



Created by Christine Lewis and Alyssa Johnson

Table of Contents

Introduction	5
Using This Curriculum.....	7
Who Does What?.....	8
How to Choose a Language Helper	10
Adapting this Curriculum for Your Children	11
Vocabulary Covered in this Curriculum (Word Lists).....	13
How Our Lessons Work	16
Instructions for the Activity Types and Lesson Elements	17
Greeting	17
Role Play Conversations.....	18
Look and Touch.....	19
Movement Game	22
Combo Game	24
Speaking Activity	25
Creative Activity	25
Story	26
Song	28
Optional Language Learning Tools	30
Checklist for a Wildly Successful Start:.....	31
Planning a Language Class Orientation.....	32
Lesson 1: Places/Things in Room, Basic Actions I	33
Lesson 2: Positions, Colors, and more Basic Actions I	34
Lesson 3: Numbers 1-10.....	35
Lesson 4: Parts of the body, possessive pronouns	36
Lesson 5: Clothing articles	37
Lesson 6: Family members.....	38
Lesson 7: Basic Actions II	39
Lesson 8: Things that are Clean & Dirty, Hygiene Items.....	40
Lesson 9: Morning Actions	41
Lesson 10: Breakfast foods, Dishes	42
Lesson 11: Afternoon Actions.....	43
Lesson 12: Lunch Foods, Game words, Sequence Words, more Positions Words	44
Lesson 13: Night Actions	45
Lesson 14: Dinner foods	46
Lesson 15: Good Manners and Behavior	47
Lesson 16: Eating Together Phrases	49
Lesson 17: Playing with Friends	51
Lesson 18: Serving a Guest, Numbers 10-100	53
Lesson 19: Shopping Words	55
Lesson 20: Fun Review Games	57
20 Lessons Completed. Now what?	58
Blank Lesson Template.....	60
Example Bingo Sheet	61

Example Action Cue Cards	62
Example Things in the Room Cue Cards	63
Example Coloring Sheet	64

Introduction

Here is the story of how this curriculum got started.

I was thrust into the world of helping children acquire a second language about a year after my husband and I moved overseas. Starting when we arrived in country and for the whole first year, we acquired our own second language through daily classes available within our community. Also taking these language courses were a few families with children. Like us, the parents in these families received the blessing of being submerged in a language learning environment with an understanding native speaker who provided a safe zone for committing cultural faux-pas and asking questions.

However, the difficulty of managing family life, language classes, and culture shock left most of these parents exhausted day after day. Meanwhile, during classes, their children had to be looked after by a nanny or a spouse. The parents did not have a mechanism by which their kids could learn language and culture. The few opportunities these kids had to participate in the new language were frequently confusing and uncomfortable. The children had no idea what to do or how to interact with the locals. When the child needed the parent while the parent was in class or speaking the foreign language, the child was often put on hold, and told to be quiet and wait. This created hostility in the child towards the local language, because the main emotions felt were anxiety (from confusing cultural expectations and an inability to understand people) and abandonment (from the parents, who were honestly just tired). These negative associations created a barrier against the new world they lived in.

I wondered what could be done for these children. If they did not have a safe place to learn culture and ask questions, or get a chance to start learning language in a fun, expectation-free environment (like the adults have), how would they ever feel at home in their new culture?

Armed with my own recent language acquisition experience and fueled by the desire to invite these children into the world I was welcomed into so warmly, I began to seek answers. Christine Lewis, mother of three children under age 6, was also looking for a language learning solution for her own family and enthusiastically led the charge into the unknown; together we organized a class for kids in our community.

We got parents on board to bring their little ones for short half hour sessions where the goal was not repeating words in the new language, but becoming comfortable playing, hearing, and interacting in another language. We had a second class for kids ages five and up, and started experimenting with them to see what kinds of activities inspired them to embrace the new language and culture. We had a friendly, soft-spoken and non-intimidating local girl be their language “mother”, and together we started experimenting with different methods to introduce vocabulary and phrases to these kids.

Christine's mother-in-law, Rebecca Lewis, who has 20 years of curriculum development experience, encouraged us to be part of a solution to the problem instead of just solving it exclusively for the families in our context. Together we created this list of principles to be the basis of all of our classes and lessons, so our program can be used in any language context.

- ✧ A child learns his first language through gentle mothering: no strict correction or shaming, and a lot of repetition and positive reinforcement. This is the atmosphere we want to achieve in our class setting.
- ✧ When feeling tested, put on the spot or singled out, kids anxiety levels rise. This shuts down their ability to learn. Instead, we want them to feel at ease and therefore do not use any test oriented turn-taking during activities.
- ✧ How we present the language needs to appeal to all five senses and be offered in more than one learning style so every child can have a strong learning experience. We offer repetition of the same content in multiple ways to help every type of learner feel welcome.
- ✧ Our language lessons need to be reproducible and use local resources. They must be able to teach any language to speakers of any other language. They need to be flexible enough to be used in any cultural setting and with mixed age groups.

From these ideas, and many hours of kids classes filled with laughter and “aha!” moments, this 20-lesson curriculum was made to share the hope of joyful language learning.

We dedicate this curriculum to the man who once said, “Let the little children come to me, and do not hinder them, for the Kingdom of God belongs to such as these.”

-Alyssa Johnson & Christine Lewis

www.LanguageLearningforChildren.com
LanguageLearningforChildren@gmail.com

This is the first edition of Language Learning for Children. We need your valuable comments on what works and does not work in your context. We want to read and share your stories of success and failure with this program. Please give this curriculum a try and send us feedback and questions as you go.

Subscribe for updates by emailing us and we will keep you in the loop on new editions of curriculum and releases of supplementary resources. We would love to communicate with you and use your experience with our program to improve the next version.

Using This Curriculum

This curriculum was designed for children of parents who are dedicated to helping their children enjoy learning a foreign language. It can be used for children from 3-10 years of age. This curriculum works best for a small group (2-8) of children of mixed ages, who may be all in one family or from several different families. However, it can be adapted for a larger class size (See Adapting This Curriculum for Your Children section).

It can be used as a totally new, first-time encounter with a foreign language or as a structured, language input tool for those who already speak and understand a little bit of the language. This method can teach children from any language background to speak any other language.

