT WOULD YOU LIKE TO HAVE?</p> <p>Tell him: I WISH I HAD A CAR.</p> <p>I WISH I HAD A CAR.</p> <p>WHAT DO YOU WISH YOU HAD?</p> <p>Tell me: I WISH I HAD A BICYCLE.</p> <p>I WISH I HAD A BICYCLE.</p> <p>Ask him: WHAT DO YOU WISH YOU HAD?</p> <p>WHAT DO YOU WISH YOU HAD?</p> <p>Tell him: I WISH I HAD A DOLL HOUSE.</p> <p>I WISH I HAD A DOLL HOUSE.</p>

Instructions to the teacher	Speaker	Exchange		
<p>Have child #2 ask child #3, and continue around the group.</p> <p>NOTE: Again, if a child does not know the word for something, say:</p> <p>Then model as above:</p>	<p>T: C: T: C:</p>	<p>THAT'S A DOLL HOUSE. Repeat: THAT'S A DOLL HOUSE.</p> <p>THAT'S A DOLL HOUSE.</p> <p>Tell <table border="1" data-bbox="819 1210 900 1300"><tr><td>me:</td></tr><tr><td>him</td></tr></table> I WISH I HAD A DOLL HOUSE.</p> <p>I WISH I HAD A DOLL HOUSE.</p>	me:	him
me:				
him				

REVIEW PATTERNS: Wish + embedded sentence

Year 2
 Week 19
 Day 4
 Page 1

NEW PATTERNS: New embedded sentence with wish:
I wish I could . . .

Interrogative form (wh-question):
 Where do you wish you could go?

MATERIALS NEEDED: H-M Cards: 173 - farm
 174 - zoo
 176 - party
 177 - store
 180 - beach
 181 - playground
 305 - park
 49 - school

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW AND INTRODUCTION:</p> <p>a. Review the vocabulary (H-M Cards).</p> <p>b. DEMONSTRATE: "I WISH I COULD..."</p> <p>c. DRILL: this pattern with individuals.</p> <p>VOCABULARY: Hold up each card. Ask:</p> <p>Model if necessary:</p> <p>Repeat for all cards.</p> <p>DEMONSTRATE: Hold up 3 of the pictures one by one. Each time, say:</p> <p>DRILL: Display all 8 of the pictures. Ask a child:</p> <p>Model:</p> <p>(Let him complete the sentence)</p>	<p>T:</p> <p>T:</p> <p>GRP</p>	<p>WHAT'S THIS?</p> <p>Tell me: THAT'S A FARM.</p> <p>THAT'S A FARM.</p>
<p>I WISH I COULD GO TO THE</p>	<p>T:</p>	<p>BEACH ZOO PARK ETC.</p>
<p>WHERE DO YOU WISH YOU COULD GO?</p> <p>Tell me: I WISH I COULD GO TO . . .</p> <p>I WISH I COULD GO TO THE PLAYGROUND.</p>	<p>T:</p> <p>T:</p> <p>C:</p>	<p>WHERE DO YOU WISH YOU COULD GO?</p> <p>Tell me: I WISH I COULD GO TO . . .</p> <p>I WISH I COULD GO TO THE PLAYGROUND.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask the group:</p> <p>Model:</p> <p>Repeat with each child. Then repeat once again with each child.</p> <p>II. REINFORCEMENT:</p> <p>a. DRILL: Have children play teacher. Drill patterns above.</p> <p>DRILL: Have a child be teacher. Model for him:</p> <p>Let child #2 choose; model if needed:</p> <p>Ask the group:</p> <p>Model: if necessary:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p>	<p>WHERE DOES [HE] WISHES [HE] COULD GO? [SHE] [SHE]</p> <p>Tell me: [HE] WISHES [HE] COULD GO TO THE PLAYGROUND. [SHE] [SHE]</p> <p>[HE] WISHES [HE] COULD GO TO THE PLAYGROUND. [SHE] [SHE]</p> <p>Ask (NAME): WHERE DO YOU WISH YOU COULD GO?</p> <p>WHERE DO YOU WISH YOU COULD GO?</p> <p>Tell him: I WISH I COULD GO TO SCHOOL.</p> <p>I WISH I COULD GO TO SCHOOL.</p> <p>WHERE DOES [HE] WISHES [HE] COULD GO? [SHE] [SHE]</p> <p>Tell me: [HE] WISHES [HE] COULD GO TO SCHOOL. [SHE] [SHE]</p>

Year 2
 Week 19
 Day 4
 Page 3

Instructions to the teacher	Speaker	Exchange
<p>Have child #1 ask the same question of two more children.</p> <p>Give each child an opportunity to be teacher.</p>	<p>GRP</p>	<p>[HE] WISHES [HE] COULD GO TO SCHOOL. [SHE] [SHE]</p>

REVIEW PATTERNS: Wish

NEW PATTERNS: Wish as Noun: I'll give you three wishes.

Wish + for: What would you wish for, if you had a wish?

Conditional if-clause: What would you wish for, if you had a wish?

Year 2
 Week 19
 Day 5
 Page 1

MATERIALS NEEDED: Flannel board

Flannel board cutouts for story: little old man, little old woman, trees, bird, cow, cat, taco.

EVALUATION: Small toys: ball, boat, doll, car, truck, paper, crayons, Sears catalog. H-M cards from Day 4. Flannel board cutouts, ice-cream cone, candy, horse, bicycle, doll, train, car, dollhouse, boat.

Instructions to the teacher	Speaker	Exchange
<p>REVIEW AND PRESENTATION:</p> <ol style="list-style-type: none"> Use the story "THE THREE WISHES" to review WISH and to introduce the conditional clause with IF. Each child will have a speaking part in the story. Children will also make responses as a group during the story. <p>Have children seated in a circle.</p>		
<p>Model if necessary:</p>	<p>T: I'M GOING TO TELL YOU A STORY. THIS IS A STORY ABOUT A VIEJITO (Put old man up on flannel board) ... AND A VIEJITA. (Put up old woman). ONE DAY THEY WENT FOR A WALK IN THE WOODS, (put up trees) AND WHAT DO YOU THINK THEY FOUND?</p>	
<p>Model, if necessary:</p>	<p>T: Tell me: THEY FOUND A BIRD. (put bird up on flannel board) THEY FOUND A BIRD. YES. AND THE BIRD HAD A BROKEN WING. THE BIRD COULDN'T FLY. WHAT DO YOU THINK THE VIEJITO AND THE VIEJITA DID? T: Tell me: THEY HELPED THE BIRD.</p>	

Instructions to the teacher	Speaker	Exchange
<p>(Let the children guess if they wish; then say):</p> <p>Ask the group:</p> <p>Model if necessary:</p> <p>Ask:</p> <p>Model:</p>	<p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>THEY HELPED THE BIRD.</p> <p>YES, THEY HELPED THE BIRD. THEY FIXED THE BIRD'S WING. NOW THE BIRD COULD FLY.</p> <p>THE BIRD SAID TO THE VIEJITO AND THE VIEJITA: "I WILL GIVE YOU SOMETHING, BECAUSE YOU HELPED ME." WHAT DO YOU THINK THE BIRD GAVE THEM?</p> <p>I'LL TELL YOU WHAT THE BIRD GAVE THEM. HE GAVE THEM THREE WISHES. Repeat, HE GAVE THEM THREE WISHES.</p> <p>HE GAVE THEM THREE WISHES.</p> <p>THE BIRD SAID TO THE VIEJITO AND THE VIEJITA: "NOW YOU HAVE THREE WISHES. YOU CAN WISH FOR THREE THINGS, AND YOU CAN HAVE THOSE THREE THINGS." THEN THE BIRD FLEW AWAY. (Take down bird)</p> <p>WHAT DID THE VIEJITO AND THE VIEJITA HAVE?</p> <p>Tell me: THEY HAD THREE WISHES. THEY HAD THREE WISHES. AND WHAT COULD THEY DO WITH THE THREE WISHES?</p> <p>Tell me: THEY COULD WISH FOR THREE THINGS. THEY COULD WISH FOR THREE THINGS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Model if necessary:</p>	<p>T: T: GRP T: T: GRP T:</p>	<p>THE VIEJITO SAID TO THE VIEJITA: "WHAT SHALL WE WISH FOR? WE NEED TO MAKE GOOD WISHES. WE DON'T WANT TO MAKE BAD WISHES." THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW? (Put up cow)</p> <p>Tell me: THEY SAW A COW. THEY SAW A COW.</p> <p>THE VIEJITO ASKED THE COW: "WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?" THE COW SAID: "I'D WISH FOR SOME NICE GREEN GRASS, IF I HAD A WISH." THE VIEJITO SAID: "WHY WOULD YOU WISH FOR SOME GRASS?" THE COW SAID: "I'D WISH FOR SOME GRASS BECAUSE I'M HUNGRY." THE VIEJITO SAID: "WE CAN'T EAT GRASS. THAT'S NOT A GOOD WISH." (Take down cow)</p> <p>THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW? (Put up cat)</p> <p>Tell me: THEY SAW A CAT. THEY SAW A CAT.</p> <p>THE VIEJITA ASKED THE CAT: "WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?" THE CAT SAID: "I'D WISH FOR A FAT JUICY MOUSE, BECAUSE I'M HUNGRY!" THE VIEJITA SAID:</p>
<p>Model if necessary:</p>		

Instructions to the teacher	Speaker	Exchange
<p>Name one of the children:</p> <p>Let the child name something; then model:</p> <p>Help him frame a suitable answer.</p> <p>Repeat this with every child. Help each one to state his wish and to give a reason for it. Some reasons might be:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>"WE DON'T WANT A FAT JUICY MOUSE! THAT'S NOT A GOOD WISH." (Take down cat)</p> <p>THEY WALKED ON THROUGH THE WOODS. THEN WHO DO YOU THINK THEY SAW?</p> <p>THEY SAW A LITTLE BOY GIRL NAMED <u>(NAME)</u>.</p> <p>THEY ASKED THE LITTLE BOY. GIRL</p> <p>"WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?"</p> <p>Tell them: I'D WISH FOR A DOLL, IF I HAD A WISH.</p> <p>I'D WISH FOR A DOLL, IF I HAD A WISH.</p> <p>WHY WOULD YOU WISH FOR A DOLL?</p> <p>Tell me: I'D WISH FOR A DOLL BECAUSE I WANT ONE. I LIKE DOLLS ETC.</p> <p>I'D WISH FOR A DOLL BECAUSE I WANT ONE. I LIKE DOLLS ETC.</p> <p>BUT THE VIEJITO AND THE VIEJITA SAID: "WE DON'T WANT A DOLL. THAT'S NOT A GOOD WISH."</p> <p>I'D WISH FOR SOME CANDY BECAUSE I'M HUNGRY. A CAT BECAUSE I LIKE CATS. A BALL BECAUSE I'D LIKE TO THROW IT. ETC.</p>

