

LANGUAGE WARM-UP

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Prepare the detailed instructional plan.2. Be sure you are clear on the day's language objective.	<ol style="list-style-type: none">1. <i>Letters/Sounds</i> Alphabet enunciation exercises (1-2) Language objective letters/sounds (1-2)2. <i>Numbers</i> Numbers enunciation exercises (1-2) Language objective numbers (1-2)3. <i>Minimal Pairs</i> Words/Phrases/Sentences (4-5 pairs)4. <i>Repeat After Me</i>5. <i>Count the Words</i>6. <i>Rhythm, Intonation, OR Tongue Twister</i>7. <i>Dictation</i> License Plate/Sentence8. <i>Synonyms OR Antonyms</i> (4-5 sets)

VOCABULARY FRAMES

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Select from three to five vocabulary words.2. Create a label for the object or a picture of the object.3. Select a frame/frames for each vocabulary word. *First time: Create the list of frames.4. Write a definition for each vocabulary word that details its function.	<ol style="list-style-type: none">1. Teacher presents either the label or the object to students.2. Students identify object.3. Teacher presents frame.4. Students share their responses with a partner.5. Teacher hears two to three ideas.6. Teacher provides the definition that will be used.7. Students practice the definition in the specified frame.8. Repeat for other words and their definitions/functions.

VERTICAL SENTENCE

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Select a sentence that has from two to five words that can be replaced with synonyms. Write this sentence on chart paper.2. Select words to be replaced by synonyms. Underline them.3. On your lesson plan, prepare a list of possible synonyms for students to use for each word.4. Prepare for the contextual meaning discussion. Which synonyms will work in the sentence? Which won't? Why?5. On your lesson plan, prepare the sentence with which you will replace the original.	<ol style="list-style-type: none">1. Students read sentence aloud.2. Teacher points out first underlined word and asks students to think of synonyms for that word.3. Teacher writes words that are synonyms for underlined word below.4. Repeat the same procedure for each underlined word.5. Teacher crosses out synonyms that change the meaning of the sentence.6. *Optional <i>Push!</i> step Teacher helps students rank synonyms based on meaning or register.7. Teacher selects replacement words to create a new sentence and writes that sentence below the original.8. Students practice.

MORPH HOUSE

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Select the base word and derivatives.2. Prepare the lesson plan.3. Prepare the chart.	<ol style="list-style-type: none">1. Teacher presents the chart and base word to students.2. Students generate derivatives from the base word (usually in the infinitive verb form).3. Students generate a sentence for each base word.4. Students identify parts of speech.5. Independent practice

THIS OR THAT

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Think of a choice for students to make, or select from list.2. Write the question and answer frame that students will use.3. Prepare the chart.4. Prepare possible reasons.5. Prepare at least one oral practice routine.	<ol style="list-style-type: none">1. Teacher presents students with a choice.2. Students think of reasons to support one choice.3. Students think of reasons to support the other choice.4. Students make a decision.5. Students support their answer with two reasons.6. Oral practice

FUNCTION JUNCTION

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Think of a scenario to present to students, or select from list.2. Prepare the chart.3. Be sure you understand the language function yourself called for in the scenario.4. Prepare possible responses.5. Consider response rankings.6. Prepare at least one oral practice routine.	<ol style="list-style-type: none">1. Teacher presents students with a scenario.2. Students identify language function.3. Students think of possible responses to complete the language function.4. Students share their responses with a partner and then the whole class.5. Teacher records answers.6. Teacher guides students to different responses.7. Rank responses.8. Oral practice.

VERB TENSE STUDY

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none"> 1. Prepare Preview Chart (See examples on following pages.) <ol style="list-style-type: none"> a. Title b. Language Objective c. Parts of Speech d. Application (Why?) e. Formulas f. Example 2. Prepare Working Chart <ol style="list-style-type: none"> a. Select a picture that will yield sufficient subjects and verbs. b. Label headings for subject and verb. c. Pencil-in <i>Push!</i> words. 3. Design Independent Practice <ol style="list-style-type: none"> a. How many sentences will students write? b. What are the parameters for their sentences? <ol style="list-style-type: none"> i. number of words ii. types of subjects iii. types of verbs iv. elements answered 	<ol style="list-style-type: none"> 1. Teacher previews Preview Chart. <ol style="list-style-type: none"> a. Teacher asks questions for each part of the Preview Chart to increase student participation. 2. Students generate subjects and verbs 3. Sentence #1 <ol style="list-style-type: none"> a. Teacher selects subject and verb. b. Teacher walks students through formula using prescribed subject and verb. c. Students finish sentence in pairs/groups. d. Teacher listens to three-four sentences from students. e. Teacher selects one sentence and stretches or extends. f. Students dictate sentence to teacher as he/she writes it **Analysis of sentence 4. Sentence #2 <ol style="list-style-type: none"> a. Teacher selects subject and verb b. Students finish sentence in pairs/groups. c. Teacher listens to three or four sentences from students. d. Teacher selects one sentence and stretches or extends it. e. Students dictate sentence to teacher as he/she writes it **Analysis of sentence 5. Sentence #3 <ol style="list-style-type: none"> a. Students select subject and verb and create sentence in pairs/groups. b. Teacher listens to three to four sentences from students. c. Teacher selects one sentence and stretches or extends. d. Students dictate sentence to teacher as he/she writes it **Analysis of sentence 6. Independent Practice