To use this curriculum you will need:

- ✧ The time and will to organize classes and prepare resources.
- ✧ Children who are curious to learn another language.
- ✧ A native speaker of the language you want to learn.
- ✧ This 20 lesson curriculum and curriculum guide.
- ✧ An appropriate space in which to conduct sitting down group activities as well as a space to do running activities.

Non-essential Extras to enhance this curriculum:

- ✧ An audio recording device for getting more language listening done outside of classtime.
- ✧ Language Learning for Children Coloring book and printer/copier for duplication. (Soon to be released. Subscribe for updates on this project)
- ✧ Access to resources that will make learning more concrete and colorful: internet and printer, toy-versions of vocabulary words, such as dolls representing family members, plastic pretend foods and dishes, etc. (find specifics under Look and Touch activity instructions)

Who Does What?

Here are the guidelines for the people involved in a class using this curriculum.

Guidelines for the Language Helper:

- ✧ **Keep English out of class and do not force children to repeat or speak prematurely.** Most of the language class should be conducted in the new language being learned. The Language Helper should be the only one talking in class for the first six lessons. Children begin speaking in the new language in Lesson 7. The Language Helper should not try to get the children to speak until it is specified in the curriculum and should not force them to repeat anything many times to say it correctly.
- ✧ **Do not single out a child to give an answer.** The Language Helper should not test the children or use single turn-taking. Usually turns will be done by the whole class, including the Language Helper. When an activity calls for turn taking it is referring to team turn-taking. The children are broken into teams of two or three and each team will take their turn together. However, if the Language Helper is interacting with just one child they may ask directed questions and correct gently by showing the right answer.
- ✧ **Avoid translation.** Because as much of the language lesson as possible should be in the new language there should be very little translating into English. Occasionally there will be a need for translation, but it should be very brief. Do not prompt the children in English. Instead, use hand motions or gestures. All the common phrases involved in activities can be spoken in the Language Helper's language, such as: "Good job." "Don't touch that yet." "Be quiet." "Who wants a turn?" "We are starting." "Listen." "All done." The children will pick up on these phrases very fast, making English unnecessary in managing the class. The only time you should use English is to give an intro to a brand new Role Play Conversation, a new type of activity, or if a child simply does not get the meaning of something you can use English as a last resort.
- ✧ **Do not force participation.** Sometimes there is a child who rarely wants to respond to questions and regularly sits out of activities. We have discovered that *as long as this child is still hearing the language; they are learning*. Even though it may be culturally disrespectful to refuse to participate, the Language Helper should not force any child to join the activity. The Language Helper should allow them to sit out quietly and occasionally direct a question their way to give the child a chance to rejoin.
- ✧ **The Language Helper needs to repeat often to fill the silences.** The more times the children hear any word or phrase, the better. For example, when telling the children "Point to the window" The Language Helper may have to say it five times while pointing to the window before all the children are doing it too. This should not be seen as a failure, but a success since the children heard the phrase several times. The Language Helper can fill the silences during class by repeating commands or questions or by simply talking about the activity or the children. No matter how many times the Language Helper has to repeat a phrase, they should not get frustrated or give up. The Language Helper should celebrate with the children when they come to understand new words or phrases.
- ✧ **Offer your cultural knowledge along with language.** This curriculum is designed to

be flexible enough for any cultural context. The Language Helper is the one who must be the cultural go-between and provide insights to make every language lesson a culture-learning session as well.

Guidelines for the Children:

- ✧ **Listen quietly and try not to speak the new language or repeat the Language Helper until specified by the activity.**
- ✧ **Do not speak in English.** It greatly disrupts the learning of the new language.
- ✧ **It is okay to sit out and just watch.** When a child does not want to actively participate, they should not be pressured to participate.
- ✧ **Respect the Language Helper.** Children need to listen carefully to the Language Helper and be appreciative of their time and effort spent in the class.

Guidelines for You, the curriculum and class organizer:

- ✧ **Find a Language Helper.** The next section will tell you about how important choosing a good Language Helper is for running a successful class. This is the first thing you will need to do to start using this curriculum.
- ✧ **Stay one lesson ahead of the class.** Classes require prep work. Lessons require resources to be prepared ahead of time; some even require resources be created from your local cultural context. Time before and after class should be set aside to brief your Language Helper on the lesson. These times should be spent going over the lesson plan, answering questions the Language Helper will have, and adapting the lesson to make it more culturally relevant.
- ✧ **Be the pace-setter for the lesson.** Because you know the activities best and gathered all the supplies for the class, you need to be the person pacing the lesson. Let the Language Helper be the main “voice” talking and running the activities, but you need to enforce guidelines on the children and pace the activities within the time limit and children's attention span. Figure out ways to drive the class without speaking, such as reaching in and switching out the activity silently, which will cue the Language Helper to move on. You should also prepare the snacks for the storytime in advance, so no class time is lost.
- ✧ **Be sensitive to the children's needs and provide discipline.** The Language Helper's role is to be the speaker and keep an activity moving. Your job is to sense the children's needs for a new activity, less pressure to participate, or more interaction from the Language Helper, whatever the case may be. Be ready to do activities out of order if you sense the children need to move around or have a snack. Keep the children in line so the Language Helper does not need to also be the class monitor.
- ✧ **Be the banker and record keeper.** You are in charge of any monetary exchanges with the Language Helper or the children's families and should keep the record of attendance and finances as it applies to the situation.

How to Choose a Language Helper

The person you pick to be the Language Helper affects the success of the language program more than any other single decision you will make. Picking a person with the right personality and attitude is important, but even more important is clearly communicating the role they are taking on. The Language Helper should be a person who shares a common language with you, will gladly take your direction and corrections, is animated and has a loud and clear voice. Once you have found the right person the next step is making sure they understand their role. It is absolutely essential that the Language Helper does not view themselves as the "teacher". You want to avoid the Language Helper falling into a pattern of asking questions in a testing way, singling out the students, or trying to shame students who are not doing as well as others. If the Language Helper has a "teacher/student" mentality, they can be very difficult to work with. You need to make sure the person you pick will gladly take your direction and your corrections. The Language Helper needs to understand their role is to follow what you as the class organizer tell them to do. They are your assistant.

Making the effort to find the right person that fits these criteria makes the program much easier to run and greatly increases the students ability to learn the language faster. If the person you choose ends up not being a good fit with this curriculum style or with the children, it may be best for you to change Language Helpers, even if you have already done several lessons with that person.