Instructions to the teacher	Speaker	Exchange
<p>After giving each child the chance to make a wish, continue:</p> <p>Put up the taco; say:</p> <p>Put the taco on his nose; say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>THE VIEJITO SAID TO THE VIEJITA: "LET'S GO HOME. I'M TIRED. I'M HUNGRY, TOO."</p> <p>THEN WHAT DO YOU THINK THE VIEJITO SAID? HE SAID, "I WISH I HAD A TAQUITO!"</p> <p>LOOK! THE VIEJITO WISHED FOR A TAQUITO, AND HERE IT IS!</p> <p>THE VIEJITA SAID: "OH, NO! YOU USED ONE OF OUR WISHES! TU TONTO!"</p> <p>THEN WHAT DO YOU THINK THE VIEJITA SAID? SHE SAID, "I WISH THAT TAQUITO WERE ON THE END OF YOUR NOSE!"</p> <p>LOOK! HERE'S THE TAQUITO, RIGHT ON THE END OF THE VIEJITO'S NOSE!</p> <p>THE VIEJITO SAID: "OH, NO! THE TAQUITO IS ON THE END OF MY NOSE! YOU USED ANOTHER WISH! TONTA! TU TONTA! NOW WE HAVE ONLY ONE WISH!"</p> <p>THE VIEJITO AND THE VIEJITA PULLED AND PULLED, BUT THEY COULDN'T PULL THE TAQUITO. THEY PULLED AND THEY PULLED AND THEY PULLED, BUT (point) HERE WAS THE TAQUITO, RIGHT ON THE END OF THE VIEJITO'S NOSE!</p> <p>THEN WHAT DO YOU THINK THEY DID? I'LL TELL YOU WHAT THEY DID. THEY USED THEIR ONE WISH. THE VIEJITO SAID: "I WISH THIS TAQUITO WERE NOT ON THE END OF MY NOSE."</p>

Instructions to the teacher	Speaker	Exchange
<p>Take down the taco; say:</p> <p>II. REINFORCEMENT</p> <p>a. Use Sears catalog to drill WISH FOR and the conditional IF-clause.</p> <p>DRILL: Show the children pictures of toys. Say:</p> <p>Ask each child:</p> <p>Let him choose; model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>AND LOOK! THE TAQUITO WAS GONE! BUT THE THREE WISHES WERE GONE, TOO.</p> <p>HERE ARE SOME TOYS.</p> <p>WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH?</p> <p>Tell me: I'D WISH FOR A TRUCK, IF I HAD A WISH.</p> <p>I'D WISH FOR A TRUCK, IF I HAD A WISH.</p>

PART II. EVALUATION

Year 2
 Week 19
 Day 5
 Page 7

The following test will help you assess the progress of the children during this past week of English instruction and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM I. Put some toys on the table: ball, truck, car, boat, doll. Say: WEEK 19 DAY 2	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE? I'D LIKE THE BALL. BOAT CAR TRUCK DOLL		
ITEM II. Give the child some paper. Put four crayons on the table: red, blue, green, yellow. Say: WEEK 19 DAY 2	T: T: C:	YOU CAN DRAW A HOUSE. TREE ETC. WHICH CRAYON WOULD YOU LIKE? I'D LIKE THE RED ETC ONE. CRAYON.		
ITEM III. Show pictures of toys in Sears catalog. WEEK 19 DAY 3	T: C:	HERE ARE SOME TOYS. WHAT WOULD YOU LIKE TO HAVE? I'D LIKE TO HAVE A CAR. ETC.		

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C= Correct ✓= Incorrect 1 2 3 4 5 6 7
ITEM IV Use Sears catalog. Point to a WEEK 19 toy; say: DAY 3	T: T: C:	I WISH I HAD A BICYCLE. ETC. WHAT DO YOU WISH YOU HAD? I WISH I HAD A DOLL. ETC.		
ITEM V Show the child the pictures of WEEK 19 places. (H-M cards 173, 174, 176, DAY 4 177, 180, 181, 305, 49). Ask for each.	T: C:	WHAT'S THIS? THAT'S A (ZOO, PARK, SCHOOL, PLAYGROUND? PARTY, BEACH, STORE, FARM).		
ITEM VI Show the child the pictures of WEEK 19 places. Ask: DAY 4	T: C:	WHERE DO YOU WISH YOU COULD GO? I WISH I COULD GO TO THE BEACH. STORE ETC.		

Year 2
 Week 19
 Day 5
 Page 9

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C = Correct ✓ = Incorrect						
				1	2	3	4	5	6	7
ITEM VII Put these cutouts on the flannel board: horse, ice-cream cone, doll, candy, bicycle, train, car, doll-house, boat.	T: C:	WHAT WOULD YOU WISH FOR, IF YOU HAD A WISH? I'D WISH FOR A <input type="text" value="CAR."/> ETC. OR I'D WISH FOR A <input type="text" value="CAR."/> ETC., IF I HAD A WISH.								
ITEM VIII Put the <u>viejito</u> , the <u>viejita</u> , and the bird on the flannel board. Say: WEEK 19 DAY 5	T: C:	THE VIEJITO AND THE VIEJITA HELPED THE BIRD. WHAT DID THE BIRD GIVE THEM? HE GAVE THEM THREE WISHES.								
ITEM IX. Ask: WEEK 19 DAY 5	T: C:	WHAT COULD THEY DO WITH THE THREE WISHES? THEY COULD WISH FOR THREE THINGS.								

OBJECTIVES

- REVIEW:
1. Numbers: one, two, three, four, five
 2. Suppletion of indefinite quantifier some --> any
 3. Indirect discourse with who, which, whose:
 - a. You asked me who had red chips.
 - b. You asked me which car was red.
 - c. You asked me whose chips were blue.
 4. Change of tense in indirect statements:
You asked me who had green chips.
 5. Indirect discourse with if:
You asked me if I had any yellow chips.
 6. When-clauses:
When I stamp my foot, you sit down.
 7. Relative construction with that:
This is the house that Jack built.

NEW: THIS IS A REVIEW WEEK. NO NEW PATTERNS.

New vocabulary:

chips, card, winner, row

- MATERIALS:
- Day 2: Large cards of heavy cardboard, each with 4 rows of 5 squares (one yellow row, one blue, one red, one green)
40 each red, yellow, blue, green chips (purchase or cut from heavy cardboard and color brightly)
Large deep box or can.
- Day 3: Chips from Day 2
Box or can from Day 2
3 small boxes, exactly alike.
- Day 4: Chips from Day 2; box or can from Day 2.
- Day 5: Flannel board, pointer
Cutouts for "This is the house that Jack built: Jack, house, cheese, rat, cat, dog, cow, girl, boy.
- EVAL.: Small toy cars, various colors
chips; box or can
H-M cards: 127 (girl reading book), 59 (mailmen)
Flannel board, pointer, and cutouts for Jack story.

Year 2
Week 20
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

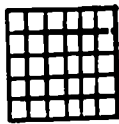
Item 1 _____	Item 4 _____	Item 7 _____
Item 2 _____	Item 5 _____	Item 8 _____
Item 3 _____	Item 6 _____	Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

- REVIEW PATTERNS:** 1) Suppletion of indefinite quantifier some ---- any (from Week 13)
 2) Numbers: one, two, three, four, five



VOCABULARY: Chips, card, row, winner.

MATERIALS NEEDED: Large cards of heavy cardboard, each with 4 vertical rows of 5 squares (one card for each child and one for teacher). Color the rows pale yellow, blue, red and green. 40 each: red, yellow, green, and blue chips may be purchased or cut from heavy cardboard. Make chips bright in color.
 Large deep box or can for chips.

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW - PRESENTATION</p> <p>A. Demonstrate: Show the children how to play "Bingo" with the cards and chips.</p> <p>B. Drill: Play the game.</p> <p>DEMONSTRATE:</p> <p>Hold up a card.</p> <p>Draw your finger down each of the rows. Say:</p> <p>Draw your finger down each row again:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>WE'RE GOING TO PLAY A GAME. THE GAME IS CALLED "BINGO." Repeat please: BINGO.</p> <p>BINGO.</p> <p>I'LL SHOW YOU HOW WE PLAY BINGO.</p> <p>THIS IS A CARD. Tell me: THAT'S A CARD.</p> <p>THAT'S A CARD.</p> <p>THESE ARE ROWS. Tell me: THOSE ARE ROWS.</p> <p>THOSE ARE ROWS.</p> <p>THERE ARE FIVE ROWS. ONE, TWO, THREE, FOUR, FIVE. Tell me: THERE ARE FIVE ROWS.</p>

Instructions to the teacher	Speaker	Exchange			
<p>Hold up some chips.</p> <p>Put all the chips in the box or can. Say:</p> <p>Do so; then say:</p>	<p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>THERE ARE FOUR ROWS.</p> <p>THESE ARE CHIPS. Tell me: THOSE ARE CHIPS.</p> <p>THOSE ARE CHIPS.</p> <p>I'M GOING TO CLOSE MY EYES. I'M GOING TO TAKE THREE CHIPS.</p> <p>Ask me: DO YOU HAVE ANY YELLOW CHIPS?</p> <p>DO YOU HAVE ANY YELLOW CHIPS?</p> <p>YES, I HAVE SOME. NO, I DON'T HAVE ANY.</p> <p>I CAN PUT MY YELLOW CHIPS IN THIS ROW.</p>			
<p>Put the yellow chips in the yellow row. Then have the children ask:</p> <p>Repeat as for yellow chips. Continue drawing chips and having the children ask you the questions outlined above. When you fill up a row, say:</p> <p>DRILL:</p>	<p>GRP</p> <p>T:</p> <p>T:</p>	<p>DO YOU HAVE ANY <table border="1" data-bbox="1237 947 1365 1052"> <tr><td>BLUE</td></tr> <tr><td>RED</td></tr> <tr><td>GREEN</td></tr> </table> CHIPS?</p> <p>LOOK! I HAVE FIVE YELLOW CHIPS. I CAN SAY "BINGO!"</p> <p>LET'S ALL PLAY "BINGO!"</p>	BLUE	RED	GREEN
BLUE					
RED					
GREEN					

