

Lesson Plan
Coyote and Horse
Set 1

1. First five vocab words (DO NOT TEACH THE FIRST FIVE, teach these: sənkl̥caʔsqáxaʔ, qəxʷsqáxaʔtən, sumíx, ksp̥ícaʔ, kil

- say / listen with pictures
- ki / lut with group and individuals
- 1/2 with group and individuals
- swatters
- choral repeat
- either/or
- choral repeat

2. Last four vocab words. Teach these: ʔəx̥ʔəx̥ap, pəptwínaʔxʷ, ʔlit, xʷiçtəm

- repeat step 1 from above

3. Introduce set 1 story

- tell story one time in Nselxcin with panels (walk around to show them the panel up close)
- tell story one time in English with panels (show panels to them up close)
- tell story again in Nselxcin with panels (show panels to them up close)

4. Introduce first 4 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- sequencing pictures (teacher says a sentence without showing panel; students hold up small picture that matches the sentence; teacher reveals panel and says sentence again.)
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

5. Introduce last 4 phrases

- repeat step 3 from above

6. Integrate and Practice all Set 1 Phrases

- say / listen all 8 set 1 phrases with panels (say each panel two times only)
- choral repeat all 8 phrases
- laser-hunt-the-phrase with all 8
- choral repeat all 8 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 8 showing both panels and written sentences
- word scramble with all 8 phrases (pairs come to front to complete sentences)
- choral repeat set 1 phrases with panels only

Lesson Plan
Coyote and Horse
Set 2

1. All seven vocab words

- say / listen with pictures
- ki / lut with GROUP ONLY
- 1/2 with GROUP ONLY
- 1, 2, 3 sequence with group and individuals
- swatters
- TPR (no pictures)
 - say word and do action/sound
 - teacher says word and does action/sound and students do action/sound
 - teacher says word, students do action, teacher does action to confirm
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Introduce set 2 sentences

- say sentences one time in English with panels (walk around to show them the panel up close)
- say sentences again in Nselxcin with panels (show panels to them up close)

3. Introduce first 3 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

4. Introduce last 3 phrases

- repeat step 3 from above

5. Integrate and Practice all Set 2 Phrases

- say / listen all 6 set 2 phrases with panels (say each panel two times only)
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- choral repeat all 6 phrases
- laser-hunt-the-phrase with all 6
- choral repeat all 6 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 6 showing both panels and written sentences
- word scramble with all 6 phrases (pairs come to front to complete sentences)
- choral repeat set 2 phrases with panels only

6. Integrate Sets 1 and 2 Together

- say / listen with all 14 panels from sets 1 and 2
- TPR story
 - teacher says and acts out each phrase
 - teacher says and acts out each phrase and students do actions w/ teacher
 - teacher says a phrase, students do action, teacher repeats phrase and action to confirm
 - teacher tells integrated 1 and 2 story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1 and 2 integrated phrases with panels

Lesson Plan
Coyote and Horse
Set 3

1. All three vocab words

- say / listen with pictures
- ki / lut with group and individuals
- 1, 2, 3 sequence with group and individuals
- Mexican hand tag
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Introduce set 3 teaching panels

- say sentences one time in English with panels (walk around to show them the panel up close)

3. Introduce all set 3 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- stick game pointers with GROUP ONLY
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- swatters (leave pictures up on board afterwards)
- choral repeat phrases (with pictures up on board)
- laser sequence say (teacher points to one pict, starts to say phrases, student repeat when teacher says the matching phrase)
- choral repeat phrases
- laser-hunt-the-phrase with all
- choral repeat all showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all showing both panels and written sentences
- word scramble with all phrases (pairs come to front to complete sentences)
- choral repeat set 3 phrases with panels only

6. Integrate sets 1, 2 and 3

- say / listen with all 19 panels from sets 1, 2 and 3
- TPR story
 - teacher says and acts out each phrase

- teacher says and acts out each phrase and students do actions w/ teacher
- teacher says a phrase, students do action, teacher repeats phrase and action to confirm
- teacher tells integrated whole story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1, 2 and 3 integrated phrases with panels

Lesson Plan
Coyote and Dog
Set 1

1. First four vocab words

- say / listen with pictures
- ki / lut with group and individuals
- 1, 2, 3 sequence with group and individuals
- swatters
- choral repeat
- either/or
- choral repeat

