

# **Teacher's Manual**

## **Direct Acquisition Lesson Activities**

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# Direct Acquisition Lesson Activities

## A. Recognition Level

### 1. Say/Listen

Summary: teacher says the word, usually with a visual, while students listen.

ya<sup>˘</sup>ya<sup>˘</sup>t swit ˘a<sup>˘</sup>ntp i<sup>˘</sup>?\_sklq<sup>w</sup>əy<sup>w</sup>ncut ul p\_ĵk<sup>n</sup>ıya<sup>˘</sup>?

lut aksq<sup>w</sup>əlq<sup>w</sup>ılt

lut ksq<sup>w</sup>əlq<sup>w</sup>iltmp

everyone look at the picture and listen

don't speak (singular)

don't speak (plural)

### 2. TPR action/sound

Summary: teacher says the word while making an action or a sound or with a combination of action and sound.

Students listen. A visual can be used as well.

ya<sup>˘</sup>ya<sup>˘</sup>t swit p\_yaya<sup>˘</sup>ħa<sup>˘</sup>? ul p\_ĵk<sup>n</sup>ıya<sup>˘</sup>?

lut aksq<sup>w</sup>əlq<sup>w</sup>ılt

lut ksq<sup>w</sup>əlq<sup>w</sup>iltmp

everyone watch and listen

don't speak (singular)

don't speak (plural)

### 3. TPR Story

Summary: teacher uses the words with actions and sounds to tell a brief story while students listen.

ya<sup>˘</sup>ya<sup>˘</sup>t swit p\_yaya<sup>˘</sup>ħa<sup>˘</sup>? ul p\_ĵk<sup>n</sup>ıya<sup>˘</sup>?

lut aksq<sup>w</sup>əlq<sup>w</sup>ılt

lut ksq<sup>w</sup>əlq<sup>w</sup>iltmp

everyone watch and listen

don't speak (singular)

don't speak (plural)

#### 4. Memory (Concentration)

Summary: students use previous vocabulary to ask for matches in a memory game. As words are revealed, teacher says words and shows visuals.

hahuy anwí

it is your turn

hakín anǎmínk?

which one do you want?

tí? papút

it is the same

lut t'ə\_papút

it is not the same

k<sup>w</sup>\_ǎx<sup>w</sup>up

you win

#### 5. Tone of Voice

Summary: teacher says word with special inflection of the voice. Inflection may be random, or may reinforce the meaning of the word. The word "patient" is long and drawn out while the word "impatient" is quick and clipped.

ya<sup>˘</sup>ya<sup>˘</sup>t swit p\_ǎkníya?

everyone listen

lut aksq<sup>w</sup>əlq<sup>w</sup>ílt

don't speak (singular)

lut ksq<sup>w</sup>əlq<sup>w</sup>iltmp

don't speak (plural)

#### 6. Half Pictures Listening

Summary: mount halves of several pictures at front of room. A volunteer comes forward and puts the halves together. As each pairing is made, teacher says the word.

ǎa<sup>˘</sup>ǎa<sup>˘</sup>ánt hakín i?\_put

find the parts that go together

ʔasíl akskl<sup>˘</sup>am

put the two parts together (sing)

ʔasíl i?\_kskla<sup>˘</sup>ntíp

put the two parts together (plural)

## 7. Picture Hold Up

Summary: students have small versions of the teachers pictures. When teacher says a word and shows it, students hold up the same picture. Variation- make a comprehension exercise by saying the word, then having students hold up the small version, then showing the teacher picture

kkníya?mnt i?\_s?ums

listen to the word (sing.)

kkníya?mntp i?\_s?ums

listen to the word (plural)

°ačntp i?\_sklqəýncut

look at the picture (plural)

nwisəlxk<sup>w</sup> i?\_sklqəýncut i?\_papút

hold up the picture that is the same (sing.)

nwisəlxstp i?\_sklqəýncut i?\_papút

hold up the picture that is the same (plural)

## 8. Picture Elimination

Summary: students are given five small pictures of words being taught. Students place small pictures face down. Students choose one word to flip over. Teacher then shows a picture. If picture matches the one that student flipped, then that picture is eliminated. Student wins if they are first to eliminate all 5 of their pictures.

plkmstíp i?\_sklqəýncutmp

put your pictures face down (plural)

plkmstíp naqs sklqəýncut

turn over one picture (plural)

lə\_papút asklqəýncut, k<sup>w</sup>int itlí? asklqəýncut

if your picture is the same, take away your picture (plural)

## B. Comprehension

### 9. Nod and Clap

Summary: teacher shows a picture and says a word. If word matches the picture the students nod. If it does not match, students clap ONE TIME. Teacher works with one picture until students nod correctly.

kən\_ksʔúmaʔx  
lə\_papút iʔ\_sklǫǫǫncut kʷ\_ǫʷətǫsam  
lə\_papút iʔ\_sklǫǫǫncut p\_ǫʷətǫsam  
lut lə\_papút iʔ\_sklǫǫǫncut ntəqʷnkikstx tə\_naqs  
lut lə\_papút iʔ\_sklǫǫǫncut p\_ntəqʷnkikstx tə\_naqs  
way ixíʔ kʷ\_put  
way ixíʔ p\_put

I will say a word  
if the picture is the same nod your head (sing.)  
if the picture is the same nod your heads (plural)  
if the picture is not the same clap one time (sing)  
if the picture is not the same clap one time (plural)  
you are correct (sing)  
you are correct (plural)

## 10. Yes/No

Summary: teacher shows a visual and says a word. If the word matches the visual, students respond yes. If the word and visual do not match, students say no. Teacher works with one visual until the answer is yes.

kən\_ksʔúmaʔx  
lə\_papút iʔ\_sklǫǫǫncut cunt ki  
lə\_papút iʔ\_sklǫǫǫncut p\_cut ki  
lut lə\_papút iʔ\_sklǫǫǫncut cunt lut  
lut lə\_papút iʔ\_sklǫǫǫncut p\_cut lut  
way ixíʔ kʷ\_put  
way ixíʔ p\_put

I will say a word  
if the picture is the same say yes (sing.)  
if the picture is the same say yes (plural)  
if the picture is not the same say no (sing.)  
if the picture is not the same say no (plural)  
you are correct (sing)  
you are correct (plural)

## 11. 1, 2, 3 Sequence Pick

Summary: mount pictures on wall. Point to one picture. Say three words. Students hold up one, two or three fingers to show which word said was that one that matched the picture. Variation- have students say one, two or three to show match.

ʔacnt iʔ\_sklǫǫǫncut

look at the picture (sing.)