Instructions to the teacher	Speaker	Exchange
<p>Give out cards. Say to child #1:</p> <p>Say to the group:</p> <p>Model:</p> <p>If he has some, say:</p> <p>Repeat the same procedure for red, blue, green.</p> <p>Have each child draw 3 chips; then start again with the first child. When a child fills up a row, say:</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>(NAME), CLOSE YOUR EYES. TAKE THREE CHIPS. OPEN YOUR EYES.</p> <p>Ask him: DO YOU HAVE ANY YELLOW CHIPS?</p> <p>DO YOU HAVE ANY YELLOW CHIPS?</p> <p>Tell them: YES, I HAVE SOME. NO, I DON'T HAVE ANY.</p> <p>YES, I HAVE SOME. NO, I DON'T HAVE ANY.</p> <p>YOU CAN PUT YOUR YELLOW CHIPS IN THAT ROW.</p> <p>(NAME), Tell me: I HAVE FIVE BLUE CHIPS. I HAVE FIVE BLUE CHIPS.</p> <p>YOU HAVE FIVE BLUE CHIPS. YOU CAN SAY "BINGO!"</p> <p>BINGO!</p> <p>(NAME) HAS A BINGO. HE'S THE WINNER. SHE'S LET'S PLAY THE GAME AGAIN.</p>

Year 2
Week 20
Day 2
Page 4

Instructions to the teacher	Speaker	Exchange
<p>Change the order of drawing to give everyone an equal chance.</p> <p>NOTE #1: It is probably best to play this game on the floor or at a table.</p> <p>NOTE #2: If the children have trouble in drawing exactly 3 chips, have them take the chips one at a time and count aloud: "ONE...TWO...THREE."</p> <p>II. REINFORCEMENT</p> <p>Play the game again as outlined above.</p> <p>Variation: After one child "bingo's," let the others keep playing until everyone bingo's.</p>		

REVIEW PATTERNS: 1) Indirect discourse with: which, whose, (from Week 14)
 2) Change of tense in indirect statements:
 You asked me who had some red chips.

Year 2
 Week 20
 Day 3
 Page 1

MATERIALS NEEDED: Yellow, blue, red, and green chips from Day 2
 3 small boxes exactly alike
 Large deep box or can from Day 2

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW - who</p> <p>A. Mix up all chips in the large box or can. One child is teacher. The other children draw chips. The "teacher" tells who has red chips, blue chips, etc.</p> <p>DRILL: Call on a child to be teacher. Tell the others: Say to each of them:</p> <p>NOTE: Have them take only 5-6 chips. Have them show the chips they took. Ask the "teacher":</p> <p>Before he can answer, ask:</p> <p>Model:</p> <p>Ask about others who have red chips:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>LET'S PLAY A GAME. <u>(NAME)</u>, TAKE SOME CHIPS.</p> <p>WHO HAS SOME RED CHIPS?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME WHO HAD SOME RED CHIPS.</p> <p>YOU ASKED ME WHO HAD SOME RED CHIPS.</p> <p>TELL ME WHO HAS SOME RED CHIPS.</p> <p><u>(NAME)</u> HAS SOME RED CHIPS.</p> <p>WHO ELSE HAS SOME RED CHIPS? WHAT DID I ASK YOU?</p> <p>YOU ASKED ME WHO ELSE HAD SOME RED CHIPS.</p> <p>TELL ME WHO ELSE HAS SOME RED CHIPS.</p>

Instructions to the teacher	Speaker	Exchange
<p>Continue for blue, green, yellow.</p> <p>Call on every other child to be teacher.</p> <p>II. REVIEW - whose</p> <p>A. One child is "teacher." The others draw chips. Point to individual children's chips and ask, "WHOSE CHIPS ARE THOSE?"</p> <p>DRILL: Point to one child's chips. Ask the "teacher":</p> <p>Model:</p> <p>Point to 2 or 3 other chips, and repeat the procedure.</p> <p>Call on every other child to be teacher.</p> <p>III. REVIEW - which (2nd part of lesson)</p> <p>A. Use the 3 small boxes. Put red chips in one, blue in the 2nd, green in the 3rd. Have children guess which box a certain color is in.</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>(NAME) HAS SOME RED CHIPS.</p> <p>(NAME), WHOSE CHIPS ARE THOSE? WHAT DID I ASK YOU.</p> <p>Repeat: YOU ASKED ME WHOSE CHIPS THOSE WERE.</p> <p>YOU ASKED ME WHOSE CHIPS THOSE WERE.</p> <p>TELL ME WHOSE CHIPS THOSE ARE.</p> <p>THOSE ARE (NAME)'S CHIPS.</p>

Instructions to the teacher	Speaker	Exchange			
<p>DRILL: Put chips in each box, saying:</p> <p>Close the boxes; shuffle them on the table. Then ask a child:</p> <p>Model:</p> <p>Open the box. If he is wrong, say:</p> <p>(Model if necessary)</p> <p>If he is wrong, close the boxes and shuffle them again. Play the game again.</p> <p>Give each child several "turns" at playing the game.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>LET'S PLAY A GAME. I'M GOING TO PUT SOME <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>RED</td></tr><tr><td>BLUE</td></tr><tr><td>GREEN</td></tr></table> CHIPS IN THIS BOX.</p> <p>(NAME), WHICH BOX ARE THE BLUE CHIPS IN? WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.</p> <p>YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.</p> <p>TELL ME WHICH BOX THE BLUE CHIPS ARE IN.</p> <p>THEY'RE IN THAT BOX.</p> <p>NO, THEY'RE NOT IN THAT BOX. (NAME), WHICH BOX ARE THE BLUE CHIPS IN? WHAT DID I ASK YOU?</p> <p>YOU ASKED ME WHICH BOX THE BLUE CHIPS WERE IN.</p> <p>TELL ME WHICH BOX THE BLUE CHIPS ARE IN.</p> <p>THEY'RE IN THAT BOX.</p>	RED	BLUE	GREEN
RED					
BLUE					
GREEN					

REVIEW PATTERNS: 1) When-clauses: When I stamp my foot, you sit down. (from Week 15)

2) Indirect discourse with if:

You asked me if I had any chips.

3) Suppletion of indefinite quantifier some --- any.

Year 2
Week 20
Day 4
Page 1

MATERIALS NEEDED: 40 each: red, yellow, blue, green chips from Day 2.
Large deep box or can from Day 2.

Instructions to the teacher	Speaker	Exchange								
<p>I. REVIEW - when-clauses A. Play the game from Week 15 in which one person gives commands: "WHEN I SIT DOWN, YOU STAND UP."</p>										
<p>DEMONSTRATE:</p>	T:	LET'S PLAY A GAME.								
<p>Hold up your hand ready to touch your head.</p>	T:	WHEN I TOUCH MY HEAD. . .								
<p>Say:</p>	T:	YOU TOUCH YOUR HEADS:								
<p>Touch it and say:</p>	T:	WHEN I SIT DOWN, YOU STAND UP.								
<p>Continue, giving other commands:</p>	T:	<table border="1" style="display: inline-table;"> <tr> <td>SIT DOWN</td> <td>STAND UP.</td> </tr> <tr> <td>STAMP MY FOOT</td> <td>TOUCH YOUR KNEES</td> </tr> <tr> <td>TOUCH MY TOES</td> <td>STAMP YOUR FEET</td> </tr> <tr> <td>ETC.</td> <td>ETC.</td> </tr> </table>	SIT DOWN	STAND UP.	STAMP MY FOOT	TOUCH YOUR KNEES	TOUCH MY TOES	STAMP YOUR FEET	ETC.	ETC.
SIT DOWN	STAND UP.									
STAMP MY FOOT	TOUCH YOUR KNEES									
TOUCH MY TOES	STAMP YOUR FEET									
ETC.	ETC.									
<p>DRILL: Call on a child to be teacher. Say to him:</p>	T:	Tell them: WHEN I SIT DOWN, YOU STAND UP.								
<p>After they do so, ask them:</p>	C:	WHEN I SIT DOWN, YOU STAND UP.								
<p>Have the child give several more commands.</p>	T:	Tell me: WHEN [HE] SAT DOWN, WE STOOD UP.								
<p>Have the child give several more commands.</p>	GRP	WHEN [HE] SAT DOWN, WE STOOD UP.								

Instructions to the teacher	Speaker	Exchange
<p>Then call on every other child to be teacher. Let them make up their own commands if they wish.</p> <p>Some sample commands:</p> <p>11. REVIEW Indirect statement with <u>if</u> A. Let each child draw some chips. Ask each one, "DO YOU HAVE ANY (color) CHIPS?" and then ask, "WHAT DID I ASK YOU?"</p> <p>DRILL: Children draw chips. Ask child #1:</p> <p>Before he can answer, ask:</p> <p>Model:</p>	<p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>WHEN I , YOU</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> SIT DOWN TOUCH MY PULL MY EAR STAMP MY FOOT CLAP MY HANDS STAND UP SIT ON THE FLOOR </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> HEAD NOSE KNEES TOES </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> STAND UP PULL YOUR EARS STAMP YOUR FEET CLAP YOUR HANDS SIT ON THE FLOOR TOUCH YOUR </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;"> HEADS NOSES KNEES TOES </div> <p>SIT DOWN</p> <p>(NAME), DO YOU HAVE ANY GREEN CHIPS?</p> <p>WHAT DID I ASK YOU?</p> <p>Repeat: YOU ASKED ME IF I HAD ANY GREEN CHIPS. YOU ASKED ME IF I HAD ANY GREEN CHIPS.</p> <p>DO YOU HAVE ANY?</p> <p>YES, I HAVE SOME. NO, I DON'T HAVE ANY.</p>

Instructions to the teacher	Speaker	Exchange
<p>Ask every other child whether he has any green chips. Then ask each one whether he has any blue chips, red chips, yellow chips.</p> <p>DRILL: Let a child be teacher. Tell him:</p> <p>Ask child #2:</p> <p>Let child #1 ask several more questions. Then give every other child a chance to be teacher.</p>	<p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#2</p>	<p>Ask (NAME): DO YOU HAVE ANY GREEN CHIPS?</p> <p>DO YOU HAVE ANY GREEN CHIPS?</p> <p>WHAT DID HE ASK YOU?</p> <p>HE ASKED ME IF I HAD ANY GREEN CHIPS.</p> <p>Tell him.</p> <p>YES, I HAVE SOME.</p> <p>NO, I DON'T HAVE ANY.</p>

REVIEW PATTERNS: Relative construction with that: (from Week 18)
This is the house that Jack built.

Year 2
Week 20
Day 5
Page 1

MATERIALS NEEDED: Flannel board, pointer
Cutouts for "Jack" story: Jack, house, cheese, rat, cat, dog, cow, girl, boy.