Maybe you already have a local native speaker in mind. Ask yourself these questions about this person before inviting them to participate as a Language Helper.

- ⤴ Do my children like this person? Are they intimidated by this person?
- ⤴ Have I seen the way this person interacts with native speaking children? Is there any ways this person treats children from his/her own culture that would make them a bad fit for the role of Language Helper? (for example, do they speak harshly or shame the children?)
- ⤴ Will I be able to appropriately meet and interact with this person to prepare for this class?
- ⤴ Do I understand this person easily? Do they understand me?
- ⤴ Does this person have a loud, clear voice?
- ⤴ Does this person listen to me and take my direction and correction well?

Once you have found a person who would be a good fit for the role of Language Helper, talk to them about it. Find out if it fits into their schedule, and if they need financial compensation for their time. Preparing for and running a class is about 2 hours per lesson for the Language Helper. Decide how much you are willing to pay in advance, and if you will pay them by the hour or per lesson or one flat payment for doing the entire curriculum with you. Set up a meeting where you can effectively teach them how to do all the different types of activities; Let them get a feel for how a lesson will run. You may also have the Language Helper contribute to; the vocabulary the children will learn, songs to be sung, and snacks to be consumed.

Adapting this Curriculum for Your Children

Mixed Ages in the Class: This curriculum can work for a lot of ages by making just a few simple changes. If you have a wide variety of ages in the class, (some under age 5 and some over age 5) we suggest running the class according to the lesson plan with some additional activities for the little ones.

Children under age 5 can easily join in for all Greetings, Role Play Conversations, Look and Touch, Copycat Movement Games, Creative Activities, Story and Snack, and Song activities. Encourage them to sit with the older children, and assign an older child to help them do the activities. When they lose interest in an activity, allow them to play in another area quietly and rejoin whenever they regain interest. An hour and a half long class can be a lot for small children if they do not get any kind of breaks; so allowing them to separate from the class when they need to is a good idea.

Add an activity to the class that children under age 5 will really enjoy. Do one per class if you can. These activities should only take 15 minutes and the same activity can be done during multiple lessons in a row for reinforcement.

How to do special activities for under age 5: Find any simple task or activity a small child can do and make it into the language lesson. Think of the 5-7 commands or words you would need to know to accomplish this job and make those the new vocabulary. For example, use the task of shelling peas. The words you might need to know are “peapod, pea, shell, open, put them in the bowl, throw the shell away”. Then put the peas in front of the children and the Language Helper, and just have the Language Helper start peeling peas and show the little ones how to do it by using the new language vocabulary. They should use each word or phrase over and over again while doing the activity with the child.

Great ideas for simple fun language activities:

- ✧ Kicking/throwing a ball to each other.
- ✧ Sweeping the floor.
- ✧ Stringing beads.
- ✧ Playing with blocks, cars, baby dolls, stuffed animals.
- ✧ Cutting and gluing paper.
- ✧ Picking flowers.
- ✧ Trimming green beans.
- ✧ Shucking corn on the cob.
- ✧ Spitting watermelon seeds.
- ✧ Eating peanuts from the shell.
- ✧ Playing with cups and a bucket of water.
- ✧ Playing with dishes, pots and pans (use dry beans or water as pretend food)
- ✧ Making a blanket fort.

Do Look and Touch in uncooked rice. Hide a new or previously learned word group in a bucket or tub partially filled with rice. This works really well with cardboard pictures of objects. The Language Helper holds up a cue card of the object and says “Where is ____? Find it!” And then the children dig in the rice until they find the right object and give it to the Language Helper.

Large Class Size: If you have more than 8 children who want to participate in the class, there are some changes you can make to the lessons to convert activities to a large group format. It may not be a silky smooth class time, but children will still get a lot out of the lessons.

Here are our best suggestions to adapt the lessons to a large group style:

- ✧ Increase Language Helper to child ratio. The more children means the more voices talking amongst themselves in English. The more Language Helpers you have, the more chances the children will hear repetition of the new language, and enables you to split the class into smaller groups for activities.
- ✧ Make the most of activities that already work for large classes. Greetings, Role-play Conversations, Copycat Movement Games, Playing Active Games, drawing or dough-based Creative Activities, Story and Snack, and Song activities will all be great as-is for groups of 8 or more children. Do not skip any of these because they will become the main body of each lesson.
- ✧ Split into smaller groups for learning new vocabulary. We found that a child's physical proximity to the new objects being learned helped them retain the words better than being far away or crowded out of the circle. For Look and Touch and team turn taking activities in the lessons, we suggest using two Language Helpers and breaking the group in half so they can get up closer to the new objects.

After splitting the group, provide two different activities to the Language Helpers running each group. Set a timer for 10-15 minutes, or however long the activity should take. Each group does their activity, and when the time is up, have the children switch groups. The Language Helpers will stay with their activity and run it again for the second group. Try doing Look and Touch with a new word group for one of the activities, and a review Combo Game for the other activity.

Absent Students/Sick Days: Inevitably, some children will not be able to be in every class. When this is the case, do not move on to new lessons, because anywhere from 8-20 new words are introduced per lesson and it is hard for a child to “catch up” after missing just one lesson. Whenever a child cannot come to class, simply have a Review Day where old objects and cue cards are whipped out to do some Combo Activities. Keep the class order the same; start as usual with Greeting and a review Role-Play Conversation, and end with Story, Snack and Song. In the middle, do a game the children already know and put your own spin on a Creative Activity. An occasional lesson of just review is excellent reinforcement.

Vocabulary Covered in this Curriculum (Word Lists)

New vocabulary is introduced in small groups of related words, 8-12 words in each group, and one or two word groups are learned in each lesson. Some groups have overlapping words. Below is a list of all the word groups in this curriculum, with suggested words for each list. To make your language class more culturally relevant, have the Language Helper modify each word list and remove words or add words that are a better fit for the cultural context. For more information on how this works, see Look and Touch section on Adaptations for Cultural Relevance.

By the end of twenty lessons, the children will be able to recognize all of the words on this page when they hear them, and be able to speak most of the Phrases and use them in the correct context.