ʕaʕntp iʔ\_sklǫǫy̆ncut

kkníyaʔmnt iʔ\_sʔaʔúm

kkníyaʔmntp iʔ\_sʔaʔúm

hakín tǝ\_sʔum iʔ\_put

ʕaʕx̆mtúlt naqs, ʔasíl kǝm kaʔɪnqínkst

ʕaʕx̆mtúltp naqs, ʔasíl kǝm kaʔɪnqínkst

cunt naqs, ʔasíl kǝm kaʔɪs

p\_cut naqs, ʔasíl kǝm kaʔɪs

look at the picture (plural)

listen to the words (sing.)

listen to the words (plural)

which word is correct?

show one, two or three fingers (sing.)

show one, two or three fingers (plural)

say one, two or three (sing.)

say one, two or three (plural)

## 12. Picture Sequence Match

Summary: each student has small set of pictures that match teachers. Teacher says a sequence of words and students place their pictures in that sequence. First with 3 word, then 4, 5 and more. Teacher may speak progressively faster with less repetition.

kkníyaʔmnt iʔ\_sʔaʔúms

kkníyaʔmntp iʔ\_sʔums

utánt iʔ\_sklǫǫy̆ncutn ʕkiñ iʔ\_ʔaʔúmǝn

listen to the words (sing.)

listen to the words (plural)

put the pictures in the order that I say

## 13. Bowling

Summary: clip pictures so that they form a rolled column. Set up the pictures at one end of the room. Say a word. Students try to bowl over that word by rolling (not throwing!) a ball at it. Variations: set up a guard who tries to block balls from hitting the right word or put the words close together and eliminate students who hit the wrong word until only one is left standing.

ʕaʕnt iʔ\_sklǫǫy̆ncutn

kkníyaʔmnt iʔ\_sʔaʔúm

k<sup>w</sup>ilknt iʔ\_puk<sup>w</sup>laʔ kl sʔaʔúm iscút

look at the pictures (sing)

listen to the words (sing)

roll the ball to the words that I say

ćǎǫxnmint i?\_skǎǫǎncut iscut  
lut aksćǎǫmínəm i?\_púk<sup>w</sup>la?  
k<sup>w</sup>ilknt i?\_puk<sup>w</sup>la?  
lut kscćǎǫmínəm i?\_puk<sup>w</sup>la?mp

knock over the picture that I say  
don't throw the ball! (sing.)  
roll the ball! (sing.)  
don't throw the ball! (plural)

#### 14. One/Two

Summary: teacher shows two visuals numbered one and two, then says a word. Students say "one" or "two", which ever matches the word said by the teacher. Can be varied by using two colors, two different numbers, or two animals rather than "one" and "two".

kǎn\_ks?úma?x  
ǎa? cx?it cutx naqs  
ǎa? cx?it p\_cut naqs  
ǎa? ks?asíls cutx ?asíl  
ǎa? ks?asíls p\_cut ?asíl  
wayǎ ixí? k<sup>w</sup>\_put  
wayǎ ixí? p\_put

I will say a word  
if it is first say "one" (sing.)  
if it is first say "one" (plural)  
if it is second say "two" (sing.)  
if it is second say "two" (plural)  
you are correct (sing)  
you are correct (plural)

#### 15. Airport

Summary: lay the pictures on the floor or on a table. Give each student a paper airplane (different colors help). Say a word. Students try to land their airplane on the a picture.

kǎníya?mnt i?\_s?ums  
kǎníya?mntp i?\_s?ums  
cqant ant'úx<sup>w</sup>t ǎ\_sǎǎǎncut iscut  
cqntip i?\_t'úx<sup>w</sup>tmp ǎ\_sǎǎǎncut iscut  
k<sup>w</sup>int ant'úx<sup>w</sup>t

listen to the word (sing.)  
listen to the word (plural)  
land your plane on the picture that I say (sing.)  
land your plane on the picture that I say (plural)  
pick up your plane (sing.)



k<sup>w</sup>m̄ant i<sup>?</sup>\_t'ux<sup>w</sup>tmp  
čəq̄mint ant'ux<sup>w</sup>t  
ʔisk<sup>w</sup>lmnt i<sup>?</sup>\_t'ux<sup>w</sup>tmp

pick up your planes (plural)  
throw your plane (sing.)  
throw your planes (plural)

## 16. Red Light - Green Light

Summary: students face teacher in a row. Teacher holds a stack of pictures so that the class can not see them. Teacher says a word. If students believe that the word said matches the picture on top of the stack, they raise their hand. Teacher shows picture from top of stack. If it matches, raised hand students step forward ONE step. If it does not match, raised hand students go back TWO steps. Winner is the first to reach the teacher.

teṛm̄əncút̄x.  
teṛm̄əncút̄xwi.  
k̄k̄níyaʔm̄nt̄p i<sup>?</sup>\_sʔums  
k<sup>w</sup>\_ł̄a nstils papút i<sup>?</sup>\_sʔums k̄l sk̄ł̄q̄əȳncut̄ nwəsł̄xikst̄x  
lut ł̄ə\_papút lut aksnwəsł̄xikstm  
k<sup>w</sup>\_ł̄aʔ\_cnwəsł̄xikst̄ naqs aksx<sup>w</sup>arxn  
k<sup>w</sup>\_ł̄aʔ\_cnwəsł̄xikst̄ naqs aksnwiwpxnm  
naqs aksnwiwpxnm  
tx<sup>w</sup>arxn̄x t̄ə\_naqsxn  
waȳ k<sup>w</sup>\_ckicx  
k<sup>w</sup>\_ł̄x<sup>w</sup>up

Line up.  
Line up. (plural)  
listen to the word (plural)  
if you think the word is the same as the picture raise your hand  
if it is not the same do not raise your hand (sing)  
if your hand is raised take one step forward  
if your hand is raised take one step back  
step back one step (sing)  
step forward one step  
you have arrived!  
you win!

## 17. Wild Cars

Summary: put pictures on the floor or along the bottom of the wall. On the floor, make a tape road map with roads leading to each picture. When teacher says a word, student drive a car on the map to arrive at a picture. Students may start in two different places and race to see who get there first, STAYING ON THE MAP.

k̄k̄niyaʔmnt iʔ_sʔums	listen to the word (sing.)
k̄k̄niyaʔmntp iʔ_sʔums	listen to the word (plural)
ksk̄mq̄int anp̄uyxn̄ kl̄ sk̄l̄q̄əȳncut	drive your car to the picture (sing.)
ksk̄mq̄intp iʔ_p̄uyxn̄mp̄ kl̄ sk̄l̄q̄əȳncut	drive your car to the picture (plural)
kʷ_ilíʔ ĩ_xwił	stay on the road (sing.)
p_ilíʔ ĩ_xwił	stay on the road (plural)

### 18. Search Light

Summary: hang a sheet up with the pictures mounted on the front. One student is behind the sheet with a flashlight and can not see the pictures. Students in front of the sheet direct the student with the light to move the beam until it touches the word said by the teacher. Can direct them with words (up, down, right, left, east, west, etc.) or with sounds that represent directions (up-bark, down-moo, right-meow, left-chirp). Variation- teacher says a sequence of words and students must direct search light through the sequence in the correct order.

xʷuyx̄ kałʔipx̄ ĩ_ntəpsit̄xʷtn	go behind the curtain (sing.)
kl̄ʔant iʔ_ćikʷsxn	turn on the flashlight (sing.)
k̄k̄niyaʔmnt iʔ_scuñmaʔs	listen to the signals/directions (sing.)
sił̄lxskʷ iʔ_ćikʷsxn̄ kl̄ t̄lał̄t	move the light to the correct place (sing.)