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW</p> <p>A. This will be the same as Week 18, Day 2 and Day 3. Follow the lesson plan as given for those days.</p>		

PART II. EVALUATION

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

Year 2
 Week 20
 Day 5
 Page 2

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C=Correct √=Incorrect 1 2 3 4 5 6 7
ITEM I. Have the child take some chips. WEEK 13 Ask him: DAY 2,3,4	T: C: T: C:	DO YOU HAVE ANY BLUE CHIPS? YES, I HAVE SOME. NO, I DON'T HAVE ANY. DO YOU HAVE ANY YELLOW CHIPS? (As above).		
ITEM II. Draw some chips. Say to the child: WEEK 13 DAYS 2,4	T: C: T:	NOW, YOU ASK ME. DO YOU HAVE ANY BLUE CHIPS? YES, I HAVE SOME. NO, I DON'T HAVE ANY.		
ITEM III. Ask the child:	T: C: T: C:	HOW MANY GREEN CHIPS DO YOU HAVE? I HAVE TWO GREEN CHIPS. HOW MANY RED CHIPS DO YOU HAVE? I HAVE FOUR RED CHIPS. ETC.		

Year 2
 Week 20
 Day 5
 Page 3

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect						
				1	2	3	4	5	6	7
ITEM IV WEEK 14 DAYS 3-5 Put on a table: a red car, a green car, a yellow car. Ask:	T: C:	WHICH CAR IS RED? WHAT DID I ASK YOU? YOU ASKED ME WHICH CAR WAS RED.								
ITEM V WEEK 14 DAYS 3-5 Put four or five cars on the table. Have the child take 2. Ask:	T: C:	DO YOU HAVE A YELLOW CAR? WHAT DID I ASK YOU? YOU ASKED ME IF I HAD A YELLOW CAR.								
ITEM VI WEEK 14 DAYS 3-5 Show the child H-M 127 (girl reading book). Ask:	T: C:	WHOSE BOOK IS THAT? WHAT DID I ASK YOU? YOU ASKED ME WHOSE BOOK THAT WAS.								

Year 2
 Week 20
 Day 5
 Page 4

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C= Correct √= Incorrect 1 2 3 4 5 6 7
ITEM VII WEEK 14 DAY 3-5 Show the child H-M 59 (mailmen). Point to the mailman on the left and ask:	T: C:	WHO IS THAT? WHAT DID I ASK YOU? YOU ASKED ME WHO THAT WAS.		
ITEM VIII WEEK 15 DAYS 2,3 Tell the child: After he does so, ask:	T: T: C:	WHEN I STAMP MY FOOT, YOU TOUCH YOUR HEAD. WHAT DID YOU DO? WHEN YOU STAMPED YOUR FOOT, I TOUCHED MY HEAD.		
ITEM IX. WEEK 18 DAYS 2,3 Use flannel board. Put up Jack. Ask: Put up the house. Ask:	T: C: T: C: T: C:	WHO IS THIS? THAT'S JACK. WHAT DID HE DO? HE BUILT A HOUSE. WHAT'S THIS? THAT'S THE HOUSE THAT JACK BUILT.		

OBJECTIVES

REVIEW: 1. With + NP: with the doctor

NEW: 1. Think: 1) In cleft sentence: Who do you think is in the house?
2) + embedded sentence: I think it's the doctor.

2. Know + embedded sentence: I know
don't know where the ball is.

3. Guess + embedded sentence: Guess what's in the box.

4. That's right/That's wrong

5. Think + Past tense: I thought it was blue.

6. Know + Past Tense: I knew it was green.

7. Vocabulary: Think, know, guess, right, wrong.

MATERIALS:

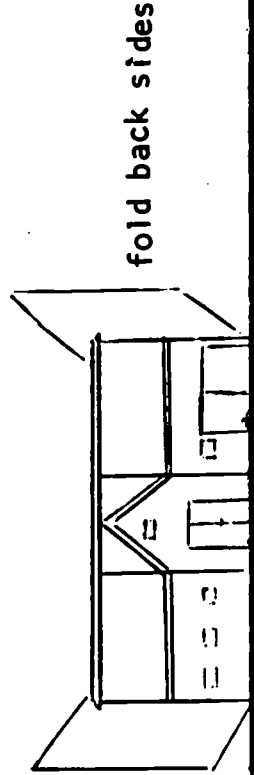
1. Day 2: Large box with lid; number of small objects (ball, pencil, car, truck, crayon, boat, tiny dolls, etc.).

2. Day 3: Small box without lid; small balls of different colors (yellow, blue, red, green).

3. Day 4: Community helpers (Week 13)
House front made of heavy cardboard
Objects for "surprise noises" game: coins, bell, dice, plastic chips, cellophane, castanets, xylophone, wooden blocks, etc.

4. Day 5: Ball, doll, car, pencil

EVALUATION: Two small boxes with lids; several small objects (pencils, ball, car, etc.) bags, book, community helpers, cardboard house front.



DIAGRAM

fold back sides

Year 2
Week 21
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each?

Did the children who were having difficulties previously appear to understand better after the review?

- NEW PATTERNS:**
1. Think: in cleft sentence: What do you think is in the box?
 + embedded sentence: I think it's a ball.
 2. Know + embedded sentence: I know what's in the box.
 3. Guess + embedded sentence: Guess what's in the box.
 4. That's right/That's wrong

VOCABULARY: Think, know, guess, right, wrong.

MATERIALS NEEDED: Large box with lid.
 Number of small objects: ball, pencil, car, truck, crayon, boat, tiny dolls etc.

Instructions to the teacher	Speaker	Exchange
<p>I. PRESENTATION:</p> <p>a. DEMONSTRATE: Use idea of guessing game to introduce <u>think</u>, <u>know</u>, <u>guess</u>.</p> <p>b. DRILL: Give each child one or more turns at guessing what's in the box.</p>		
<p>DEMONSTRATE: Have an object already in the box. Hold up the box and say:</p>	T:	Ustedes deben adivinar lo que está en la caja. ¿Qué piensan está en la caja?
<p>Ask:</p>	T:	WHAT DO YOU THINK IS IN THE BOX?
<p>Shake your head and say:</p>	T:	I DON'T KNOW. I DON'T KNOW WHAT'S IN THE BOX. BUT I <u>THINK</u> THERE'S A BALL IN THE BOX.
<p>Make a wrong guess.</p>	T:	NO, THERE ISN'T A BALL IN THE BOX. THERE'S A CAR IN THE BOX.
<p>Look in the box; show children; say:</p>	T:	<u>NOW</u> WHAT DO YOU THINK IS IN THE BOX? I KNOW WHAT'S IN THE BOX. YOU DON'T KNOW WHAT'S IN THE BOX.
<p>Now turn away from the children and put a new object in the box. Close it; then hold it up again and ask:</p>	T:	
<p>Nod your head and say:</p>	T:	

Instructions to the teacher	Speaker	Exchange
<p>DRILL: Ask a child:</p> <p>Model:</p> <p>Model:</p> <p>Ask the group:</p> <p>Model:</p> <p>Open the box and show them; say:</p> <p>Put a new object in the box and ask another child. Repeat with every child.</p> <p>II. REINFORCEMENT</p> <p>a. DRILL: Repeat the above drill, with children acting as "teacher."</p> <p>b. Make a change in the drill:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>GRP:</p> <p>T:</p> <p>T:</p>	<p>(NAME), WHAT DO YOU THINK IS IN THE BOX?</p> <p>Tell me: I DON'T KNOW.</p> <p>I DON'T KNOW.</p> <p>WELL, GUESS WHAT'S IN THE BOX.</p> <p>Tell me: I THINK IT'S A . . .</p> <p>I THINK IT'S A TRUCK. ETC.</p> <p>WHAT DOES HE SHE THINK IS IN THE BOX?</p> <p>Tell me: HE SHE THINKS IT'S A TRUCK. ETC.</p> <p>HE SHE THINKS IT'S A TRUCK. ETC.</p> <p>LET'S SEE WHAT IT IS.</p> <p>YES, IT IS A TRUCK. NO, IT ISN'T A TRUCK. IT'S A BOAT.</p>

Instructions to the teacher	Speaker	Exchange
<p>Introduce "THAT'S RIGHT." "THAT'S WRONG."</p> <p>Call on a child. Let him put something in the box and close it. Model:</p> <p>Model for child #2:</p> <p>Model for child #1:</p> <p>Model for child #2:</p> <p>Ask the group:</p> <p>Have child #1 open the box, and show the group the object. Model for him:</p>	<p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>Ask (NAME): WHAT DO YOU THINK IS IN THE BOX?</p> <p>WHAT DO YOU THINK IS IN THE BOX?</p> <p>Tell him: I DON'T KNOW. I DON'T KNOW.</p> <p>Tell him: GUESS WHAT'S IN THE BOX. GUESS WHAT'S IN THE BOX.</p> <p>Tell him: I THINK IT'S A . . . I THINK IT'S A CRAYON.</p> <p>WHAT DOES HE THINK IT IS? SHE</p> <p>HE THINKS IT'S A CRAYON. SHE</p> <p>Tell them: YES, THAT'S RIGHT. IT IS A CRAYON. NO, THAT'S WRONG. IT ISN'T A CRAYON. IT'S A B/</p>

- REVIEW PATTERNS:
1. Think: in cleft sentence + embedded sentence
 2. Know: + embedded sentence
 3. That's right/That's wrong

- NEW PATTERNS:
1. Know in interrogative sentence: Do you know what's in the box?
 2. Think + Past Tense: I thought it was blue.
 3. Know + Past Tense: I knew it was blue.