Word Groups (in order of appearance)

- ⤴ Basic Actions I (sit, stand, walk, run, jump, lay down, stop, fly, swim, hug, dance, sing, draw, put)
- ⤴ Places/Things in Room (window, door, chair, table, corner, light, sofa, rug, floor, ceiling, wall, trash can)
- ⤴ Positions (on, under, inside, middle/between, front/ahead, back/behind)
- ⤴ Numbers 1-10 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- ⤴ Body Parts (head, body, neck, shoulders, arms, hands, legs, feet, stomach, eyes, ears, mouth, nose, teeth, hair)
- ⤴ Possessive Pronouns (my, your, our, his, her, their)
- ⤴ Clothes (clothes, shirt, pants, shorts, underwear, dress, skirt, hat, shoes, sandals, socks, coat)
- ⤴ Colors (red, yellow, green, blue, black, white, brown, orange, pink, purple)
- ⤴ Family Members (Family, Father, Mother, Sister, Brother, Baby, Grandma, Grandpa)
- ⤴ Basic Actions II (eat, drink, wash, bathe, sleep, wake up, play, go, come, cook, cut, give, take, pray, work, pour)
- ⤴ Clean and Dirty Things (clean/dirty, garbage, dirt, water, mud, poop, diaper, shoes, floor, dishes, clothes, towel, sponge)
- ⤴ Hygiene Items (toothbrush, toothpaste, comb, brush, mirror, washcloth, soap, shampoo)
- ⤴ Morning Actions (wake up, take a shower, use the toilet, get dressed, make breakfast, eat breakfast, brush teeth, go to school, go to work)
- ⤴ Breakfast Foods (food, cereal, milk, banana, apple, fruit, toast, tea, eggs, butter, water, coffee)
- ⤴ Dishes (dishes, fork, knife, spoon, plate, cup, pot, pan, bowl, stove)
- ⤴ Afternoon Actions (make lunch, eat lunch, play with toys, play outside, play games, watch TV, do homework, play on computer, do chores)
- ⤴ Sequence Words (first, second, third, fourth, last, next)

- ✧ Lunch Food (sandwich, noodles, cheese, chips, nuts, tomato, strawberry, yogurt, burger, hotdog)
- ✧ Game Words (win/lose, my/your turn, team, who's it, run, hide, count, high-5, ball, fast, slow)
- ✧ Night Actions (say goodnight, go to sleep/bed, make dinner, eat dinner, pray, take a bath, read a story, wash the dishes)
- ✧ Dinner Food (chicken, beef, potatoes, beans, cake, ice cream, dessert, broccoli, salad, rice)
- ✧ Good Manners/Behavior (do/don't, sneeze, cough, spit, be good, sit still, be quiet, say please and thank you)
- ✧ Eating Together (can I have some more ____, pass the ____, this food is spicy/sweet/salty/sour/hot/cold, I like it, I don't like it, that was tasty, thank you for the food, I'm full, can I be excused)
- ✧ Playing with Friends (bully, mean, yell, hit, kick, grab, whine, cry, lie, friend, hug, love, helping, share, take turns/wait for, fix)
- ✧ Serving a Guest (guest, gift, host, party, my house, come in, knock on door, doorbell, please sit down, want some water/something to eat, take off shoes)
- ✧ Shopping words (Store, market, money, car, outside, buy, sell, cash register/box, basket, metro, price, bag, cart)

Conversations and Other Phrases (not in order)

- ✧ Greeting
- ✧ How are you? I'm fine.
- ✧ What is this/that? This/that is ____.
- ✧ How is your family? My family is good.
- ✧ Is this a clean shoe or a dirty shoe? This is a dirty shoe.
- ✧ What time is it? It is morning time.
- ✧ Who want's a turn? Its your turn.
- ✧ Where is ____? ____ is here/there.
- ✧ I don't know.
- ✧ Hello, Goodbye.
- ✧ What is your name? My name is ____.
- ✧ I want ____.
- ✧ Do you have ____? Can I have ____?
- ✧ I like _____. I don't like _____.
- ✧ My favorite is _____.
- ✧ Who is this? Whose is this?
- ✧ What did you eat today? I ate _____.
- ✧ I'm sorry. Excuse me.
- ✧ That is mine.
- ✧ This is for you.
- ✧ Can I have that/this?

- ⤴ Who's there? Its me. Please come in.
- ⤴ How much does this cost?
- ⤴ How old are you? I am ____ years old.

How Our Lessons Work

The 20 lessons of this curriculum consist of the same building-blocks. Here's a layout of what activities are done in every lesson so you can get a feel for how your class will go. Each element of the lesson will take 5-15 minutes to complete. The whole lesson is designed to fit into an hour and a half long classtime. The majority of the lesson is operated entirely in the new language, spoken by the Language Helper.

We start with **Greetings** which are the same every time, and help children learn how to appropriately greet adults in the new language. As soon as the Language Helper arrives and is briefed on the day's activities, he/she will greet the children and do **Small Talk Questions**. Then we move on to learning a Conversation through role-playing. **Role Play Conversations** are all basic phrases or interactions average children would know how to say in any language. For example, "Hello, what is your name?" followed up with "Hello, my name is ____"

From there we do a **Look and Touch** activity, which is the primary way new words are introduced. One or more groups of 8-12 new words are learned every lesson. Then the children have a chance to get their energy out with a **Movement Game**, which excercises both new and old words into an active game.

Then the children sit back down for a **Combo Activity**, where previously learned words and new words are mixed into a challenging activity. Once you reach Lesson 7, we introduce a **Speaking Activity**, where children get to try saying the words they are most familiar with hearing. After that, we do a **Creative Activity**, which usually involves art, drawing or coloring, and allows children to respond to the language creatively.

Children sit down to a snack so they can listen quietly while the Language Helper reads a **Story** from a simple book. Then together the children and Language Helper sing a **Song** with hand motions to end the class. Everyone says "Bye!" and you get to take a deep breath: the lesson is over!

Now we'll walk you through each activity so you can master how it works and how to run it. It is also important for the Language Helper to become equally familiar with how to execute all the activities.

Instructions for the Activity Types and Lesson Elements

Let's start from the beginning with Greetings, and go all the way through to Singing time. Stick with us, because once you know how to do all the activities, preparing and executing each lesson will be a breeze.

Greeting

At the beginning of every class (or when the children and Language Helper first see each other), the Language Helper always greets the children in the new language and (starting in Lesson 7) children greet the Language Helper, in whatever way is culturally normal for adults to greet children and vice-versa. Gradually questions are added to the greeting to make it more challenging.