### 19. Thumbs Up TPR

Summary: teacher says a word, then makes an action. If the word and action match, students give thumbs up sign. If not, thumbs down. Teacher says same word until it is thumbs up.

kʷu_yaʔyał̄áʔnt ul̄ k̄k̄niyaʔx̄	watch me and listen (sing.)
kʷu_yaʔyał̄áʔntp ul̄ p_k̄k̄niyaʔ	watch me and listen (plural)
nwisəl̄xst̄ astuñkst̄ łə_papút̄ isćkʷul̄	put your thumb up if what I say matches what I do (sing.)
kanwíst̄ iʔ_stuñkst̄ łə_papút̄ isćkʷul̄	put your thumb up if what I say matches what I do (plural)

kay<sup>w</sup>ut astumkst lut tə\_papút isčk<sup>w</sup>ul  
kay<sup>w</sup>ut i?\_stumkst lut tə\_papút isčk<sup>w</sup>ul

put your thumb down if what I say doesnt match what I do  
put your thumb down if what I say doesnt match what I do (pl)

## 20. TPR Quiz

Summary: teacher says a word, students make the action or sound that matches the word.

kən\_ks?úma?x  
xilx čkiñ iscút  
p\_xiləm čkiñ iscút  
way ixí? k<sup>w</sup>\_put  
way ixí? p\_put  
xlapx.  
xlapwi

I will say a word  
do the action that matches what I say (sing.)  
do the action that matches what I say (plural)  
you are correct (sing)  
you are correct (plural)  
stop it  
stop it (plural)

## 21. Picture Backs

Summary: tape or clip a picture to each student's back. Teacher says a word. Everyone make a circle around the person who has that word on their back.

kkníya?mntp i?\_s?ums  
ktyiñtíp swit ha?kl s?um

listen to the word (plural)  
make a circle around the person who has the word (plural)

## 22. Pass it

Summary: teacher distributes visuals or objects to students while saying the corresponding words. Teacher then tells students to pass the visuals or objects to certain other students or back to the teacher. Example, "Pass the corn to Bob". "Pass the potato to me".

k<sup>w</sup>u\_tx<sup>w</sup>arłt i?\_qayíkstñ

pass me the pencil (sing.)

tx<sup>w</sup>arłt Susan i<sup>?</sup>\_qayıkstñ  
ixí<sup>?</sup> put  
k<sup>w</sup>u\_łctx<sup>w</sup>arłt i<sup>?</sup>\_qayıkstñ  
łtx<sup>w</sup>arłt i<sup>?</sup>\_qayıkstn kł Susan

pass the pencil to Susan (sing.)  
that's correct  
pass the pencil back to me (sing.)  
pass the pencil back to Susan (sing.)

### 23. Say-and-Lay

Summary: teacher lays down visuals or objects in front of students. Teacher says a word, students point to the corresponding object or visual, first as a group, then as individuals. Teacher has certain students pick up a particular visual or object. Teacher then asks student to pass her the objects one at a time.

caq<sup>w</sup>nt i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw  
tqant i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw  
k<sup>w</sup>int i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw  
k<sup>w</sup>u\_cx<sup>w</sup>içłt i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw  
x<sup>w</sup>içłt i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw kł Susan

point to the tomato  
touch the tomato  
pick up the tomato  
give me the tomato  
give the tomato to Susan (plural)

### 24. Stick Game Pointers

Summary: teacher shows visuals or objects in a row with a maximum of five. Teacher says a word, and students indicate which visual or object matches using stick game style pointing.

ya<sup>ç</sup>ya<sup>ç</sup>t swit p\_kkniya<sup>?</sup>  
caq<sup>w</sup>nt i<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>iw  
łcaq<sup>w</sup>nt  
łcaq<sup>w</sup>ntp  
caq<sup>w</sup>nt ka schikst  
caq<sup>w</sup>nt ka skçik<sup>w</sup>a<sup>?</sup>  
caq<sup>w</sup>nt l<sup>ç</sup>iws

everyone listen  
point to the tomato  
point again (sing.)  
point again (plural)  
point right  
point left  
point middle

čaq<sup>w</sup>nt paŕqísa?  
ixí? put

point outside  
that's correct

## 25. Swatters

Summary: teacher places visuals on board in front. Two students, armed with fly swatters, approach the visuals. The teacher says a word and the students compete to be the first to swat the visual that matches.

cx<sup>w</sup>uyx akla?  
cx<sup>w</sup>uywi akla?  
spant i?\_s?um iscút  
spantp i?\_s?um iscút  
łx<sup>w</sup>up Susan  
naqs kl Susan  
?asił kl Susan  
kasıləm łx<sup>w</sup>up  
t'i? papút  
lut stiń  
?amútx  
k<sup>w</sup>illwi

come here  
come here (plural)  
hit (sing.) the word that I say  
hit (plural) the word that I say  
Susan wins  
one for Susan  
two for Susan  
it's a tie  
it's a tie  
nothing  
sit down.  
sit down. (plural)

## 26. Bingo

Summary: students draw pictures of words on bingo cards (with words if desired). Teacher calls out words in succession and students cover words shown on their cards.

p\_ąayíkstəm ł anqəymín  
kłx<sup>w</sup>ípna?ntp i?\_s?a?úm iscút  
?a?úmnt as?a?úm

draw pictures on your paper (plural)  
cover the words that I say (plural)  
read your words (singular)

kən\_λx<sup>w</sup>up  
swit i?\_λx<sup>w</sup>up ?  
anwí k<sup>w</sup>\_λx<sup>w</sup>up  
axá? asλx<sup>w</sup>up  
kłx<sup>w</sup>k<sup>w</sup>an<sup>t</sup>p i?\_mãmscutnmp  
axá? anpíns  
k<sup>w</sup>u\_cx<sup>w</sup>içłt anpíns  
k<sup>w</sup>u\_cx<sup>w</sup>içłt anmãmscutn  
k<sup>w</sup>u\_cx<sup>w</sup>içłt<sup>p</sup> i?\_mãmscutnmp

I win  
who won?  
you won  
here is your prize  
clear your cards (plural)  
here are your beans  
give me your beans  
give me your card (sing.)  
give me your cards (plural)

## 27. Bean Bag Toss

Summary: teacher says a word. Students toss a bean bag onto the picture or object for that word. Variation: give students different colored bean bags and compete to see who hits the picture or object first.

kəkníya?x.  
p\_kəkníya?  
kłçəqmínt i?\_pins λaqna? ĩ\_s?a?úm ascníxəl  
kłçəqmínt<sup>p</sup> i?\_pins λaqna? ĩ\_s?a?úm i?\_scníxəlmp  
anwí k<sup>w</sup>\_cx?it çəqntix<sup>w</sup>  
k<sup>w</sup>\_λx<sup>w</sup>up

listen  
listen (plural)  
throw a bean bag onto the word that you hear (sing)  
throw (plural) a bean bag onto the word that you hear  
you hit it first (sing)  
you win (sing)

## 28. Spider Web

Summary: students sit in a circle with pictures or objects. Teacher is also seated in the circle. Teacher has a ball of yarn. Teacher says a word and tosses the ball of yarn to the student holding that picture/item, holding onto the end of the string. Teacher says another word, student with yarn tosses it to the student with the new word, holding onto their spot in the yarn. Continue saying words and tossing the yarn with students holding onto it to form a spider web. Variation: after getting started, students, rather than the teacher, choose the new word, then say it and toss the yarn.