SYNTAX SURGERY

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none"> 1. Prepare lesson plan. <ol style="list-style-type: none"> a. What are the key grammatical features that students will need to use? b. What are the syntax rules that will be needed? c. Which verb tense will be used? <ol style="list-style-type: none"> i. Is the Preview Chart for that tense posted? d. Write out the guided reconstruction steps. e. When will students receive their own words (“Hands-on”) or be allowed to start writing the sentence (“Eyes-on”)? f. Write out at least five shuffles. 2. Write out sentence on sentence strip or index cards for teacher use. <ol style="list-style-type: none"> a. Write extra words for shuffles. 3. Create words for students to use (for “Hands-on” approach). <ol style="list-style-type: none"> a. Leave blanks for shuffles. 	<p>Teacher reveals mixed-up sentence as students read words.</p> <p><u>Guided Reconstruction</u></p> <ol style="list-style-type: none"> 1. Find the possible verbs in the sentence. 2. Find the possible subjects in the sentence. 3. Match the possible subjects and verbs to form clauses. 4. Find the possible adjectives. 5. Match the adjectives to the nouns or pronouns. 6. Find the pronouns. 7. Place pronouns after referring to the noun it replaces. 8. Find the possible prepositions. 9. Match the prepositions to nouns. 10. Find the conjunctions. 11. Match the conjunctions to clauses, words, or groups of words. 12. Find the possible adverbs. 13. Match the adverbs to verbs, adjectives or adverbs. <p><u>Shuffles</u></p> <ul style="list-style-type: none"> • Shorten the sentence to the main clause. • Change the form of the sentence from declarative to negative. • Change the form of the sentence to the interrogative form. • Change the subject of the sentence from singular to plural or plural to singular. • Move one phrase or clause to another part of the sentence. • Change the tense of the sentence. • Replace key words with synonyms. • Replace key words with a different word from the same part of speech. • Add a new feature to the sentence. <p><u>Grammar Wall</u></p> <p>Students post words from the sentence on the Grammar Wall by identifying the appropriate part of speech and justifying their answers.</p>

FOUR-PICTURE STORY FRAMES

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none"> 1. Select four pictures that used together could illustrate a story or paragraph. 2. Plan a desired linguistic outcome- the ideal paragraph that you would want students to generate. <ol style="list-style-type: none"> a. Write the syntax pattern for each sentence. 3. Prepare four pieces of chart paper by writing interrogatives to be used on each (examples on following pages). 4. Prepare sticky notes or magnetic index cards for each of the interrogatives to be used. 5. Have a recently completed <i>Verb Tense Study</i> nearby with the formula to be used. 6. Ensure that your <i>Grammar Wall</i> has the interrogatives posted where they belong and sufficient example words under each. 	<ol style="list-style-type: none"> 1. Show pictures out of order. Ask students what the pictures are about. 2. Students sequence the pictures. <p>*For the first lesson, attach the interrogatives to the Grammar Wall before moving on.</p> <ol style="list-style-type: none"> 3. Picture #1 <ul style="list-style-type: none"> • generate “who” • generate “what” <ul style="list-style-type: none"> ○ select “who” and “what” for sentence • generate other details <ul style="list-style-type: none"> ○ where/when ○ why/how • Teacher selects components for details. • Teacher selects syntax pattern. <ul style="list-style-type: none"> ○ Start with “who” and “what.” ○ Add the other interrogatives to the end of the sentence. ○ Change the order of the interrogatives. • Students orally produce the sentence. <ul style="list-style-type: none"> ○ Teacher and students write the sentence. • Analysis of the sentence (It should match the <i>Verb Tense Study</i> formula.) • Students write a sentence independently. 4. Picture #2 (Repeat procedure.) 5. Picture #3 (Repeat procedure.) 6. Picture #4 (Repeat procedure.) 7. Rewrite sentences to form a paragraph. 8. <i>Edit and Revise</i>

WHAT WE ALREADY KNOW

<i>Preparation</i>	<i>Procedures</i>
<ol style="list-style-type: none">1. Select a topic which students would already know something about.2. Title a piece of chart paper: "What We Already Know About _____." (If you have pictures or visual props that can help students remember what they know, let the students interact with those things.)3. Generate 3-5 questions to prompt students should they not easily recall information on the topic.	<ol style="list-style-type: none">1. State the language objective.2. Introduce the topic.3. Students share something they know about the topic with a partner.4. Teacher hears the students' ideas and records at least six of the student sentences on the chart.5. Improve the sentences by:<ul style="list-style-type: none">▪ Adding a modifier (adjective or adverb) to each sentence;▪ Replacing two words with synonyms;▪ Changing the verb tense of each statement;▪ Changing the syntax structure so that the sentence does not begin with an article, noun, or pronoun;▪ Adding a when/where/how/why word, phrase, or clause.6. Rewrite the sentences to include the improvements.