Small Talk Questions: At Lesson 8, the first “Small Talk” question is added to the greeting. After that point, the Language Helper begins with the standard greeting, then goes around the group of children asking various questions: “How are you?” “What is your name?” “Who is this?” Children learn to recognize the question and respond appropriately. We chose the types of questions that are most often asked by adults, so when the children meet locals, they can know what questions to expect and are able to answer with confidence.

Here are the Small Talk Questions in order covered in this curriculum:

- ✧ Hello! How are you? I'm fine.
- ✧ What is your name? My name is ____.
- ✧ What is this/that? This/that is ____.
- ✧ Who is your mother? Whose sister is this? Who are her brothers?
- ✧ How is your family? How is your mother? My family is fine.
- ✧ What did you eat today? I ate ____.

Adaptations for cultural relevance: Ask the Language Helper what are basic questions all children are expected to know the answer to in their culture. Add these to the Small Talk questions.

How to do the Greeting and Small Talk questions: The Language Helper will always initiate the Small Talk. They say the same greeting to every child in the class and ask every child the same questions, so everyone gets the benefit of observing and responding to the question. If a child forgets how to answer or doesn't know, the Language Helper, without missing a beat, should answer for the child and then move on to the next child. After several Small Talk questions have become familiar to the children (around Lesson 10), the Language Helper should switch from asking the *same* question all the way around the class, to asking a *different familiar question to each child* so they have to listen carefully to know how to give an answer.

Role Play Conversations

Role Play Conversations are how basic phrases used in specific contexts are learned and practiced by the children. In every lesson, a new Role Play Conversation is introduced or an old one is reviewed. This activity consists of the Language Helper demonstrating a new conversation by acting it out (maybe using different voices and switching places to show multiple people involved in the conversation). Then the children get to be the actors, *but they do not speak, they only move their mouths* (as if saying “Blah blah blah.”). The Language Helper does the voices for the children, so they hear the phrases spoken correctly over and over again. Children take turns being the actors and being observers. The Language Helper can assist the acting by moving the children's arms or legs, or by making their jaw move to “talk”. This makes the activity really fun for the children. The whole conversation is done several times (at least 5 times is recommended).

Adaptations for cultural relevance: In the lessons, we offer a script for the Language Helper to use, but it is important for the Language Helper to modify the script to match whatever people would actually say in the local language. For example, when someone is at the door knocking, every culture does not answer the door the same way. What if it is a family member? What if it is a service person? What if it is a stranger? Depending on who's at the door, the response might vary culture to culture. Encourage the Language Helper to change the scripts as he/she sees fit.

How to do Role Play Conversations: Language Helper or you should start by a short intro in English to make sure the children know what is happening. For example: “Here is what you say when you meet someone new.” Then the Language Helper begins acting out the script, saying the phrases clearly and slowly, and making distinctions between the people involved. After doing the script twice or three times, the Language Helper asks, “Who wants to do it?” Then the children can volunteer to play the roles in the conversation, and act the way the Language Helper acted while moving their mouths. The Language Helper cues the children to move their mouths and speaks the conversation's phrases at the right time. After the script is finished, the Language Helper says, “Who's turn is next?” and different children can volunteer to play the roles. Repeat this until every child who wants to has had a chance to act out the conversation (at least 5 times through).

How to enhance this activity: Instead of having the children do the acting, have Language Helper introduce the conversation with two puppets. Then, the children get to hold the puppets and move the puppet's mouths while the Language Helper does the voices as usual. This works especially well for children who are not comfortable with acting, or are shy. Make your own puppets out of a pair of socks by making eyes on the toes of each sock. Put them on your hands and move your fingers to make them talk. You can also use two dolls.

Look and Touch

This is the primary way new word groups are introduced to the children. This activity (more than any other) needs to be done in a very specific way to avoid confusing the children. Both you and the Language Helper need to be very familiar with how to do it before the first lesson, so be sure to read the How-to section very thoroughly. Each group of new words requires objects representing each word (a visual representation of some kind. For example if the new word was “banana”, you might be using a real banana, a plastic pretend toy banana, a picture of a banana, or even pantomiming the peeling and eating of a banana). Read the Finding and Making Your Own Look and Touch Resources section to see what your options are. Creating or finding decent objects to represent words for every word group is possible in any context.

How to do Look and Touch: Every Look and Touch activity starts with two objects. Put these objects in front of the children and Language Helper. The Language Helper introduces each word, twice: “This is a banana. This is a banana.” Then he/she asks “Where is banana?” And Language Helper and children all point at or touch the object together. Then he/she asks “Where is ...” again and again, going back and forth between the two new words. After both words have been questioned a couple times each, the Language Helper puts in a new object and introduces it. “This is an orange. This is an orange.” And begins asking another couple rounds of “Where is...” questions, with all the children pointing or touching the right objects together. Gradually, more objects are included, until all the items of the new word group have been introduced. After the last object is included, the Language Helper asks where each object is twice more (asking about the most recently added object more than twice). End the activity at that point. Here are some other rules to keep in mind every time the class does Look and Touch activities:

- ✧ *For word groups without special objects, always use Cue Cards for the items to remind the Language Helper of the words in the word group.* It is easy to leave out a word if the objects being used are not directly in front of you. For example, when calling out “Where is the chair? Where is the table?” it is easy to forget to use “wall” and “corner” because they are not as obvious. Make it hard to leave out a word by making a quick Cue Card reference tool. We will remind you before each lesson when you need to make Cue Cards. (See How to Make Cue Cards section below.)
- ✧ *Always start with two, introduce them twice each.* No more. The Language Helper should immediately begin asking “Where is ...” questions afterwards.