k<sup>w</sup>u\_ksk<sup>w</sup>u<sup>l</sup>a<sup>?</sup>x ta<sup>?</sup> tupəl cq<sup>w</sup>as  
kkníya<sup>?</sup>mntp i<sup>?</sup>\_s<sup>?</sup>ums  
ck<sup>w</sup>isk<sup>w</sup>əst i<sup>?</sup>\_strar uł čəq<sup>?</sup>milt swit a<sup>?</sup>\_ks<sup>?</sup>um  
<sup>?</sup>umnt i<sup>?</sup>\_s<sup>?</sup>um uł čəq<sup>?</sup>milt i<sup>?</sup>\_strar swit a<sup>?</sup>\_ks<sup>?</sup>um  
ck<sup>w</sup>isk<sup>w</sup>əst i<sup>?</sup>\_strar  
ck<sup>w</sup>isk<sup>w</sup>əstp i<sup>?</sup>\_strar  
lut aksłuníkst  
lut ksłuníkstmp

we are going to make a spider web  
listen to the word (plural)  
hold the yarn and toss it to the person who has the word (sing)  
say a word and toss the yarn to the person who has that word  
hold onto the yarn! (sing.)  
hold onto the yarn! (plural)  
don't let go! (sing.)  
don't let go! (plural)

## 29. Half Pictures

Summary: mount halves of several pictures at front of room. A volunteer comes forward. Teacher says a word and the volunteer selects the correct halves and puts them together. As the pair is made, teacher repeats the word. Variation- two volunteers come forward. When teacher says a word, the volunteers connect the two halves with a piece of string or yarn. Variation 2- a team must make matches in a certain sequence as teacher says words.

ʎačnt i<sup>?</sup>\_skłqəy<sup>?</sup>ncut  
ʎačntp i<sup>?</sup>\_skłqəy<sup>?</sup>ncut  
nk<sup>w</sup>ak<sup>w</sup>int <sup>?</sup>asíl i<sup>?</sup>\_s<sup>?</sup>ums  
nk<sup>w</sup>ak<sup>w</sup>intmp <sup>?</sup>asíl i<sup>?</sup>\_s<sup>?</sup>ums  
nčəp<sup>?</sup>q<sup>?</sup>síwsnt tə\_st<sup>?</sup>rar  
nčəp<sup>?</sup>q<sup>?</sup>síwsntp tə\_st<sup>?</sup>rar

look at the picture (sing.)  
look at the picture (plural)  
choose the two parts of the word (sing.)  
choose the two parts of the word (plural)  
connect the two parts with the string (sing.)  
connect the two parts with the string (plural)

## 30. Tissue Drop

Summary: student each have a picture. They begin walking around in a circle. Teacher says a word and at the same time, throws a tissue into the center of the circle. The student who has the picture for the word said must catch the tissue on their picture before it hits the floor.

yirncútwi  
p\_x<sup>w</sup>ist ĩ<sup>1</sup>\_syirncutmp  
kən\_ʔumm mi čəq̄min iʔ\_nʔap̄qstn  
lə\_ʔumłstn asʔum mi kłk<sup>w</sup>incent iʔ\_nʔap̄qstn ĩ<sup>1</sup>\_askłq̄əȳncút

form a circle (plural)  
walk in a circle (plural)  
I will say a word and throw the tissue  
if I say your word catch the tissue on your picture

### 31. Hand Fan Race

Summary: put pictures or objects at the front of the class. Student each have a balloon and a hand fan. Teacher says a word and students must move their balloon to that pict or object using AIR only.

kłkńiyaʔmnt iʔ\_sʔums  
kłkńiyaʔmntp iʔ\_sʔums  
yirmínt asnpúx<sup>w</sup> kł skłq̄əȳncut  
yirmíntp iʔ\_snpux<sup>w</sup>mp kł skłq̄əȳncut  
lut akstqám iʔ\_aʔ\_cnpux<sup>w</sup>  
lut kstəqntip iʔ\_aʔ\_cnpux<sup>w</sup>  
tə\_słəx<sup>w</sup>ncut yirmínt iʔ\_aʔ\_cnpux<sup>w</sup>  
tə\_słəx<sup>w</sup>ncutmp yirmíntp iʔ\_aʔ\_cnpux<sup>w</sup>

listen to the word (sing.)  
listen to the word (plural)  
push your balloon to the picture (sing.)  
push your balloon to the picture (plural)  
don't touch the balloon (sing.)  
don't touch the balloon (plural)  
use air to push the balloon (sing.)  
use air to push the balloon (plural)

### 32. Run to the Word

Summary: put pictures or objects around the room. Teacher says a word and students run to the word said. Variation: make it a knock-kneed race by having them hold a ball between their knees when they run.

kłkńiyaʔmnt iʔ\_sʔums  
kłkńiyaʔmntp iʔ\_sʔums  
qícəlxəx kł sʔum ascńíxəl̄  
p\_qícəlx kł sʔum iʔ\_sńíxəl̄mp

listen to the word (sing.)  
listen to the word (plural)  
run to the word that you hear (sing.)  
run to the word that you hear (plural)



ck<sup>w</sup>isk<sup>w</sup>əst i<sup>?</sup>\_puk<sup>w</sup>la<sup>?</sup> ta anka<sup>?</sup>ka<sup>?</sup>qínxn  
ck<sup>w</sup>isk<sup>w</sup>əstp i<sup>?</sup>\_puk<sup>w</sup>la<sup>?</sup> ta ka<sup>?</sup>ka<sup>?</sup>qínxnmp

hold the ball with your knees (sing.)  
hold the ball with your knees (plural)

### 33. Crossover

Summary: students form two lines facing each other. Each line has a set of pictures, such that there are two pictures of each word, with one copy of each word in each line. There is one student who does not have a picture and is standing between the two lines. Teacher says a word and the two students who have that picture must swap places, running to each others space in their respective lines. The student in the middle tries to steal one of the open spaces. The person who does not make it to one of the open spaces is now in the middle. Person in the middle never has a picture.

te<sup>r</sup>mncútwi tə<sup>?</sup>asla<sup>l</sup>q<sup>w</sup>  
kkníya<sup>?</sup>mntp i<sup>?</sup>\_s<sup>?</sup>ums  
lə<sup>?</sup>\_nixəlmnt as<sup>?</sup>um qicəlxəx kl nəqsalq<sup>w</sup>  
n<sup>?</sup>aksux<sup>w</sup>úsmnt

form two lines (plural)  
listen to the word (plural)  
if you hear your word run to the other line (sing)  
try to take the open space

### 34. Twister

Summary: use a clear shower curtain. Make 16 pockets for pictures on one side of the curtain. Put 2-3 copies of each picture in random pockets. Have slips of paper in a bag that say left foot, right foot, left hand, and right hand. Have slips of paper in another bag that say the word that match the pictures. On each turn, draw out a hand/foot paper and a picture paper and say the words. Students must place the appropriate body part on the appropriate picture without falling or touching any other picture.

utánt ascxikst l<sup>?</sup>\_sk<sup>w</sup>ək<sup>w</sup>i<sup>w</sup>  
utánt askc<sup>?</sup>ík<sup>w</sup>a<sup>?</sup>kst l<sup>?</sup>\_shayk<sup>w</sup>  
utánt askcxikstxn l<sup>?</sup>\_ntəxúla<sup>?</sup>x<sup>w</sup>  
utánt askc<sup>?</sup>ík<sup>w</sup>a<sup>?</sup>xn l<sup>?</sup>\_s<sup>?</sup>λuk<sup>w</sup>əm  
lut akstqám itlí<sup>?</sup> i<sup>?</sup>\_stim

put your right hand on the tomato  
put your left hand on onion  
put your right foot on cookie  
put your left foot on carrot  
don't touch anything else

lut aksəʃəlˈxikstm  
lut aksəʃəlˈxxnam

don't move your other hand  
don't move your other foot

### 35. Laser Pointers

Summary: students have laser pointers. Pictures of all words are on the board where all can see. Teacher says a word. Students point to the word with their laser pointers. When all are on the correct word, teacher says another word.

yaˈyáˈt swit ˈaɪnt iː ˈskɪlqəɪncut ul p\_kkniya?  
lut aksɪnt.  
lut ksɪntəmp.  
ɔːqˈnt iː ˈskɪlqəɪncut ɪscút.  
ɔːqˈntp iː ˈskɪlqəɪncut ɪscút.

Everyone look at the pictures and listen.  
Don't speak (singular)  
Don't speak (plural)  
Point (singular command) to the picture that I say.  
Point (plural command) to the picture that I say.

### 36. Mexican Tag

Summary: place three pieces of tape on the floor, one on each side of the room and the other evenly between the other two. The lines on the side are "safety" lines; the line in the middle is the "toe" line. Teacher places a visual next to the toe line, as well as behind each safety line. For example, a picture of a cow is at the toe line, a picture of a cat is behind the left safety line, and a picture of a crow is behind the right safety line. Two students face each other across the toe line, both with their toe on the line. Teacher says a word, either "cow", "cat" or "crow". If cow is said, students must remain still. If they move their foot from the line, they are out. If cat is said, the student on the same side as cat must run to their safety line while the other student (on the crow side) tries to tag them. If crow is said, the student on the crow side must run to their safety line before the student on the cat side tags them.

utánt astúmɪn ɪ\_aː\_ɔːlɔːp.  
utántp iː ˈstɪtɪmɪnəmp ɪ\_aː\_ɔːlɔːp.  
p\_ʃæcmncut !  
kən\_ɪə\_cut pus, kəlkiɪnt.

Put your toe on the line. (singular command)  
Put your toes on the line. (plural command)  
Get ready! (plural)  
If I say "cat", you chase her. (singular command)

kilnt kən\_łə\_cut ʃ˘aʃ˘á.  
kən\_łə\_cut stm˘alt, p\_tkasílm tí? p\_ílí?  
p\_łilmi˘st kən\_łə\_cut stm˘alt.

Chase her if I say, "crow". (singular command)  
If I say, "cow", you both stay.  
Don't move (plural) if I say, "cow".

## C. Limited Production

### 37. Choral Repeat

Summary: teacher says a word, students repeat after the teacher as a group.

k˘u\_cunt.  
p\_ya˘a˘t k˘u\_cunt

Tell me \_\_. (repeat)  
Tell me \_\_. (repeat) (plural)

### 38. Shot Gun

Summary: put a piece of paper with many holes in it over a picture. From what can be seen, students must tell what word is being shown. Make it easier by giving clues or asking questions. For example, say 2-3 words, one of which is correct, or ask, Is it \_\_\_?

˘a˘nt i˘\_skłqəy˘ncut  
˘a˘ntp i˘\_skłqəy˘ncut  
stim tə\_s˘a˘um kał˘ípəms i˘\_qəymín ?  
˘umnt i˘\_s˘a˘úms ł\_sklqəy˘ncut  
˘umntp i˘\_s˘a˘úms ł\_sklqəy˘ncut

look at the picture (sing.)  
look at the picture (plural)  
what word is behind the paper?  
say the word shown in the picture (sing.)  
say the word shown in the picture (plural)

### 39. Sequence

Summary: teacher says two words, then three, then four in sequence while touch the pictures or objects. After each

sequence (2 word, 3, 4, etc.), students must say and touch the same words in the same sequence. Variation: students say the sequence, with each student repeating the previous sequence and then adding a word to it (like the name game).

kkníya'mnt i?\_s?a'um

listen to the words (sing.)

kkníya'mntp i?\_s?a'um

listen to the words (plural)

?a'umnt c'xíl tə\_sqəyays

say the words in the same order (sing.)

?a'umntp c'xíl tə\_sqəyays

say the words in the same order (pl.)

lcunt i?\_s?a'um ul nix<sup>w</sup> ktx<sup>w</sup>ant tə\_s'um

repeat the words and then add another word (sing)

#### 40. Either/Or

Summary: teacher shows visual or object and says two words, one of which matches the visual. Students repeat the word that matches the visual or object.

?asilen iks?a'um

I will say two words

l'umnt i?\_s?a'um ascwík l\_sklqəyñcut

repeat (sing.) the word that you see in the picture

l'umntp i?\_s?a'um i?\_scwíkəmp l\_sklqəyñcut

repeat (pl.) the word that you see in the picture

#### 41. Either/Or Charades

Summary: the teacher or a student volunteer acts out a word. Teacher says two words, one of which matches the acting. Students repeat the word that matches the acting.

cx<sup>w</sup>uyx akla?

come here.

°acnt i?\_sklqəyñcut

look at the picture (sing.)

ncəw'cəw'iksnt i?\_sklqəyñcut

act out the picture (singular)

?asilen iks?a'um

I will say two words

cunt i?\_s'um i?\_papút kl stím a?\_ckists Susan

say the word that matches what Susan is doing (sing.)

cuntp i?\_s?um i?\_papút kl stiṁ a?\_ckists Susn  
?amútx

say the word that matches what Susan is doing (sing.)  
sit down.

#### 42. Either/Or Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. Teacher says two words, one of which matches the drawing. Students repeat the word that matches the drawing.

cx<sup>w</sup>uyx akla?  
°acnt i?\_sklqəyñcut  
klqəyñant i?\_sklqəyñcut  
?asilen iks?a?úm  
cunt i?\_s?um i?\_papút kl stiṁ a?\_sklqəyñ Susan  
cuntp i?\_s?um i?\_papút kl stiṁ a?\_sklqəyñ Susan  
?amútx

come here.  
look at the picture (sing.)  
draw the picture (singular)  
I will say two words  
say the word that matches what Susan is drawing (sing.)  
say the word that matches what Susan is drawing (plural)  
sit down.

#### 43. Either/Or TPR

Summary: teacher makes an action or sound, then says two words. Students repeat the word that matches the action or sound.

k<sup>w</sup>u\_ya?yaǎá?nt ul kknिया?x  
k<sup>w</sup>u\_ya?yaǎá?ntp ul p\_kknिया?  
kən\_ksti?ǎíla?x  
?asilen iks?a?úm  
?umnt stiṁ a?\_čkistn

watch me and listen (sing.)  
watch me and listen (plural)  
I will do an action  
I will say two words  
repeat the word that matches my action

#### 44. Simple Ask-n-Answer

Summary: teacher asks students a question to which they can answer with a single word from those being studied. After asking, teacher says list of possible answers while showing visuals.

k<sup>w</sup>\_iksíwəm  
lə\_wi?síwntsn mi łcəncúnłtsn.  
łcunt stiṁ anṁmínk

I will ask you a question  
after I ask I will say some answers  
say the answer that you want

#### 45. Sequence Swap

Summary: put up pictures where all can see. Say the word for each picture. Students close their eyes. Teacher swaps the positions of TWO pictures. Students open their eyes and tell which two pictures were swapped by saying the two words.

ʎacnt i?\_skłqəýncut  
ʎacntp i?\_skłqəýncut  
kkníya?mnt i?\_s?a?um  
kkníya?mntp i?\_s?a?um  
ncípçəpsx  
p\_ncípçəpsx  
nk<sup>w</sup>əłk<sup>w</sup>əłusx  
p\_nk<sup>w</sup>əłk<sup>w</sup>əłusm  
stiṁ a?\_ckł?is ?  
stiṁ a?\_ct'ix<sup>w</sup>ləm ?  
?umnt ?asíl s?um i?\_siṁəlx  
?umntp ?asíl s?um i?\_siṁəlx

look at the pictures (sing)  
look at the pictures (plural)  
listen to the words (sing.)  
listen to the words (plural)  
close your eyes (sing.)  
close your eyes (plural)  
open your eyes (sing.)  
open your eyes (plural)  
what has been changed?  
what is different?  
say the two words that have been moved (sing.)  
say the two words that have been moved (plural)

#### 46. What's Missing?

Summary: teacher shows a few visuals or objects that are being studied. Teacher has student close their eyes. Teacher secretly takes one of the visuals or objects from the group. Students open their eyes and say the word that matches the object that is missing. Teacher may say a list of possible answers while showing visuals. Teacher may simplify the activity by asking, "Is \_\_\_ missing?" Students would say "yes" or "no".

ʰaʰnt iʰ\_sklʰqəyʰncutn

look at the pictures (sing)

ʰaʰntp iʰ\_sklʰqəyʰncutn

look at the pictures (plural)

nʰiʰpʰəpsx

close your eyes (sing.)

p\_nʰiʰpʰəpsx

close your eyes (plural)

nkʷəʎkʷəʎusx

open your eyes (sing.)

p\_nkʷəʎkʷəʎusm

open your eyes (plural)

ʰakín iʰ\_sklʰqəyʰncut aʰ\_ckʰtaxas ?

which picture is missing?

ʰnʰiʰpʰəpsx

close your eyes again (singular)

p\_ʰnʰiʰpʰəpsəm

close your eyes again (plural)

#### 47. Ignore-the-Question

Summary: teacher models the answer, then asks students a question. Student says the answer that the teacher modeled; students do not offer their own answer, just repeat the answer modeled by the teacher.

incá mi ʰumn iʰ\_təʰtaʰt

I will say the answer

kəʎníyaʰmntp iʰ\_scunmaʰs

listen to the answer (plural)

incá mi siwn

I will say the question

ʰcun stiʰm iʰ\_sksiwplaʰs

answer the question (sing.)

ʰcuntp stiʰm iʰ\_sksiwplaʰs

answer the question (plural)

#### 48. Laser Hunt the Word

Summary: teacher puts a group of pictures up on the board where all can see. Teacher points to a picture and says a word. If the word and picture match, students repeat the word. If the word and picture do not match, students remain silent and teacher points to a new picture and says the word again.

ya<sup>ˈ</sup>yá<sup>ˈ</sup>t swit ˈa<sup>ˈ</sup>nt i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut ul p\_ĵk<sup>ˈ</sup>níya<sup>ˈ</sup>?  
ńńw<sup>ˈ</sup>is ča<sup>ˈ</sup>q<sup>w</sup>n i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut ul ʔumn.  
łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, nca<sup>w</sup>ćint.  
łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, nca<sup>w</sup>ćintp.  
lut łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, k<sup>w</sup>\_k<sup>ˈ</sup>awcn.  
lut łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, p\_k<sup>ˈ</sup>awcn.  
č<sup>ˈ</sup>ix<sup>w</sup>lm tə\_sklǫəy<sup>ˈ</sup>ncut ikscč<sup>ˈ</sup>aq<sup>w</sup>.

Everyone look at the pictures and listen.  
I will point to a picture and say a word.  
If the picture and word are the same, repeat the word.  
If the picture and word are the same, repeat the word.  
If the picture and word are not the same, stay quiet.  
If the picture and word are not the same, stay quiet.  
I will point to a different picture.

#### 49. Laser Sequence Say

Summary: pictures of all words are placed on the board where all can see. Teacher points to one word with a laser pointer and begins to say words. When the teacher says the word that matches the picture, students repeat the word.

ya<sup>ˈ</sup>yá<sup>ˈ</sup>t swit ˈa<sup>ˈ</sup>nt i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut ul p\_ĵk<sup>ˈ</sup>níya<sup>ˈ</sup>?  
ńńw<sup>ˈ</sup>is ča<sup>ˈ</sup>q<sup>w</sup>n i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut ul kən\_ʔa<sup>ˈ</sup>ʔum.  
łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, nca<sup>w</sup>ćint.  
łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, nca<sup>w</sup>ćintp.  
lut łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, k<sup>w</sup>\_k<sup>ˈ</sup>awcn.  
lut łə\_pap<sup>ˈ</sup>út i<sup>ˈ</sup>\_sklǫəy<sup>ˈ</sup>ncut na<sup>ˈ</sup>?ł s<sup>ˈ</sup>úm, p\_k<sup>ˈ</sup>awcn.

Everyone look at the pictures and listen.  
I will point to a picture and say some words.  
If the picture and word are the same, repeat the word.  
If the picture and word are the same, repeat the word.  
If the picture and word are not the same, stay quiet.  
If the picture and word are not the same, stay quiet.



## 50. Dissappearing Pictures

Summary: teacher places a sequence of pictures up on the board where all can see. Teacher says the words and students repeat after each word. Teacher says the whole series in a row. Teacher calls on individuals to say the sequence of words in a row on their own. Teacher then takes down the first picture, leaving only a blank box where it used to be. Teacher says the sequence of words again, starting with the picture that is missing. Teacher then calls on a different student to say the sequence, starting with the missing picture. This process continues, with one picture being removed each time the teacher says the sequence. Eventually, teacher and students say the whole sequence with NO pictures visible.

ya<sup>o</sup>ya<sup>o</sup>t swit <sup>o</sup>a<sup>o</sup>nt i<sup>o</sup>\_skl<sup>o</sup>q<sup>o</sup>ncut ul k<sup>w</sup>u\_n<sup>o</sup>awcint.

<sup>o</sup>a<sup>o</sup>nt i<sup>o</sup>\_skl<sup>o</sup>q<sup>o</sup>ncut ul <sup>o</sup>am<sup>o</sup>umnt ya<sup>o</sup>ya<sup>o</sup>t i<sup>o</sup>\_s<sup>o</sup>ums.

<sup>o</sup>a<sup>o</sup>ntp i<sup>o</sup>\_skl<sup>o</sup>q<sup>o</sup>ncut ul <sup>o</sup>am<sup>o</sup>umntp ya<sup>o</sup>ya<sup>o</sup>t i<sup>o</sup>\_s<sup>o</sup>ums.

n<sup>o</sup>n<sup>o</sup>wis k<sup>w</sup>in i<sup>o</sup>\_naqs skl<sup>o</sup>q<sup>o</sup>ncut.

<sup>o</sup>am<sup>o</sup>umnt ya<sup>o</sup>ya<sup>o</sup>t i<sup>o</sup>\_s<sup>o</sup>ums.

<sup>o</sup>am<sup>o</sup>umntp ya<sup>o</sup>ya<sup>o</sup>t i<sup>o</sup>\_s<sup>o</sup>ums.

Everyone look at the pictures and repeat what I say.

Look at the pictures and say all of the words. (singular)

Look at the pictures and say all of the words. (plural)

I will take away one picture.

Say all of the words. (singular)

Say all of the words. (plural)

## 51. Word Halves

Summary: students have small cards of each word, but cut in half and shuffled. Teacher shows a visual of a word. A volunteer tells what word it is. All students search their word halves and hold up the assembled word. Choral repeat word, once all are holding up the assembled word.

<sup>o</sup>a<sup>o</sup>nt i<sup>o</sup>\_skl<sup>o</sup>q<sup>o</sup>ncut.

ya<sup>o</sup>ya<sup>o</sup>t swit <sup>o</sup>a<sup>o</sup>nt i<sup>o</sup>\_skl<sup>o</sup>q<sup>o</sup>ncut.

susan, <sup>o</sup>umnt i<sup>o</sup>\_s<sup>o</sup>um.

la<sup>o</sup>la<sup>o</sup>ant i<sup>o</sup>\_suk<sup>o</sup>sukt<sup>o</sup>wsms i<sup>o</sup>\_s<sup>o</sup>a<sup>o</sup>um.

la<sup>o</sup>la<sup>o</sup>antp i<sup>o</sup>\_suk<sup>o</sup>sukt<sup>o</sup>wsms i<sup>o</sup>\_s<sup>o</sup>a<sup>o</sup>um.

cap<sup>o</sup>q<sup>o</sup>si<sup>o</sup>wsnt i<sup>o</sup>\_s<sup>o</sup>um.

Look at the picture.

Everyone look at the picture.

Susan, say the word.

Find the two halves of the word. (singular command)

Find the two halves of the word. (plural command)

Put the word together. (singular command)

čəp̌q̌siwsntp iʔ\_sʔum.  
nwisəlxst iʔ\_sʔum.  
nwisəlxstp iʔ\_sʔum.  
yaʔyáʔt swit kʷu\_nʔawcint.

Put the word together. (plural command)  
Hold up the word. (singular command)  
Hold up the word. (plural command)  
Everyone repeat after me.

## D. Full Production

### 52. Ask-and-Answer

Summary: teacher models the pattern of possible answers, then asks students the question. Students answer using the pattern modeled by the teacher, but may customize their answer to show personal preference.

incá mi ʔumn iʔ\_təftaʔt  
kəkniyaʔmnt iʔ\_scunmaʔs  
kəkniyaʔmntp iʔ\_scunmaʔs  
kəkniyaʔmnt stiḿ iʔ\_siws  
kəkniyaʔmntp stiḿ iʔ\_siws  
ɫcun stiḿ iʔ\_sksiwplaʔs  
ɫcuntp stiḿ iʔ\_sksiwplaʔs

I will say the answer  
listen to the answer (sing.)  
listen to the answer (plural)  
listen to the question (sing.)  
listen to the question (plural)  
answer the question (sing.)  
answer the question (plural)

### 53. Ask-the-Teacher

Summary: teacher models the question to students, then individual students ask the teacher the question. The teacher answers the question using words that are being studied.

kəkniyaʔmnt stiḿ iʔ\_siws  
kəkniyaʔmntp stiḿ iʔ\_siws  
kʷu\_siwnt

listen to the question (sing.)  
listen to the question (plural)  
ask me the question

incá mi cun i?\_sksiwpla?s

I will answer the question

#### 54. Ask-each-Other

Summary: students ask each other a question and answer with the phrase and words being studied.

kəkníya?mnt stiḿ i?\_siws

listen to the question (sing.)

kəkníya?mntp stiḿ i?\_siws

listen to the question (plural)

kłpa?xánt i?\_scuts

think about the answer

Susan, siwnt Tom

Susan, ask Tom the question

Tom, cunt i?\_sksiwpla?s

Tom, answer the question

#### 55. Heads Up 7 Up

Summary: a group of students are selected to come up front. Each is given a visual or object from the lesson. Other students put their heads down and put their thumbs up. Each of the students up front selects one of the "thumbs up" students by touching their thumb. When their thumb is touched, they put it down. When all the up front students have touched a thumb, "heads up" is called. Those students whose thumbs were touched must guess who touched them by asking a question that uses the words represented by the visuals being held by the up front students. Example: food with like and dislike is being studied. A student up front is holding a picture of corn. If a student whose thumb was touched wants to guess that the corn holder is the one who touched them, they ask, "Do you like corn?". If the corn holder was the one who touched them, they would say, "Yes, I like corn." If they were not the one, they would say, "No, I don't like corn". Correct guessers get to go up front in place of who touched them.

cx<sup>w</sup>uyx kł nxa?cínəḿ.

come to the front (sing.)

cx<sup>w</sup>uyxwi kł nxa?cínəḿ

come to the front (plural)

nmaḥmaḥqínwi uł nwisəłxs astəmtúḿkst

heads down and thumbs up (plural)

lut aks<sup>ʰ</sup>ácəḿ

don't look

lut aksq<sup>w</sup>íləḿ

don't cheat (sing.)

lut ksq<sup>w</sup>iləmp

kət'kat'qmp.

tiłxəx łə\_təqłtums astumkst

ʔumnt swit iʔ\_təqncis

ha put ?

way ixíʔ k<sup>w</sup>\_put

ʔamútx

k<sup>w</sup>illwi

don't cheat (plural)

heads up (plural)

stand up if they touched your thumb (singular)

tell who touched you (sing.)

is s/he correct?

you are correct (sing)

Sit down.

Sit down. (plural)

## 56. Class Mixer

Summary: teacher distributes visuals or objects to students such that all students have one. Students are given a question and possible answers to the question. For the mixer, students circulate in the classroom asking the question and responding according to the visual or object that they have. At the end of each question-answer exchange, participating students exchange visuals. Students keep mixing and asking/answering questions until the teacher says to stop

q<sup>w</sup>əlq<sup>w</sup>ilst iʔ\_k<sup>w</sup>iłt iʔ\_sqilx<sup>w</sup>

ʔac̣xmtuł askłqəyñcut uł siwnt stim̄

cunt iʔ\_scsəwłtiłns

nʔayx<sup>w</sup>iłsmnt iʔ\_sklqəyñcut

tə\_k<sup>w</sup>uk<sup>w</sup>aʔ sqilx<sup>w</sup> mi q<sup>w</sup>əlq<sup>w</sup>ilstx<sup>w</sup>

ni<sup>ç</sup>íp p\_q<sup>w</sup>aʔq<sup>w</sup>al

way p\_kwap

talk to other people

ask them a question using your picture

answer their question

swap pictures

talk to a different person (singular)

keep talking (plural)

okay, stop talking (plural)

## 57. Go Fish

Summary: in small groups, students play go fish with cards that show pictures of the words being studied. The object is to match pairs of words. Pairs are laid down when they are made. The winner is the person with the most pairs laid down when someone runs out of cards. To ask for a card, students use the phrase being studied. For example, if food

with like and dislike is being studied, a student would ask for a word by saying, "Do you like corn?". If the person being asked has a corn card in their hand, they say, "Yes, I like corn" and pass the card over. If not, they say, "No, I don't like corn".

nkhiwsnt i?\_mamscutn

milnt i?\_mamscutn

k<sup>w</sup>inx mamscutn i?\_xminktət ?

cilkst mamscutn i?\_xminktət

x<sup>w</sup>uyx ləft'am

ck<sup>w</sup>nix tə\_mamscutn

kən\_klɔpɔt

kən\_ʔx<sup>w</sup>up

swit ʔapna? ?

incá ʔapna?

anwí ʔapna?