MATERIALS NEEDED: Small box without a lid (small enough so that you can cover the top with your hand); small balls of different colors: red, blue, green, yellow.

instructions to the teacher	Speaker	Exchange
<p>I. REVIEW AND PRESENTATION:</p> <ol style="list-style-type: none"> a. DRILL #1: Review <u>know</u>. Use the question form "DO YOU KNOW...?" b. DRILL #2: Review think. Use the question form "DO YOU KNOW...?" <p>DRILL #1: Show the group the small box. cover the top only partially with your hand, so that they can see the object inside. Ask one child:</p> <p>Model:</p> <p>Say to the group:</p> <p>Ask the child:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p>	<p>WHAT DO YOU THINK IS IN THE BOX? DO YOU <u>KNOW</u> WHAT'S IN THE BOX?</p> <p>Tell me: YES, I KNOW WHAT'S IN THE BOX.</p> <p>YES, I KNOW WHAT'S IN THE BOX.</p> <p>Tell me: HE KNOWS WHAT'S IN THE BOX. SHE</p> <p>HE KNOWS WHAT'S IN THE BOX.</p> <p>WHAT'S IN THE BOX?</p> <p>IT'S A RED BALL.</p>

Instructions to the teacher	Speaker	Exchange
<p>NOTE: Have him name the color. If he does not, model: "Tell me: IT'S A RED BALL."</p> <p>Put another ball in the box and drill with another child. Repeat with every child.</p> <p>DRILL #2: Show the group the box. Cover the top completely with your hand. Ask them:</p> <p>Model:</p> <p>Ask a child:</p> <p>Tell them:</p> <p>Model if necessary:</p> <p>Ask the group:</p> <p>Uncover the box and show them:</p> <p>Model for the group:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>WHAT DO YOU THINK IS IN THE BOX? DO YOU KNOW WHAT'S IN THE BOX?</p> <p>Tell me: NO, WE DON'T KNOW WHAT'S IN THE BOX.</p> <p>(NAME), WHAT DO YOU THINK IS IN THE BOX?</p> <p>IT'S A BALL. WHAT COLOR DO YOU THINK IT IS?</p> <p>I THINK IT'S A YELLOW BALL.</p> <p>WHAT DOES HE THINK IT IS? SHE</p> <p>HE THINKS IT'S A YELLOW BALL. SHE</p> <p>LET'S SEE.</p> <p>Tell me: THAT'S RIGHT. IT IS YELLOW. THAT'S WRONG. IT ISN'T YELLOW, IT'S RED.</p> <p>THAT'S RIGHT. IT IS YELLOW. THAT'S WRONG. IT ISN'T YELLOW. IT'S RED.</p>

Instructions to the teacher	Speaker	Exchange
<p>Change the object and drill with another child. Repeat until each child has had a turn.</p> <p>II. REINFORCEMENT</p> <p>a. DEMONSTRATE: Modify Drill #1 to introduce KNEW.</p> <p>b. DRILL #1: Drill with each child.</p> <p>c. DEMONSTRATE: Modify Drill #2 to introduce THOUGHT.</p> <p>d. DRILL #2: Drill with each child.</p> <p>DEMONSTRATE: Have a ball in the box. Cover it only partially and show it to the group. Say:</p> <p>Uncover the box:</p> <p>Show them the ball and say:</p> <p>Have the other balls in a sack. Reach inside and put a ball into the box without looking. Cover the box completely, and show it to the group. Say:</p> <p>Uncover it and show the group:</p> <p>Say:</p> <p>Repeat with each child.</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>I KNOW WHAT'S IN THIS BOX. IT'S A RED BALL.</p> <p>LET'S SEE.</p> <p>I <u>KNEW</u> IT WAS A RED BALL!</p> <p>NOW I DON'T KNOW WHAT'S IN THE BOX. I'M GOING TO GUESS. I THINK IT'S A BLUE BALL.</p> <p>LET'S SEE.</p> <p>I <u>THOUGHT</u> IT WAS BLUE, <u>BUT</u> IT WAS GREEN. <u>AND</u> IT WAS!</p>

- REVIEW PATTERNS:**
1. That's right/ That's wrong
 2. With + NP: Who do you think is with the doctor?
 3. Think:
 - a. in
 - b. + embedded sentences

Year 2
 Week 21
 Day 4
 Page 1

NEW PATTERNS: Use of who with think: Who do you think is in the house?

MATERIALS NEEDED: House-front made of heavy cardboard (fold back sides so that it stands). "Community helpers" figures: doctor, nurse, teacher, mailman, milkman, policeman, etc. (see Week 13)
 Objects for "surprise noises" game: coins, bell, dice, plastic chips, cellophane, party noisemakers, castanets, xylophone, wooden blocks, etc.

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW AND PRESENTATION:</p> <ol style="list-style-type: none"> a. Demonstrate use of <u>who</u> with <u>think</u> by playing a guessing game. b. DRILL: Play the game with children acting as the teacher. <p>DEMONSTRATE: Have all the figures on the table, as well as the house front. Say:</p> <p>Hold up each figure; ask:</p> <p>After you have reviewed the names of the community helpers, take them off the table. Put one of them behind the house front. Then ask a child:</p> <p>(Model if necessary)</p> <p>Move the house front aside.</p> <p>DRILL #1: Let children play teacher. Have a child put one of the figures behind the house front. Model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p>	<p>LET'S PLAY A GUESSING GAME. LET'S GUESS WHO'S IN THE HOUSE.</p> <p>WHO IS THIS?</p> <p>WHO DO YOU THINK IS IN THE HOUSE?</p> <p>I THINK THE DOCTOR IS IN THE HOUSE.</p> <p>LET'S SEE. THAT'S RIGHT!</p> <p>Ask (NAME): WHO DO YOU THINK IS IN THE HOUSE?</p>

Instructions to the teacher	Speaker	Exchange
<p>Model for child #1: Child #1 moves the house; model: Model: Continue, letting every other child play teacher. DRILL #2: Call on a child to be teacher. Have him put one figure in the house and say: Put another figure in the house. Then child asks: (Model if necessary)</p> <p>Continue, letting each child play the role of teacher.</p>	<p>C#1 C#2 T: C#1 T: C#2 T: C#1 C#2 C#1 T: C#1</p>	<p>WHO DO YOU THINK IS IN THE HOUSE? I THINK THE MILKMAN IS IN THE HOUSE. Tell him: LET'S SEE. LET'S SEE. Tell him: THAT'S RIGHT! THAT'S RIGHT! (Or) NO, THAT'S WRONG. THE MAILMAN IS IN THE HOUSE. Tell them: THE DOCTOR IS IN THE HOUSE. WHO DO YOU THINK IS WITH THE DOCTOR? I THINK THE MILKMAN IS WITH THE DOCTOR. LET'S SEE. Tell him: THAT'S RIGHT! (Or) NO, THAT'S WRONG. THE NURSE IS WITH THE DOCTOR. THAT'S RIGHT. (Or) NO, THAT'S WRONG. THE NURSE IS WITH THE DOCTOR.</p>



Instructions to the teacher	Speaker	Exchange
<p>II. REINFORCEMENT AND PRESENTATION #2:</p> <p>a. DEMONSTRATE: Use another guessing game to reinforce the patterns reviewed, and to review <u>what</u> with <u>think</u>.</p> <p>b. DRILL: Drill with individual children making guesses.</p> <p>DEMONSTRATE: Have a variety of noise-making objects in a large bag or somewhere out of sight: COINS, BELL, DICE, PLASTIC CHIPS, CELLOPHANE, CASTANETS, XYLOPHONE, WOODEN BLOCKS, etc. For the demonstration, use objects whose sounds they are sure to know.</p> <p>Jingle some coins; ask:</p> <p>Model:</p> <p>DRILL: Continue with the other objects. Drill with individuals. If they don't know the sound, model:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p>	<p>LET'S PLAY ANOTHER GUESSING GAME. LET'S GUESS WHAT WE HEAR. CLOSE YOUR EYES, EVERYONE! DO YOU KNOW WHAT THIS IS? Tell me: YES, WE KNOW. YES, WE KNOW. WHAT IS IT? IT'S MONEY.</p> <p>Tell me: NO, I DON'T KNOW.</p>

REVIEW PATTERNS:

1. Know + embedded sentence: Do you know where the ball is?
2. Think in cleft sentence: Where do you think the ball is?
+ embedded sentence: I think it's behind the chair.
3. Think + Past Tense: I thought it was under the table.

Year 2
Week 21
Day 5
Page 1

MATERIALS NEEDED: Objects to hide: ball, doll, car, pencil

Evaluation: Two small boxes with lids; several small objects (pencil, ball, car, etc); bag, book, community helpers, cardboard house front.

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW:</p> <p>a. DEMONSTRATE: Use a hide-and-seek game to review <u>know</u>, <u>think</u>, and <u>thought</u>.</p> <p>b. DRILL: Repetition of the game.</p> <p>DEMONSTRATE: Hold up the ball and say:</p>		
<p>After you hide it, say:</p>	T:	LET'S PLAY A GAME. YOU CLOSE YOUR EYES. I'LL HIDE THE BALL.
<p>Ask one child:</p>	T:	YOU CAN OPEN YOUR EYES NOW.
<p>Model:</p>	T:	(NAME), DO YOU KNOW WHERE THE BALL IS?
	T:	Tell me: NO, I DON'T KNOW.
	C:	NO, I DON'T KNOW.
	T:	WHERE DO YOU THINK IT IS?
	C:	I THINK IT'S UNDER THE SOFA. BEHIND THE CHAIR. IN THE BOX, ETC.
<p>Ask the group:</p>	T:	WHERE DOES <u>HE</u> THINK IT IS? <u>SHE</u>
	GRP	<u>HE</u> THINKS IT'S UNDER THE <u>SOFA</u> . <u>SHE</u> ETC.
<p>Have the child look in the place he named. Model for the group:</p>	T:	<u>HE</u> THOUGHT IT WAS <u>UNDER THE SOFA</u> , <u>SHE</u> ETC. <u>AND IT WAS!</u> <u>BUT IT WASN'T.</u>
<p>Hide the ball again and continue with another Hide other objects. Give each child several turns at guessing where an object is.</p>	GRP	<u>HE</u> THOUGHT IT WAS <u>UNDER THE SOFA</u> , <u>SHE</u> ETC. <u>AND IT WAS!</u> <u>BUT IT WASN'T.</u>

PART II. EVALUATION

Year 2
 Week 21
 Day 5
 Page 2

The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C = Correct √ = Incorrect
ITEM 1 Show the child two small boxes, one covered and the other uncovered, WEEK 21 each containing an object. Then DAYS 2 point to the open box. Ask: 5 Point to the closed box:	T: C: T: C:	DO YOU KNOW WHAT'S IN THIS BOX? YES, I KNOW (WHAT'S IN THAT BOX). DO YOU KNOW WHAT'S IN THIS BOX? NO, I DON'T KNOW (WHAT'S IN THAT BOX).		1 2 3 4 5 6 7
ITEM 11 Point to the closed box. Ask: WEEK 21 DAYS 2 5	T: C:	WHAT DO YOU THINK IS IN THIS BOX? I THINK IT'S A BALL CAR ETC.		
ITEM 111 Show the child a bag (closed) WEEK 21 with an object inside. Say: DAYS 2 3	T: C:	GUESS WHAT'S IN THIS BAG. IT'S A DOLL. I THINK IT'S A ETC.		