2. Last four vocab words

- repeat step 1 from above

3. Introduce set 1 story

- tell story one time in Nselxcin with panels (walk around to show them the panel up close)
- tell story one time in English with panels (show panels to them up close)
- tell story again in Nselxcin with panels (show panels to them up close)

4. Introduce first 4 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- sequencing pictures (teacher says a sentence without showing panel; students hold up small picture that matches the sentence; teacher reveals panel and says sentence again.)
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

5. Introduce last 4 phrases

- repeat step 3 from above

6. Integrate and Practice all Set 1 Phrases

- say / listen all 8 set 1 phrases with panels (say each panel two times only)
- choral repeat all 8 phrases
- laser-hunt-the-phrase with all 8
- choral repeat all 8 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 8 showing both panels and written sentences
- word scramble with all 8 phrases (pairs come to front to complete sentences)
- choral repeat set 1 phrases with panels only

Lesson Plan
Coyote and Dog
Set 2

1. All seven vocab words

- say / listen with pictures
- ki / lut with GROUP ONLY
- 1/2 with GROUP ONLY
- 1, 2, 3 sequence with group and individuals
- swatters
- TPR (no pictures)
 - say word and do action/sound
 - teacher says word and does action/sound and students do action/sound
 - teacher says word, students do action, teacher does action to confirm
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Introduce all 8 set 2 sentences

- say sentences one time in English with panels (walk around to show them the panel up close)
- say sentences again in Nselxcin with panels (show panels to them up close)

3. Introduce first 4 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

4. Introduce last 4 phrases

- repeat step 3 from above

5. Integrate and Practice all Set 2 Phrases

- say / listen all 8 set 2 phrases with panels (say each panel two times only)
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- choral repeat all 8 phrases
- laser-hunt-the-phrase with all 8
- choral repeat all 8 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 8 showing both panels and written sentences
- word scramble with all 8 phrases (pairs come to front to complete sentences)
- choral repeat set 2 phrases with panels only

6. Integrate Sets 1 and 2 Together

- say / listen with all 16 panels from sets 1 and 2
- TPR story
 - teacher says and acts out each phrase
 - teacher says and acts out each phrase and students do actions w/ teacher
 - teacher says a phrase, students do action, teacher repeats phrase and action to confirm
 - teacher tells integrated 1 and 2 story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1 and 2 integrated phrases with panels

Lesson Plan
Coyote and Dog
Set 3

1. 2 vocab words from set 3 and the word *tunnel / hole* from set 2

- say / listen with pictures
- ki / lut with group and individuals
- 1, 2, 3 sequence with group and individuals
- Mexican hand tag
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Introduce set 3 teaching panels

- say sentences one time in English with panels (walk around to show them the panel up close)

3. Introduce first 3 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

4. Introduce last 3 phrases

- repeat step 3 from above

5. Integrate and Practice all Set 3 Phrases

- say / listen all 6 set 2 phrases with panels (say each panel two times only)
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- choral repeat all 6 phrases
- laser-hunt-the-phrase with all 6
- choral repeat all 6 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 6 showing both panels and written sentences
- word scramble with all 6 phrases (pairs come to front to complete sentences)
- choral repeat set 3 phrases with panels only

6. Integrate sets 1, 2 and 3

- say / listen with all panels from sets 1, 2 and 3
- TPR story
 - teacher says and acts out each phrase
 - teacher says and acts out each phrase and students do actions w/ teacher
 - teacher says a phrase, students do action, teacher repeats phrase and action to confirm
 - teacher tells integrated whole story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1, 2 and 3 integrated phrases with panels

Lesson Plan

Chipmunk and Monster

Set 1

1. All seven vocab words

- say / listen with pictures
- ki / lut with GROUP ONLY
- 1/2 with GROUP ONLY
- 1, 2, 3 sequence with group and individuals
- swatters
- TPR (no pictures)
 - say word and do action/sound
 - teacher says word and does action/sound and students do action/sound
 - teacher says word, students do action, teacher does action to confirm
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Introduce set 1 story

- tell story one time in Nselxcin with panels (walk around to show them the panel up close)
- tell story one time in English with panels (show panels to them up close)
- tell story again in Nselxcin with panels (show panels to them up close)

3. Introduce first 4 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- sequencing pictures (teacher says a sentence without showing panel; students hold up small picture that matches the sentence; teacher reveals panel and says sentence again.)
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