- ✧ *Mix up order of question asking, and focus on the newest object.* The Language Helper will be asking “Where is ...” questions over and over again, and should be careful to ask about the objects randomly, avoiding going in order. Also, the Language Helper needs to question the newest object more than the other objects. For example, if the newest object was “apple”, the questioning might go in this order: apple, orange, apple, banana, orange, apple, grape, apple, etc.
- ✧ *Mix up the objects frequently.* Children can associate the new words they are hearing with location of the object, instead of the actual thing the object represents. Avoid this by switching positions of the objects every five or six “Where is ...” questions.
- ✧ *No more than five objects at once.* Once the number of objects in the center (where the children can touch them) reaches five, take out the oldest object when adding a new object. We do this because the children have difficulty making decisions if they have too many options to choose from. Having more than five objects in the center slows down the activity and can be overwhelming to the students.
- ✧ *Everyone points/touches simultaneously.* The Language Helper included. This is helpful for the social learners and helps children respond to the language without a fear of failure. Maintain group simultaneous pointing/touching throughout the entire Look and Touch activity.
- ✧ *Keep children interested by giving them a job during the activity.* If a child is losing interest, the Language Helper can ask that child to mix up the objects, or choose from the new objects which one to learn next. Allow the children to pick up and touch the objects if they want to, this helps kinesthetic learners and allows them to satisfy their curiosity about the object.
- ✧ *Look and Touch can be done with large, immovable objects or places in the room.* Same rules apply: start with two words, introduced twice each, then start asking “Where is...” Children and Language Helper just point at the places or objects from a distance.

Adaptations for cultural relevance: Because we designed each word group to be culturally unspecific, some of the suggested words in the new words groups (which are listed at the top of each lesson, and in the Vocabulary Covered in this Curriculum section.) will be irrelevant to the Language Helper's cultural context. In fact, sometimes there will not be a word in the language for a certain concept or object. Your job is to help the Language Helper

make each word group relevant in their language and culture. Do this by looking at the upcoming word groups in advance, and asking the Language Helper “Are all of these things present in your culture and language?” Cross off the things that do not meet this qualification. “What things would you add to this word group?” The Language Helper contributes cultural insights to the word group by inserting more relevant words. For example, in a fruit word group adapted for a Southeast Asian context might replace; blueberry, nectarine and peach with; durian, lychee and jackfruit.

Finding and making your own Look and Touch resources: During the 20 lessons of this curriculum, you will need to bring over a hundred different items, concepts and actions into the classroom to help the children learn new words and connect those words with reality. Every group of words will be reviewed again in subsequent lessons, so make sure to save all the objects you collected or made for later use. As children ask to learn new words that are not from the word groups, you can keep reviewing these by making an object for the word and keeping it with the other objects so it will be reviewed. Here are our best ideas for creating your own language materials that will help Look and Touch activities become visually interesting and engaging for children and are inexpensive and possible to do at home.

- ✦ Use the actual object. The word groups are filled with household objects. When it comes to learning names of dishes, go to your dish cabinet. When it comes to learning clothes, raid the closet. When it comes to learning names of foods, go grocery shopping and put the real thing in front of the children. When class is over, you already have ingredients ready to go for making dinner!
- ✦ Use a toy. If you have or know a child with a lot of toys, they may already have a miniature version of the word you need to teach. Plastic food, doll furniture, a family of dolls, stuffed toys, and doll clothes would work as welcome inclusions to your language resources.
- ✦ Print a picture to represent each word off the computer. Images can be found online easily, and in clipart programs that may already be on your computer. If possible, print the picture in color and big enough to fill half a page.
- ✦ Draw a picture onto paper of the object. Keep it simple, with enough details to be able to tell what the picture represents. Use a thick black marker pen if you have one. Cut it out and color it in. Suggested size for these pictures is 5-8” across.
- ✦ Make a cardboard cut-out picture of the object. Follow the directions above, but draw directly on blank cardboard and cut it out, or paste a paper picture onto a cardboard cut-out shape. Save used cardboard packaging and boxes to keep a supply of

language resources at your fingertips. Cardboard cut-outs are ideal because they are cheap, easy to replace, and can withstand a lot of abuse.

How to Make Cue Cards: For every group of words, you will need to make a set of cue cards. These become like flashcards of the vocabulary the children know and are used in many review activities. It is easy to do and takes very little time. Cut a piece of blank white paper into 8 equally sized rectangles. On each piece of paper draw a picture to represent one word or phrase from the word group (for reference, look at Example Things in a Room Cue Cards at the back of the book). If you do not feel comfortable with your artistic abilities, find an image on the internet and print it onto paper. Or draw something that gets close to the phrase, and have the Language Helper write the phrase under the picture to keep things clear. Continue until you have an entire word group in pictures on the cards. Keep a few extra blank cards around during the class to make cue cards for words that the children want to learn. Save all the cards you make, and keep them sorted (in bags or in a card file) somehow for use in later activities. Look at the Vocabulary Covered In This Curriculum for the word suggestions for the Cue Cards.

Movement Game

These activities vary by lesson, but most often involve the Language Helper giving commands to the children in the new language and then doing the commands with the children. The Language Helper references Action Cue Cards during the activity. Read the how to make **Action Cue Cards** section below for more details. At a minimum these activities involve everyone standing up and moving to another area, but sometimes can look like an aerobics class. The children are often split into teams for this activity or are pitted against the Language Helper. Sometimes they play a familiar game in the new language, such as tag or hide and seek. Movement Games are the best chance for wiggly little ones to get their energy out in a constructive way and an opportunity for competitive children to be motivated to participate with enthusiasm.

During all Movement Games turn taking should always be done in teams. Split the children into groups of two or three, as the number of children permits. If there are not enough children to make at least two teams, include a parent (you) or the Language Helper. Whenever a child (or team) does the wrong action, the Language Helper can simply correct them by doing the right action or by giving a hint. While playing the game, if you notice the children using an English phrase or word often, find out how they can say that in the new language and the children can begin to use that phrase from then on (for example: "Who's it?" "You're not following the rules!" "I'm over here!" "Try to get me!")

Choosing Games: Starting on Lesson 12, Language Helper and children begin to play active games in the new language together (such as tag or hide and seek). Here are some tips for choosing an appropriate game for the class including cultural adaptations, followed by tips on how the Language Helper can teach children a new game without using English under the How-to section.