Year 2
 Week 21
 Day 5
 Page 3

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C = Correct ✓ = Incorrect
ITEM IV WEEK 21 DAYS 2 3 4 Say to the child:	T: T: C:	I THINK YOUR NAME IS ... (WRONG) IS THAT RIGHT? NO, THAT'S WRONG.		1 2 3 4 5 6 7
ITEM V WEEK 21 DAYS 3 5 Show the child the two boxes above. Point to the uncovered box and ask:	T: C: T: C:	WHAT DO YOU THINK IS IN THIS BOX? IT'S A BALL. DID YOU KNOW IT WAS A BALL? YES, I KNEW IT WAS A BALL.		
ITEM VI WEEK 21 DAYS 3 5 Point to the covered box. Ask: Show him the object: Ask:	T: C: T: T: C:	WHAT DO YOU THINK IS IN THIS BOX? I THINK IT'S A [CAR. ETC.] LET'S SEE. IT'S A [CAR. BOAT. ETC.] WHAT DID YOU THINK IT WAS? I THOUGH IT WAS A [CAR. ETC.]		

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Hold up a pencil. Say: WEEK 21 DAY 5 Hide it on the table (under a book, in a box, etc.)	T: T: C:	CLOSE YOUR EYES, AND I'LL HIDE THE PENCIL. YOU CAN OPEN YOUR EYES. WHERE DO YOU THINK IT IS? I THINK IT'S UNDER THE TABLE. ETC.		
ITEM VIII Hold up the pencil. Say: WEEK 21 DAYS 3 5 "Hide" it, but leave part of it sticking out. Ask:	T: T: C: T: C:	I'M GOING TO HIDE THE PENCIL AGAIN, CLOSE YOUR EYES. YOU CAN OPEN YOUR EYES. WHERE DO YOU THINK IT IS? IT'S UNDER THE BOOK. DID YOU KNOW IT WAS UNDER THE BOOK? YES, I KNEW IT WAS (UNDER THE BOOK).		
ITEM IX Use the house and the community WEEK 21 helpers. Put a figure "in" the DAYS 3 house. Ask: 4 5 Ask:	T: C: T: T: C:	WHO DO YOU THINK IS IN THE HOUSE? I THINK IT'S THE TEACHER. LET'S SEE. YES, IT'S THE TEACHER. NO, IT'S THE DOCTOR. ETC. WHO DO YOU THINK IT WAS? I THOUGHT IT WAS THE TEACHER.		

OBJECTIVES

REVIEW: No specific review except Day 1

NEW:

1. Types of comparison:
 - a. Polar (antonymy): Big/small, long/short, etc.
 - b. Gradual (positive - comparative - superlative): tall/taller/tallest
2. Polar comparisons: Big/small, short/tall, long/short, near/far
3. Gradual comparisons: Big/bigger/biggest, etc.
4. Obligatory use of preposition with FAR: Far from

VOCABULARY

1. Big/small
2. Short/tall
3. Long/short
4. Near/far

MATERIALS

Day 2: Sizes 1-6 of paper bags, balls, pieces of paper, balloons, boxes, circles, squares.

Day 3: H-M Cards 2, 3, 5, 8, 9, 13, 16, 20 (Big/small)
H-M Cards 263, 264, 265, (Big/-er/-est)
H-M Cards 258, 259, 311 (Small/-er/-est)

Pictures of the following (heights 1-6): trees, buildings, men, boys, plants

Day 4: H-M Cards 226, 267, 270, 306, 313 (Short/tall)

Lengths 1-6 of string, pencils, boxes, ribbon, paper strips

Day 5: 3 sets of pictures: 6 lengths of skirts, 6 lengths of hair, 6 lengths of sleeves
Small objects: boxes, pencils, cars, boats, crayons, balls (3 or more of each)

EVALUATION: All materials for the week

Days 2-4: Always have 2 definite classes of objects:

#1-3 are small, short, (vertical), short (horizontal)

#4-6 are big, tall, long

That is, there should always be a cutoff point between #3 and #4.

REVIEW DAY

Year 2
Week 22
Day 1

INDICATE THE NUMBER OF CHILDREN WHO DID NOT RESPOND CORRECTLY ON TEST ITEMS GIVEN ON LAST DAY OF PREVIOUS WEEK.

Item 1 _____ Item 4 _____ Item 7 _____
Item 2 _____ Item 5 _____ Item 8 _____
Item 3 _____ Item 6 _____ Item 9 _____

Which drills or exercises did you repeat on the basis of this evaluation?

List the patterns you reviewed and the activities you used for each.

Did the children who were having difficulties previously appear to understand better after the review?

NEW PATTERNS: Types of comparison:

1. Polar (antonymy): Big/small
2. Gradual (positive, comparative, superlative): Big/bigger/biggest

ENGLISH COMPONENT

Year 2
 Week 22
 Day 2
 Page 1

**VOCABULARY: Bigger, biggest
 Small**

MATERIALS NEEDED: Have 6 of each of the following objects, graduated in size from very small to very large: paper bags, balls, pieces of paper, balloons blown up to 6 sizes, boxes, circles and squares cut out of paper.

NOTE: 3 of the objects should be unmistakably small, 3 large. That is, there should be a noticeable change in size between object #3 and object #4.

Instructions to the teacher	Speaker	Exchange
<p>I. PRESENTATION #1:</p> <p>Example of object sizes: Balls</p> <p>#1 - ball from a game of jacks</p> <p>2 - ping-pong ball</p> <p>3 - rubber ball 2" in diameter</p> <p>4 - tennis ball or softball</p> <p>5 - rubber ball 4" or 5" in diameter</p> <p>6 - large rubber ball</p> <p>a. DEMONSTRATE: Use objects #3 and #4 (all objects) to introduce the polar opposition BIG/SMALL</p> <p>b. DRILL: Call on individual children to drill the concept.</p> <p>DEMONSTRATE: Use ball #3 and ball #4. Hold up ball #4. Say:</p> <p>Hold up ball #3. Say:</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p>	<p>THIS BALL IS BIG. Repeat, please. THAT BALL IS BIG.</p> <p>THAT BALL IS BIG.</p> <p>THIS BALL IS SMALL. Repeat, please: THAT BALL IS SMALL.</p> <p>THAT BALL IS SMALL.</p>

Instructions to the teacher	Speaker	Exchange
<p>Repeat for all objects sizes #3 and #4.</p> <p>DRILL: Call on a child. Tell him:</p> <p>When he points to it, model:</p> <p>Say to the group:</p> <p>Call on every child once or twice. Have each show you a big or small object. Follow the same drill.</p> <p>II. PRESENTATION #2:</p> <p>a. DEMONSTRATE: Demonstrate comparison by degrees. Begin with objects #3 and #4 and add the other sizes.</p> <p>b. DRILL: Call on individual children to drill the concept.</p> <p>Have balls #3 and 4 on the table. Say:</p> <p>Put the 2 balls at opposite ends of the table. Point to ball #3 and say:</p>	<p>T:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p>	<p>(NAME), SHOW ME THE BIG SMALL BAG. ETC.</p> <p>Tell them: THIS BAG ETC. IS BIG. SMALL.</p> <p>THIS BAG ETC. IS BIG. SMALL.</p> <p>Tell me: THAT BAG ETC. IS BIG. SMALL.</p> <p>THAT BAG ETC. IS BIG. SMALL.</p> <p>THIS BALL IS BIG. THIS BALL IS SMALL.</p> <p>THIS BALL IS SMALL.</p>

Instructions to the teacher	Speaker	Exchange
<p>Add ball #2; say: Add ball #1; say: Point to #3; model: Point to #2; model: Point to #1; model: Next, point to ball #4; say: Add ball #5; say: Add ball #6; say: Have the children repeat, as above. Repeat the demonstration with all objects. DRILL: Call on a child. Have sizes #3 and #4 of an object on the table. (Model if necessary) (Model if necessary) Put size #2 on the table beside size #3.</p>	<p>T: T: GRP T: GRP T: GRP T: C: T: C:</p>	<p>THIS BALL IS SMALLER. THIS BALL IS SMALLEST. Repeat: THAT BALL IS SMALL. THAT BALL IS SMALL. Repeat: THAT BALL IS SMALLER. THAT BALL IS SMALLER. Repeat: THAT BALL IS SMALLEST. THAT BALL IS SMALLEST. THIS BALL IS BIG. THIS BALL IS BIGGER. THIS BALL IS BIGGEST. WHICH PAPER IS BIG? ETC. THAT PAPER IS BIG. WHICH PAPER IS SMALL? THAT PAPER IS SMALL.</p>

Instructions to the teacher	Speaker	Exchange				
Point to size #3 and say:	T:	THIS PAPER IS SMALL.				
Point to size #2 and say: (Let him complete if possible)	T: C:	Tell me: THAT PAPER IS . . . THAT PAPER IS SMALLER.				
Put size #1 on the table beside #2 and #3. Point to it and say:	T: C:	Tell me: THAT PAPER IS. . . THAT PAPER IS SMALLEST.				
Repeat the same drill for big/bigger/biggest, with the same child. Call on another child and continue. Repeat for all objects.						
III. REINFORCEMENT: a. Repeat DRILL for BIG/SMALL. b. Repeat DRILL for BIG/-ER/-EST SMALL/-ER/-EST.						
DRILL #1: Have sizes #3 and #4 of several objects on the table (all #3 at #3 at one end, all #4 at the other). Call on a child.	T:	SHOW ME THE <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>BIG</td></tr><tr><td>SMALL</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>CIRCLE.</td></tr><tr><td>ETC.</td></tr></table>	BIG	SMALL	CIRCLE.	ETC.
BIG						
SMALL						
CIRCLE.						
ETC.						
Have him say to the group:	C:	THAT'S THE <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>BIG</td></tr><tr><td>SMALL</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>CIRCLE.</td></tr><tr><td>ETC.</td></tr></table>	BIG	SMALL	CIRCLE.	ETC.
BIG						
SMALL						
CIRCLE.						
ETC.						
Have the group repeat:	GRP	THAT'S THE <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>BIG</td></tr><tr><td>SMALL</td></tr></table> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>CIRCLE.</td></tr><tr><td>ETC.</td></tr></table>	BIG	SMALL	CIRCLE.	ETC.
BIG						
SMALL						
CIRCLE.						
ETC.						

Year 2
 Week 22
 Day 2
 Page 5

Instructions to the teacher	Speaker	Exchange
<p>NOTE: In this drill the child says "THAT'S THE BIG X" rather than "THAT X IS BIG."</p> <p>Repeat several times with each child.</p> <p>DRILL #2: Have objects size #3 and #4 on the table. Have other objects at hand. Call on a child.</p> <p>Have him say:</p> <p>Put the size #2 square (or other object) beside the size #3. Say (pointing to #2):</p> <p>Put size #1 beside size #2. Point to it:</p> <p>Repeat several times with each child. Use all objects.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>SHOW ME THE SMALL SQUARE ETC.</p> <p>THAT'S THE SMALL SQUARE.</p> <p>Tell me: THAT SQUARE IS ...</p> <p>THAT SQUARE IS SMALLER.</p> <p>Tell me: THAT SQUARE IS ...</p> <p>THAT SQUARE IS SMALLEST.</p>

REVIEW PATTERNS: Types of comparison:
 1. Polar (antonymy): big/small
 2. Gradual (positive - comparative - superlative):
big/bigger/biggest; small/-er/-est

Year 2
 Week 22
 Day 3
 Page 1

NEW PATTERNS: 1. Short/tall
 2. Short/-er/-est; tall/-er/-est

VOCABULARY: Short, tall

MATERIALS NEEDED: 6 pictures of the following: trees, buildings, men, boys, plants (sizes #1-6 as on Day 2) Be sure there are 3 short ones, 3 tall ones.
 Big/small: H-M Cards 2, 3, 5, 8, 9, 13, 16, 19, 20
 Big/-er/-est: H-M Cards 263, 264, 265
 Big/-er/-est: H-M Cards 258, 259, 311

Instructions to the teacher	Speaker	Exchange
<p>I. REVIEW:</p> <p>a. DRILL: Use H-M Cards listed above to drill Big/small.</p> <p>b. DRILL: Use H-M Cards listed above to drill Big/-er/-est and Small/-er/-est.</p> <p>DRILL: Call on the children one by one. Show each child a card; say:</p> <p>DRILL: Call on children one by one. Show each child one of H-M Cards 258, 259, 311, 263, 264 265. Point to the largest object on the SMALL cards, or the smallest object on the BIG cards. Say:</p> <p>Point to the next size object and say:</p>	<p>T:</p> <p>T:</p> <p>T:</p>	<p>SHOW ME THE BIG SMALL</p> <p>BEAR. ETC.</p> <p>THIS CAKE AIRPLANE ETC. IS SMALL. BIG</p> <p>Tell them: THAT CAKE AIRPLANE ETC. IS SMALLER. BIGGER.</p>

Instructions to the teacher	Speaker	Exchange
<p>Point to the smallest object:</p> <p>Repeat with every child.</p> <p>II. PRESENTATION:</p> <p>a. DEMONSTRATE: Demonstrate SHORT/TALL. b. DRILL: Have children drill the new concept. Use cut-out pictures of objects and people.</p> <p>DEMONSTRATE: Choose the third shortest child in the class. Have him stand beside you. Say:</p> <p>Hold your hand, palm down, over his head. Repeat: Raise your hand to the level of your head: Model for class (with appropriate hand movements):</p>	<p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p>	<p>THAT CAKE AIRPLANE ETC. IS SMALLER. BIGGER.</p> <p>Tell them: THAT CAKE AIRPLANE ETC. IS SMALLEST. BIGGEST.</p> <p>THAT CAKE AIRPLANE ETC. IS SMALLEST. BIGGEST.</p> <p><u>(NAME)</u> IS SHORT.</p> <p><u>(NAME)</u> IS SHORT. I'M TALL.</p> <p>Tell me: <u>(NAME)</u> IS SHORT. <u>(NAME)</u> IS SHORT.</p>

Instructions to the teacher	Speaker	Exchange
	T:	Tell me: YOU'RE TALL.
	GRP	YOU'RE TALL.
Show sizes #3 and #4 of each picture. Say (showing size #3):	T:	THIS TREE IS SHORT.
	GRP	Tell me: THAT TREE IS SHORT. THAT TREE IS SHORT.
Hold size #4 beside it:	T:	THIS TREE IS TALL. Tell me: THAT TREE IS TALL.
DRILL: Call on individual children. Show them pictures #3 and #4 of an object and say:	GRP	THAT TREE IS TALL.
	T:	SHOW ME THE SHORT TALL BOY. ETC.
III. PRESENTATION #2:	C:	THAT'S THE SHORT TALL BOY. ETC.
a. DEMONSTRATE: Short /er/est with Tall pictures.		
b. DRILL: Have children drill concept.		
DEMONSTRATE: Show sizes #3 and #4 of a picture:	T:	THIS PLANT IS SHORT. THIS PLANT IS TALL.

Instructions to the teacher	Speaker	Exchange
<p>Set up size #3:</p> <p>Add size #2 to it.</p> <p>Add size #1:</p> <p>Repeat for Tall/er/est with sizes #4-6 of an object.</p> <p>DRILL: Call on a child. Show him pictures #3 and #4 of an object.</p> <p>Put size #2 beside size #3 (or size #5 beside size #4):</p> <p>Put size #1 beside size #2 (or size #6 beside size #5):</p> <p>Repeat with every child.</p>	<p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>THIS PLANT IS SHORT.</p> <p>THIS PLANT IS SHORTER. Tell me: THAT PLANT IS SHORTER.</p> <p>THAT PLANT IS SHORTER.</p> <p>THIS PLANT IS SHORTEST.</p> <p>THIS PLANT IS SHORTEST. Tell me: THAT PLANT IS SHORTEST.</p> <p>WHICH BUILDING IS SHORT? TALL?</p> <p>THAT BUILDING IS SHORT. TALL.</p> <p>Tell me: THAT BUILDING IS ...</p> <p>THAT BUILDING IS SHORTER. TALLER.</p> <p>THAT BUILDING IS ...</p> <p>THAT BUILDING IS SHORTEST. TALLEST.</p>

REVIEW PATTERNS: 1. Comparison:

- a. Polar
- b. Gradual

2. Short/tall

- 3. Short /er/est
Tall

NEW PATTERNS: 1. Short/long
2. Long/er/est

VOCABULARY: Long

MATERIALS NEEDED: 6 of each of the following sizes (Sizes #1-3 short, sizes 4-6 long): string, pencils, boxes, ribbon, paper strips
Short/Tall: H-M Cards 226, 267, 270, 306, 313 (boys, ropes, trees, plants, flowers)

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Instructions to the teacher	Speaker	Exchange
<p>1. REVIEW:</p> <ul style="list-style-type: none"> a. Use children and H-M Cards to review Short/Tall and degrees of each. <p>Have the children stand. Put the 3 shortest children in one group and the 2 tallest in a group with yourself (or if there are 6 children put the 3 tallest in a group).</p> <p>Pick the tallest child in the short group (child #3). Have him stand in front of the group.</p> <p>Put the next shortest child (#2) beside him:</p> <p>Put the shortest child (#1) beside #2 and 3.</p>		
	T:	<u>(NAME)</u> IS SHORT. Repeat
	GRP	<u>(NAME)</u> IS SHORT.
	T:	<u>(NAME)</u> IS SHORTER. Repeat.
	GRP	<u>(NAME)</u> IS SHORTER.
	T:	<u>(NAME)</u> IS SHORTEST. Repeat.
	GRP	<u>(NAME)</u> IS SHORTEST.

Instructions to the teacher	Speaker	Exchange
Put the shortest child in the TALL group (child #4) beside child #3 about a foot away.	T:	(NAME) IS TALL. Repeat.
1 2 3 4 5 6	GRP	(NAME) IS TALL.
Put child #5 and then #6 (or yourself) next to child #4:	T:	(NAME) IS TALLER. Repeat.
	GRP	(NAME) IS TALLER.
	T:	I'M (NAME) IS TALLEST.
	GRP	Repeat: YOU'RE (NAME) IS TALLEST.
	GRP	YOU'RE (NAME) IS TALLEST.
Seat the children. Show them H-M Cards 226, 267, (short - boys, ropes), and 270, 306, 313 (tall - trees, plants, flowers). Say:	T:	THIS BOY TREE ETC. IS SHORT. TALL.
	T:	Tell me: THAT BOY TREE ETC. IS...
Ask one child (point to the next shorter or taller object):	C#1	THAT BOY TREE ETC. IS SHORTER. TALLER.

Instructions to the teacher	Speaker	Exchange
<p>Ask another child (point to the shortest or tallest object):</p> <p>Continue, asking every child each of the two questions.</p> <p>11. PRESENTATION #1:</p> <p>a. Lay out sizes #3 and #4 of pencils, strips, ribbons, paper strips, and boxes on the table. (To begin with, LONG will be taught as a horizontal dimension to contrast with TALL, which is vertical.)</p> <p>a. DEMONSTRATE: Long/short. Point to size #3: (Have children around the table)</p> <p>Point to size #4:</p> <p>Point to another size #3:</p> <p>b. DRILL: Call on a child:</p>	<p>T:</p> <p>C#2</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>T:</p>	<p>Tell me: THAT BOY TREE ETC. IS...</p> <p>THAT BOY TREE ETC. IS SHORTER. TALLER.</p> <p>THIS PENCIL ETC. IS SHORT.</p> <p>THIS PENCIL IS LONG.</p> <p>THIS RIBBON IS SHORT. Tell me: THAT RIBBON IS SHORT.</p> <p>THAT RIBBON IS LONG.</p> <p>SHOW ME THE SHORT LONG BOX. ETC.</p>

Instructions to the teacher	Speaker	Exchange				
Drill thoroughly with all children.	C:	THAT'S THE <table border="1" data-bbox="547 1002 629 1098"><tr><td>SHORT</td></tr><tr><td>LONG</td></tr></table> <table border="1" data-bbox="547 898 629 976"><tr><td>BOX.</td></tr><tr><td>ETC.</td></tr></table>	SHORT	LONG	BOX.	ETC.
SHORT						
LONG						
BOX.						
ETC.						
III. PRESENTATION #2:						
a. DEMONSTRATE: Degrees of LONG/SHORT						
b. DRILL: Have individuals drill this concept.						
a. DEMONSTRATE: Have sizes #3 and #4 of an object on the table.	T:	THAT <table border="1" data-bbox="955 1098 1037 1197"><tr><td>PAPER</td></tr><tr><td>ETC.</td></tr></table> IS <table border="1" data-bbox="955 898 1037 1002"><tr><td>SHORT.</td></tr><tr><td>LONG.</td></tr></table>	PAPER	ETC.	SHORT.	LONG.
PAPER						
ETC.						
SHORT.						
LONG.						
Point to size #3:	T:	THIS PAPER IS SHORT.				
Add sizes #2 and #1:	T:	THIS PAPER IS SHORTER. THIS PAPER IS SHORTEST.				
Point to size #4:	T:	THIS PAPER IS LONG.				
Add sizes #5 and #6:	T:	THIS PAPER IS LONGER. THIS PAPER IS LONGEST.				
Point to size #4 again:	T:	Tell me: THAT PAPER IS LONG.				
	GRP	THAT PAPER IS LONG.				
Size #5:	T:	Tell me: THAT PAPER IS LONGER.				
	GRP	THAT PAPER IS LONGER.				
Size #6:	T:	Tell me: THAT PAPER IS LONGEST.				

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Instructions to the teacher	Speaker	Exchange
<p>b. DRILL: Put sizes #3 and #4 of another object on the table. Call on a child:</p> <p>Add size #2 (or size #5):</p> <p>Add size #1 (or size #6):</p> <p>Repeat with every child.</p>	<p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p> <p>T:</p> <p>C:</p>	<p>THAT PAPER IS LONGEST.</p> <p>WHICH STRING ETC. IS LONG? SHORT?</p> <p>THAT STRING IS LONG. SHORT.</p> <p>Tell me: THAT STRING IS ...</p> <p>THAT STRING IS LONGER. SHORTER.</p> <p>Tell me: THAT STRING IS ...</p> <p>THAT STRING IS LONGEST. SHORTEST.</p>

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REVIEW PATTERNS: 1. Comparison:
 a. Polar
 b. Gradual
 2. LONG/SHORT

NEW PATTERNS: 1. Near/Far
 2. Near/nearer/nearest
 3. Far/farther/farthest
 a. Forms of FAR require FROM: THE PENCIL IS

FAR FROM THE BOX.
 FARTHER
 FARTHEST

VOCABULARY: Near/Far

MATERIALS NEEDED: Small objects: boxes, balls, cars, pencils, crayons, boats (3 or more of each), 3 sets of pictures, cut out or drawn: 1. 3 short skirts (above knee and shorter), 3 long skirts (below knee and longer). 2. 3 girls with short hair, 3 with long hair, 3. 3 short sleeves (above elbow), 3 long sleeves (below elbow).

Instructions to the teacher	Speaker	Exchange
1. REVIEW: a. Review LONG/SHORT with children's body parts: Arms, legs, hair, fingers. b. Review degrees of LONG and SHORT with the 3 sets of pictures above. NOTE: There are to be 6 lengths of skirts, of hair, of sleeves). a. Pick a child with long hair and one with short hair.	T: GRP T: GRP	(NAME)'S HAIR IS LONG. Repeat. (NAME)'S HAIR IS LONG. (NAME)'S HAIR IS SHORT. Repeat. (NAME)'S HAIR IS SHORT.

Instructions to the teacher	Speaker	Exchange
<p>Next, have pairs of children measure fingers, arms, and legs with each other. Ask a third child:</p> <p>Repeat with all the children, so that each child is by turns one of a pair and the child who answers the questions.</p> <p>b. Show sizes #3 and #4 of the pictures listed above.</p> <p>Call on a child. Point to size #3:</p> <p>Add size #2:</p> <p>Add size #1; ask another child:</p> <p>Review LONG/-ER/-EST the same way. Call on each child.</p>	<p>T:</p> <p>C:</p> <p>T:</p> <p>T:</p> <p>C#1</p> <p>T:</p> <p>C#2</p>	<p>WHOSE <u>FINGERS</u> ARE <u>LONG?</u> <u>ETC.</u> <u>SHORT?</u></p> <p><u>(NAME)'S</u> <u>FINGERS</u> ARE <u>LONG.</u> <u>ETC.</u> <u>SHORT.</u></p> <p>THIS <u>SKIRT</u> IS LONG. <u>ETC.</u></p> <p>THIS <u>SKIRT</u> IS SHORT. <u>ETC.</u></p> <p>THIS SKIRT IS SHORT.</p> <p>Tell me: THAT SKIRT IS ...</p> <p>THAT SKIRT IS SHORTER.</p> <p>Tell me: THAT SKIRT IS ...</p> <p>THAT SKIRT IS SHORTEST.</p>

Instructions to the teacher	Speaker	Exchange
<p>II. PRESENTATION:</p> <p>a. DEMONSTRATION: NEAR/FAR with children's positions in the room. DRILL.</p> <p>a. DEMONSTRATE: Put one child near the door, another across the room. Say to the group:</p> <p>Put the first child near the sofa, the TV, etc. and the second child far from it.</p> <p>Put the first child near the table, the second far from it.</p> <p>Repeat with DOOR and TELEVISION.</p> <p>DRILL: Put one child NEAR a place and the other FAR from it. Ask a child:</p> <p>Change children's position. Ask each child these questions at least twice.</p> <p>b. DEMONSTRATE: Put one child about 3 feet from the door. Say:</p>	<p>T:</p> <p>T:</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>C:</p> <p>T:</p>	<p>(NAME) IS NEAR THE DOOR, (NAME) IS FAR FROM THE DOOR.</p> <p>(NAME) IS NEAR THE TELEVISION. (NAME) IS FAR FROM THE TELEVISION.</p> <p>(NAME) IS NEAR THE TABLE. Repeat. (NAME) IS NEAR THE TABLE.</p> <p>(NAME) IS FAR FROM THE TABLE. Repeat. (NAME) IS FAR FROM THE TABLE.</p> <p>WHO IS <u>NEAR</u> <u>FAR FROM</u> THE <u>SOFA?</u> <u>FAR FROM</u> <u>ETC.</u></p> <p>(NAME) IS <u>NEAR</u> <u>FAR FROM</u> THE <u>SOFA.</u> <u>FAR FROM</u> <u>ETC.</u></p> <p>(NAME) IS NEAR THE DOOR.</p>

Instructions to the teacher	Speaker	Exchange
<p>Put another child between him and the door:</p> <p>Put another child between them and the door:</p> <p>Repeat for FAR/-THER/-THEST FROM, but have children farther apart and the nearest one about halfway across the room from the door.</p> <p>DRILL: Put 3 children either NEAR or FAR FROM an object. Say to another child:</p> <p>Ask:</p> <p>Repeat this drill several times with each child.</p>	<p>T:</p> <p>GRP</p> <p>T:</p> <p>GRP</p> <p>T:</p> <p>T:</p> <p>T:</p> <p>C:</p>	<p>Repeat: <u>(NAME)</u> IS NEAR THE DOOR.</p> <p><u>(NAME)</u> IS NEAR THE DOOR.</p> <p><u>(NAME)</u> IS NEARER THE DOOR.</p> <p>Repeat: <u>(NAME)</u> IS NEARER THE DOOR.</p> <p><u>(NAME)</u> IS NEARER THE DOOR.</p> <p><u>(NAME)</u> IS NEAREST THE DOOR.</p> <p>Repeat: <u>(NAME)</u> IS NEAREST THE DOOR.</p> <p><u>(NAME)</u> IS <u>NEAR</u> <u>THE</u> <u>TABLE.</u></p> <p><u>WHO</u> IS <u>FAR</u> <u>FROM</u> <u>ETC.</u></p> <p><u>WHO</u> IS <u>NEARER</u> <u>THE</u> <u>TABLE?</u></p> <p><u>WHO</u> IS <u>FARTHER</u> <u>FROM</u> <u>THE</u> <u>TABLE?</u></p> <p><u>(NAME)</u> IS <u>NEAREST</u> <u>THE</u> <u>TABLE?</u></p> <p><u>(NAME)</u> IS <u>FARTHEST</u> <u>FROM</u> <u>THE</u> <u>TABLE?</u></p> <p><u>(NAME)</u> IS <u>NEAREST</u> <u>FARTHEST</u> <u>FROM</u> <u>THE</u> <u>TABLE?</u></p>

PART II. EVALUATION

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 Week 22
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The following test will help you assess the progress of the children during this past week of English instruction, and allow you to plan your Monday review lesson plan on the basis of their needs. Each child must be tested individually. Beside each test item is the number of the lesson plan in which the tested grammar point is presented or reviewed. You will want to repeat those lessons with which the children have had difficulty.

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect
ITEM I Show the child two objects, 1 large, 1 small. WEEK 22 DAY 2 Show him two more.	T: C: T: C:	WHICH BOX IS BIG? ETC. THAT BOX IS BIG. WHICH BALL IS SMALL. ETC. THAT BALL IS SMALL.		1 2 3 4 5 6 7
ITEM II Show the child (one short, one tall), pictures of trees. Ask: WEEK 22 DAY 3 Show him pictures of two boys, one short, one tall.	T: C: T: C:	WHICH TREE IS SHORT? THAT TREE IS SHORT. WHICH BOY IS TALL? THAT BOY IS TALL.		
ITEM III Show the child pictures of two dresses, one short, one long. WEEK 22 DAY 4 Show him two lengths of string.	T: C: T: C:	WHICH DRESS IS LONG? THAT DRESS IS LONG. WHICH STRING IS SHORT? THAT STRING IS LONG.		

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 Day 5
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INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect						
				1	2	3	4	5	6	7
ITEM IV WEEK 22 DAY 5 Put a box on one end of the table, a pencil near it and a car far from it. Remove pencil and car. Put a crayon and a boat in their places.	T: C: T: C:	WHAT IS NEAR THE BOX? THE PENCIL IS NEAR THE BOX. WHAT IS FAR FROM THE BOX? THE BOAT IS FAR FROM THE BOX.								
ITEM V WEEK 22 DAY 2 Put sizes #1 to #3 of balls on the table. Point to ball #3: Ask:	T: T: C: T: C:	THIS BALL IS SMALL. WHICH BALL IS SMALLER? THAT BALL IS SMALLER. WHICH BALL IS SMALLEST? THAT BALL IS SMALLEST.								
ITEM VI WEEK 22 DAY 3 Show the child pictures of trees #4 - #6. Point to size #4.	T: C: T: C:	THAT TREE IS TALL. WHICH TREE IS TALLER? THAT TREE IS TALLER. WHICH TREE IS TALLEST? THAT TREE IS TALLEST.								

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 Week 22
 Day 5
 Page 7

INSTRUCTIONS TO THE TEACHER	SPEAKER	ITEM AND RESPONSE	STUDENT:	C = Correct ✓ = Incorrect 1 2 3 4 5 6 7
ITEM VII Show the child pictures of 3 boys; WEEK 22 point to the tallest. DAY 3	T: C: T: C:	THIS BOY IS SHORT. WHICH BOY IS SHORTER? THAT BOY IS SHORTER. WHICH BOY IS SHORTEST? THAT BOY IS SHORTEST.		
ITEM VIII Show the child 3 long pieces of WEEK 22 ribbon. Point to the shortest: DAY 3	T: C: T: C:	THIS RIBBON IS LONG. WHICH RIBBON IS LONGER? THAT RIBBON IS LONGER. WHICH RIBBON IS LONGEST? THAT RIBBON IS LONGEST.		
ITEM IX Put a box on the table. Put 3 WEEK 22 cars near it. Point to the farthest: DAY 5	T: C: T: C:	THIS CAR IS NEAR THE BOX. WHICH CAR IS NEARER THE BOX? THAT CAR IS NEARER THE BOX. WHICH CAR IS NEAREST THE BOX? THAT CAR IS NEAREST THE BOX.		