4. Introduce last 3 phrases

- repeat step 3 from above

5. Integrate and Practice all Set 1 Phrases

- say / listen all 7 set 1 phrases with panels (say each panel two times only)
- choral repeat all 7 phrases
- laser-hunt-the-phrase with all 7
- choral repeat all 7 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 7 showing both panels and written sentences
- word scramble with all 7 phrases (pairs come to front to complete sentences)
- choral repeat set 1 phrases with panels only

Lesson Plan
Chipmunk Monster
Set 2

1. First 5 vocab words

- say / listen with pictures
- ki / lut with group and individuals
- stick game pointers with group and individuals
- swatters
- choral repeat
- either/or
- choral repeat

2. Last 5 vocab words

- repeat step 1 from above

2. Introduce all 7 set 2 sentences

- say sentences one time in English with panels (walk around to show them the panel up close)
- say sentences again in Nselxcin with panels (show panels to them up close)

3. Introduce first 4 phrases

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- swatters
- choral repeat phrases
- laser sequence say
- choral repeat phrases

4. Introduce last 3 phrases

- repeat step 3 from above

5. Integrate and Practice all Set 2 Phrases

- say / listen all 7 set 2 phrases with panels (say each panel two times only)
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- choral repeat all 7 phrases
- laser-hunt-the-phrase with all 7
- choral repeat all 7 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 7 showing both panels and written sentences
- word scramble with all 7 phrases (pairs come to front to complete sentences)
- choral repeat set 2 phrases with panels only

6. Integrate Sets 1 and 2 Together

- say / listen with all 14 panels from sets 1 and 2
- TPR story
 - teacher says and acts out each phrase
 - teacher says and acts out each phrase and students do actions w/ teacher
 - teacher says a phrase, students do action, teacher repeats phrase and action to confirm
 - teacher tells integrated 1 and 2 story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1 and 2 integrated phrases with panels

Lesson Plan

Chipmunk and Monster

Set 3

1. All six vocab words

- say / listen with pictures
- ki / lut with GROUP ONLY
- 1/2 with GROUP ONLY
- 1, 2, 3 sequence with group and individuals
- swatters
- Mexican hand tag (first three words, then next three words)
- choral repeat with pictures
- either/or with pictures
- choral repeat with pictures

2. Review family words: tuṁ, mistəm, səsi?, swawása?, kíkwá?, stəmtíma?

- say / listen with family tree chart
- choral repeat all six
- ask-n-answer 2-3 people with each relationship:
 swit a(n)___ i?_sk^wists ? / i(n)___ ___ sk^wists.
- family song: to the tune of ABC song

3. Introduce set 3 teaching panels

- say sentences one time in English with panels (walk around to show them the panel up close)
- say sentences one time in Nselxcin with panels (make sure they can see)

4. Introduce first 11 phrases**

**careful with this. The pictures look alike. Try to use contrasting pictures during activities (you ___ wants you / I dont have a ___). You are doing all 11 because they are very repetitious. Use your voice to emphasize the FAMILY word in each sentence.

- say / listen (it is very important to make sure they can really see the panel)
- yes / no with GROUP ONLY
- 1/2 with GROUP ONLY
- swatters
- choral repeat phrases
- either / or
- choral repeat phrases

4. Introduce last 4 phrases

-repeat step 3 from above

5. Integrate and Practice all Set 3 Phrases

- say / listen all 15 set 3 phrases with panels (say each panel two times only)
- sequencing pictures (teacher says phrase without showing panel; students hold up little picture that matches, teacher shows panel and says phrase)
- choral repeat all 15 phrases
- laser-hunt-the-phrase with all 15
- choral repeat all 15 showing both panels and written sentences
- sentence halves with pocket chart (pairs come to front to complete sentences)
- choral repeat all 15 showing both panels and written sentences
- word scramble with all 15 phrases (pairs come to front to complete sentences)
- choral repeat set 3 phrases with panels only

6. Integrate sets 1, 2 and 3

- say / listen with all panels from sets 1, 2 and 3
- TPR story
 - teacher says and acts out each phrase
 - teacher says and acts out each phrase and students do actions w/ teacher
 - teacher says a phrase, students do action, teacher repeats phrase and action to confirm
 - teacher tells integrated whole story with panels, students do TPR for each phrase after teacher says it
- choral repeat sets 1, 2 and 3 integrated phrases with panels