- ✧ The best games are simple with minimal talking, or talking that is in the form of a short song or sing-song phrases (for example: London Bridges). In this way, children can play the game without mastering a lot of new phrases.
- ✧ Good starter games that are present in almost every culture are tag or variations of tag, hide and seek, and ball related games.
- ✧ Ask the Language Helper what their favorite childhood games were, and hopefully uncover a wealth of culture for the children to discover. The Language Helper may know a lot of fun games that work well for the class and teach the children new words and phrases in a fun way.
- ✧ Consider using a game the children already know and like but have the Language Helper translate it. This works well for Duck Duck Goose, Red Rover, Blind Man's Bluff, etc.
- ✧ If the class is competitive but don't have as much need to “get their wiggles out”, have the Language helper translate their favorite board game that uses minimal talking. Examples are Chutes & Ladders, Memory, pick up sticks, dominoes, tic-tac-toe, etc.
- ✧ Aside from just games, ask your Language Helper if they know any “Patty cake” type hand games, funny rhymes with associated movements (like Ring Around the Rosie) or fun ways to choose “Who's it?” Integrate a few of these into the Movement Activity or Game time every lesson.

How to Teach a New Game Without English: The Language Helper can start by standing up and commanding the kids to do the same in the new language. Together they can move to a new area if the usual learning space is not appropriate for running. The Language Helper introduces a new game by name, and then describes how to play it in English. Then the Language Helper goes over the phrases used in the game. They must try to be consistent with these phrases during game play. For example, the phrases used for tag might be “Who's it? I'm it. Everyone run! I got you! You're it.” During gameplay, the Language Helper needs to be prompting the children to use these phrases. The Language Helper should also be playing the game too. It is okay if this time is not very structured, because it is a great introduction to playing in the new language. With repetition the children will slowly pick up the game's phrases especially as their motivation to win increases their desire to understand the rules and terms of the game.

Copycat: Some Movement Games call for a game called Copycat. This how verbs are learned and practiced and is very similar to the basics of Look and Touch. To do Copycat, the Language Helper needs to hold the stack of Action Cue Cards in his/her hand that will be used in the game. The Language Helper starts with two verbs (we will use “run” and “jump” as

examples) and introduces them each twice, from the Action Cue Cards. “This is jump. I am jumping. Jump. This is run. I am running. Run.” The Language Helper must do the actions. Then the Language Helper commands the children “Jump!” and then the children and Language Helper do the action together. The Language Helper gives a different command, and together they perform that action. After commanding each action a couple times, the Language Helper introduces a new action from the Action Cue Cards and then commands the three actions randomly, but focusing on the newest one. This continues until all the new verbs have been introduced and questioned many times.

Making Action Cue Cards: Action Cue Cards are essential for learning verbs. They are the action version of the object pictures used for Look and Touch. Cue cards work well because they can be shuffled and then called out one at a time off the top of the stack. Later on, these cards will need to be used in activities, so putting in the effort to make Action Cue Cards for every new group of verbs will pay off. As children ask for new verbs to be added, make a Cue Card to remember these words too. Save all the Cue Cards after every use, because you may use them again in a review activity. Just cut paper or cardstock into 8 equally sized rectangles, and have the Language Helper write the verbs (one on each card, in infinitive form) or better yet draw a stick figure doing the action (for reference see Example Action Cue Cards at the back of the book). Stick figure drawings are really helpful if any child in the class does not read. Do not write the verbs in English.

Combo Game

The Combo Games, like Movement Games, vary greatly between lessons. These games are always a combination of a newly learned word group and a previously learned one. The games are designed to strengthen the understanding of the words or provide a fun way to hear verb conjugation or other slightly complicated grammatical structure. If the Combo Games are too difficult for your children, consider skipping this activity and coming back to it for a review day.

The basics to all Combo Games are the basics to all the activities: only team turn taking. The Language Helper first models the activity before giving a command or question to a child, and when help is needed the Language Helper gently shows the right answer.

Resources used in Combo Games will always be the objects used for the Look and Touch word groups and the Action Cue Cards used in Movement Games. Occasionally the lesson will call for other supplies to do the Combo game, but these will always be simple household items.

Speaking Activity

Speaking Activities appear at Lesson 7. These activities are designed to get the children to start using the words they are most familiar with. Any word group that is the focus of a Speaking Activity should have already been encountered in past lessons five times. We don't ask the children to use new words until they have heard the words spoken correctly by the Language Helper enough times.

Speaking Activities are similar to other activities but the children do the talking instead. These activities also use the same objects and Action Cue Cards from other activities.

How to do Speaking Activity: For the first few activities the children may be nervous or embarrassed to talk, so just let the children who are enthusiastic be the first ones to try speaking. Encourage and praise them whenever they try to speak, especially for difficult sounds or phrases. The Language Helper should correct the children's speech by saying it clearly a couple times, and letting the child try to repeat it once or twice, as the child chooses to. But they must not make the child speak or repeat it many times to get them to say it perfectly.

Creative Activity

Creative Activities vary a little bit lesson by lesson, but they usually involve drawing or shaping with dough the objects that were recently learned. Sometimes the children are following a color or size specific drawing command given by the Language Helper, and other times they are told to draw an object and can do it any way they like. The Language Helper is always drawing/creating the object along with them so the child never feels tested and has a model to follow.

Sometimes the Creative Activity allows children to creatively use the language they already learned to describe something or play a pretend game called Role Play. There are several Role Plays in the later lessons, during which the Language Helper and children take turns pretending to be a shopkeeper or hosting a guest. These help the children learn culture while having fun.

How to Do Creative Activity: The Language Helper has the objects or pictures that will be used in the activity, and everyone participating is given blank paper with crayons/pencils/markers to use for drawing/coloring. The Language Helper holds up the first object (for example, a pair of socks) and says "Draw a pair of socks." If the lesson is emphasizing use of colors, the Language Helper should say "Draw a pair of yellow socks." Then the Language Helper can say "Where's yellow?" and help everyone find a yellow drawing tool and start drawing a pair of socks. The Language Helper should always draw a simpler and uglier version of the object than the children can draw. If they draw something too detailed or fancy, the children may become discouraged at the quality of their own drawing

and lose interest. When it seems like most of the children have finished drawing their socks, the Language Helper can say “Finished yet? Now show me your socks/what you drew.” The children and Language Helper show each other their work, and the Language Helper is free to praise them or remark about the colors or variations of their drawings. Then the Language Helper holds up the next object and the drawing process begins again. If there is extra time, the Language Helper can ask various children “Where is ...” questions and let them point to their pictures.

How to Do Role Play: Tell the Language Helper in advance the subject of the Role Play. Ask them to create 5-7 scenes that are culturally normal in that situation with only one or two phrases per scene. If the Role Play is about shopping in a market and asking for items you need, the scenes might be: 1. Looking for a store: “Where can I buy apples?” 2. Asking for the item you need: “Do you have apples?” 3. The shopkeeper giving it to you: “How much do you want?” “I want one kilo.” 4. You ask how much it costs, the shopkeeper tells you: “How much are the apples?” “\$.” 5. You pay for it, the shopkeeper puts it in a bag: Children give the right amount of money 6. Say thank you and leave the shop. Once they choose a few scenes for the situation, plan all the supplies you will need to make the Role Play come alive, and how to acquire them. It is up to you how elaborate you make it. If you are role playing a market scene, you might make a pretend cash register and a scale for vegetables and fruits, or you may just have a few odd household items to “sell” and fake money made of cut-up scratch paper.

In each Role Play activity, the instructions are suggestions to make it structured for language learning. Try this basic method for introducing the phrases from the chosen scenes: Start by having the children first watch the Language Helper act out each scene in the new language. At the end the Language Helper does the first scene a few more times by itself. Then the children get to try to act out the scene in teams and the Language Helper helps them say the lines with lots of prompting and encouragement. Go through each scene this way and give them a chance at the end to perform the all the scenes together. Do not pressure the children only those that want to try should do the activity. They learn just as much by watching.

Story

Near the end of every lesson, the Language Helper picks up a preselected book with pictures and tells the story in simple words and describes the pictures to the children. The same book is read four lessons in a row, and then you should switch to a new book. Books are used multiple times to provide a steady exposure to the same vocabulary and sentence patterns. After a story has been read, there should be no expectation for children to be able to repeat any part of the book. The books used may or may not use the vocabulary found in the

lessons, but just the fact that it is a story with pictures will draw the children in. They may not understand more than 10% of the book the first time they hear it, and by the fourth time they hear it, they may still only understand 50%. The children are just getting used to puzzling out language on their own. Hearing spoken phrases in the new language alongside with pictures helps kids begin understanding how the commands and phrases they are hearing in each lesson work together to make speech. The children are meant to listen to the Language Helper quietly, and they can do this well because they are nibbling on a snack of some kind. Story time begins with the Language Helper offering the snack to the children. This motivation to eat something yummy helps children quickly learn to say “I would like some _____. Thank you!” in the new language.

How to do a Story: Give the book to the Language Helper in advance so he/she can go over it and decide how to tell the story. The Language Helper offers the day's snack to the children, saying “Who would like some ____? Say 'I do!' ” and then prompts the children to say “Thank you” after giving it to them. Do not expect the children to speak. They will begin to do this on their own because they want to eat a snack. The Language Helper shows the book with the cover facing the children and says the title of the book. Then he/she opens the book with the pages facing the children and begins to tell the story. The words of the actual book can be adjusted to simpler language and shorter language so the children can make sense of it. The Language Helper must point at the pictures as he/she tells that part of the story, and should use voices and facial expressions to help the children understand the story better. In early lessons or for young age groups, the Language Helper can just describe what is happening in the pictures of the book (Example: “This is a big tree, at the top is a nest! There is a little bird in the nest.”). When the Language Helper reaches the end of the book, he/she should conclude it with “The End” or “The story is over” every time.

How to choose a book: The best kind of book to use is a large book with pictures on every page, so all children can see the pictures. It does not matter what language the book is written in, so long as the Language Helper can tell the story. It is okay to use English books the children have already read in English. Average length of the book should be 15-25 pages. Try to find a book that uses some of the vocabulary recently learned by the children. Here's a list of subjects per lesson, to help you choose which book to use for each week. Five books will be read to the children throughout this curriculum. See the Vocabulary Covered in this Curriculum section for full word lists.

Book 1: Lessons 1-4 Things in the Room, Basic Actions I, Colors, Prepositions, Numbers 1-10, Body Parts, Possessive pronouns (Suggestion: Go Dog Go by Dr. Seuss)

Book 2: Lessons 5-8, Clothing, Basic Actions II, Family, Clean & Dirty Things, Hygiene Items

Book 3: Lessons 9-12 Morning/Afternoon/Evening Actions, Food, Dishes, Game Words,

Sequence Words

Book 4: Lessons 13-16 Good and Bad Behavior, Phrases for Eating Together

Book 5: Lessons 17-20 Playing with Friends Words, Numbers 10-100, Shopping Words

Snacks: This time is not surprisingly the favorite part of the lesson for some children. Choose a snack that is quiet and can be handed out easily, or portion the snacks into bowls or onto plates before the class to save time. Some snacks are better than others, since the focus should be on the story. For example, individual bags of chips can be so crunchy and crinkly, the children may not be able to hear the story. A good idea to make snacktime a culture learning experience is for the Language Helper to bring a food from their culture to share with the children. It is really fun to taste a new food every lesson and can give children another facet of the culture to enjoy and savor.

Song

Every lesson ends with a fun song and handmotions lead by the Language Helper. Hearing the new language set to song is very exciting for children and helps inspire them to try and understand the new words. Though speaking words is not encouraged until Lesson 7, Singing is introduced in the very first lesson, and children are encouraged to sing along from the start. Since the Language Helper will be the one leading the song and handmotions it is important to practice it enough so that they are very comfortable with leading the children in learning the song. If the Language Helper is not comfortable with the song, have them sing something they are comfortable with even if it does not contain any of the overlapping vocabulary from the lesson. There should be no pressure for the children to sing with the Language Helper. Just by listening they are still learning. Often, children who do not sing in class go home and sing the song after class.

How to Choose a Song: Ideally, the songs you pick should contain some of the new words from the lesson. This is not essential, but it is beneficial. Songs that are also repetitive and have a simple fun chorus work well. To any song, handmotions must be added. Handmotions help children understand the words to the song better and can be done by a child who is too shy to sing out loud. A great way to find a song is to ask your language helper if they know of any children's songs or folk songs already in their language. Ask them "Do you know a song that has counting/family names/colors in it?" Maybe using a keyword will trigger their memory of a song they knew a long time ago. If your Language Helper does not have many songs to offer, use the internet to look up songs for children in the new language, or English songs for preschoolers focusing on your desired word group (for example, try searching for "preschool songs about colors"). If no songs come up that fit that description,

then you can always take an English song and translate it.

How to Translate a Song from English: Translating an English song will take some time and involve a joint effort between you and the Language Helper. Take any song (Repetitive songs with only one word change per verse are ideal and easiest to translate. For example, