

LESSON PLAN

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Objective: This lesson is designed for teaching young children who are just learning to write short sentences into paragraphs. The lesson will facilitate teaching writing in Sahaptin by using the children's knowledge of English. The children will learn writing, speaking, and reading, using simple sentence formats with nouns, verbs, and adjectives (including colors). The phrase "this is" will be used, but pronouns will not be discussed. The children will also learn to use the pronoun marker with the verb naturally. In later lessons pronouns would be introduced.

Necessary materials: large paper, pens, pencils, crayons, pictures or animals or photobooks with color photos of animals.

Class Organization: If the instructor is a native speaker of Sahaptin, s/he would brainstorm with the children, listing in English and/or Sahaptin colors, animals, actions, and some additional adjectives. For this lesson the verbs should be intransitive. The linking phrase "this is" will also be used.

When a suitably long list of words is developed, all words will be translated into Sahaptin and the class will pronounce them together. If the teacher is not a native speaker, tapes could be used, either audio or video for the oral comprehension and speaking practice. Together the class would write a short story about one of the animals.

Next, the children would each write a story using the lists of words. Students could use reference books to find pictures of their chosen animals for inspiration and practice in research. Otherwise the story would be imaginary using the words that the children would be learning in Sahaptin. The story would be done in English and Sahaptin both.

Each child would practice reading the story in Sahaptin to their small work group. One story would be chosen to be read to the entire class. Once the words are learned in Sahaptin, the students and teacher would talk about these ideas, practicing pronunciation and the children would learn to write from memory.

Independent Practice: Children could ask their parents or grandparents to tell stories or legends about animals.



Vocabulary List
Sahaptin Language Lesson
Virginia Beavert

Colors

black - chmuck
red - luts'a
yellow - mixi
blue - lamt/lumt
grey - chaakw
orange - mikit
white - kuyk

Nouns (Animals)

k'usi - horse
k'usi k'usi - dog
tiskay - skunk
wilalik - jackrabbit
twiskaka - robin
walakwalak - butterfly
kalux - blueback salmon

Verbs

is running - i-waynxti-sha
is singing - i-wanp-sha
is falling - i-k'awki-sha
is flying - i-wayna-sha
is eating - i-tkwata-sha
is standing - i-tuti-sha
is swimming - i-winanii-sha

Additional words/phrases

this is - ichi iwa
noun is adj - adj iwa noun
beautiful - ayayat
swift - ka'aw
big - nch'i
smart - wapsux
small - iksiks

Lesson Plan Format

Your Name: Christy Garcia

Date: 4-11-91

Four part objective(s): Given a writing assignment, the students will demonstrate their knowledge of the given concept (possessive nouns), by incorporating possessive nouns into the writing correctly with approximately 100% accuracy..

Necessary materials: Paper, pencil, worksheets

Describe Monitoring & Adjusting Activity (Check for Understanding)

Anticipatory Set: Yesterday we learned why we use possessive nouns, how we use possessive nouns, and the kinds of possessive nouns there are. There are singular possessives. For example: The shirt belonging to the teacher is blue. Using singular possessive, we could say, "The teacher's shirt is blue." There are plural possessives. For example: The hats belonging to all the boys were red" could be changed to the boys' hats are red. We must also remember that for proper nouns of 2 or more words, the 's

Communication of Objective: Today we are going to do some exercises together, then we will have a writing assignment. For the writing assignment, we need to write a story about anything we want, but I would like to see at least three possessive nouns within the story. This is just for fun, so it won't be graded. However, I am going to collect them just so I can review them.

Purpose: To reinforce the concept of possessive nouns.

Input (outline form only):

- Review possessive nouns (rules, use, etc.)
- Do practice worksheets as a class
- Class will be given writing assignment and guidelines
- I will write my completed example paper on the blackboard, and we will rewrite it using possessives, as a class
- Students will write
- Students will be given homework

Why do we use 's' at the end of nouns?

What does this show?

_____, what color is Mary's shirt?

Whose shirt is _____?

_____ goes after the last wo

Where does the apostrophe go if we have a plural noun?

Where does the apostrophe go if we have a proper noun?

Who can tell me whose pencil this is?

Who can tell me whose shirt that is?

_____,s pencil, and _____'s shirt right Is that 's or s'?

Why is it not s'?

_____,can you give me an example of a sentence using the plural possessive?

Describe Monitoring
& Adjusting Activity
(Check for Understanding)

Modeling: I will write my example paper on the blackboard, leaving out the possessives. As a class, we will decide where possessive nouns can be inserted. I will ask the students to think about whether the meaning of the story is changed after the possessives have been inserted.

I will have the children read the example and think about what needs changing.

I will call on different students to help insert the possessives.

I will ask them to think about whether the meaning of the sentences change.

Guided Practice: I will guide the class in this example by helping them insert the possessives correctly. I will ask different students to change individual sentences within the example, and then ask the class if they agree with the change.

I will observe the students to see if I can sense whether they are understanding the exercise.

When this example is completed, students will be given a short time write their own stories.

I will maintain eye contact.

I will walk around the class for support and assistance.

Closure:

- We will review the rules for possessives
- The students will be asked to volunteer their stories.

I will give them positive feedback on their work.

especially important!
I will give students a parent activity letter to take home.

- I will tell the students that their assignments will be returned the following day after reviewing them

I will tell them I am willing to answer any questions they may have.

I will offer after-school assistance for their homework assignment.

Possible Independent Practice Activity:

The students will be given a challenge worksheet to be completed as homework.