Susan ʔapna?

nix<sup>w</sup> k<sup>w</sup>u\_ɬʔicæckn

way incá kən\_way

sx<sup>w</sup>ic!

kən\_ʔaláp

lut nix<sup>w</sup> iksʔickn

mix up / shuffle the cards (sing.)

pass out the cards (sing.)

how many cards do we need?

we need 5 cards

go fish

pick up a card

I have a pair/match

I win

whose turn is it?

is it my turn

it is your turn

it is Susan's turn

let's play again

I quit

crap!

I lost

I don't want to play again

## 58. MasterMind

Summary: a group of up to 10 words is used to play. The teacher chooses three of the words and secretly writes them in a sequence on a paper. The students must guess which three words are on the paper and in what order they are written. Students guess by saying three of the words in sequence. After each guess, the teacher tells how many of the guessed words are included in the secret list, and which of them are in the correct position in the sequence. Each three-

word guess and the teacher's feedback are recorded on a chart at the front of the room so that student can use the information from the previous guesses to improve their next guess.

kaʔhɪlɛn ɪ inqəymin.

p\_yaʔyaʔt kʷakʷanmaʔnt iʔ\_snstilsmp.

kʷakʷanmaʔnt çkin tə\_stʰakʷs

swit mi kʷakʷanmaʔs

kʷakʷamʔnt iʔ\_kaʔhɪs sʔum

naqs sʔum tɪ ʃast

ʔasil sʔum tɪ ʃast

naqs sʔum iʔ\_təltəft

ʔasɪl sʔum iʔ\_təltəft

kʷ\_təltəft

kʷu\_ʃʔickənx

ixiʔ put

I have three words on my paper,

you all must guess the three words

you must guess what order the words are in

who wants to guess?

guess the three words (sing.)

one word is good

two words are good

one word is in the correct place

two words are in the correct place

you are correct

let's play again

that is all

## 59. Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. If a student knows the meaning of what is being drawn, they use the studied phrase and word to guess. Example: volunteer draws a picture. The student guesser says, "Do you like corn?". If corn is being drawn, drawer says, "Yes, I like corn". If corn is not being drawn, then artist says, "No, I do not like corn".

aʔ\_cməyayaʔm mi kʷqəyám

nwəslɪkɪstx ɪaʔ cmistɪxʷ iʔ\_sʔum

cxʷuyx kɪ tqiʔalqʷtən

kʷqəyant axáʔ tə\_sʔum

Susan, stɪm iʔ\_skləqeys ?

a student will draw a picture

raise your hand if you know the word (sing.)

come to the board

draw this word

Susan, what did s/he draw?

ixí? put  
?amútx  
axá? i?\_təpmin  
iksɪkɪx<sup>w</sup>k<sup>w</sup>am a?\_ckɪqay

that is correct  
Sit down. (sing.)  
here is a pen  
I will erase the drawing

## 60. Charades

Summary: the teacher or a student volunteer acts out the meaning of a word. If a student knows the meaning of what is being acted, they use the studied phrase and word to guess. Example: volunteer does an action. The student guesser says, "Do you like corn?". If corn is being acted out, actor says, "Yes, I like corn". If corn is not being acted out, then artist says, "No, I do not like corn".

i?\_knaqs mi ncəwɔcəwɪks i?\_s?um  
nwəsɪxɪkstx ɪa? cmɪstɪx<sup>w</sup> i?\_s?um  
Susan, cunt stɪm a?\_cncəwɔcəwɪkstx  
ixí? put  
ɪncəwɔcəwɪksx  
?amútx

a student will act out a word  
raise your hand if you know the word (sing.)  
Susan, tell what s/he acted out  
that's correct  
act again  
sit down

## 61. Dialog

Summary: teacher writes out the first letter in each word of the dialog on board. Teacher models and translates each line of the dialog. Later, students repeat each line after the teacher. Then, teacher takes part A in the dialog and students take turns doing part B with the teacher. Later, students alternate taking part A while another student takes part B.

kəkniya?mt i?\_s?a?úms  
ɪcunt i?\_s?a?úms  
cx<sup>w</sup>uyx akla?

listen to the sentences  
repeat the sentences  
come here (sing.)

cx<sup>w</sup>uywi akla?  
incá ?a?úmn a?\_cx?it  
anwí ?a?úmntx<sup>w</sup> itlí?  
anwí ?a?úmnt a?\_cx?it  
Susan mi ?a?úms itlí?  
?amútx  
k<sup>w</sup>illwi

come here (plural)  
I will say the first part  
you will say the second part  
you will say the first part  
Susan will say the second part  
Sit down.  
Sit down. (plural)

## 62. Question Circle

Summary: using a set of picture or objects, teachers asks one student a question using the picture or object. Student answers the teacher and take the object or picture. Student turns to another student and asks the same question about the pict/object. The second student answers and takes the pict/object, and then asks a third student the question. Meanwhile, teacher has asked the first student about the next pict/object, student answers and then asks second student. Process continues with all objects/pictures being asked about and passed among all students. Teacher can go to the last student in the sequence to be asked the question and receive the object/picture back.

k<sup>w</sup>u\_kssəwnwíx<sup>w</sup>a?x  
tx<sup>w</sup>arntəm i?\_sklqəyñcut lə\_wi?s cuntəm  
kəkniya?mnt i?\_scunma?s  
kəkniya?mntp i?\_scunma?s  
kəkniya?mnt stim i?\_siws  
kəkniya?mntp stim i?\_siws  
lcunt i?\_sksiwpla?s  
lcuntp i?\_sksiwpla?s  
k<sup>w</sup>int i?\_sklqəyñcut tl incá  
siwnt Susan  
Susan mi cus i?\_sciws

we are going to ask each other questions  
we are going to pass the pictures when we answer  
listen to the answer (sing.)  
listen to the answer (plural)  
listen to the question (sing.)  
listen to the question (plural)  
answer the question (sing.)  
answer the question (plural)  
take the picture from me  
ask Susan the question  
Susan will answer the question



tx<sup>w</sup>arłt Susan i?\_skłqəy<sup>ncut</sup>

k<sup>w</sup>u\_siwnt

k<sup>w</sup>u\_tx<sup>w</sup>arłt i?\_skłqəy<sup>ncut</sup>

pass Susan the picture

ask me the question

pass me the picture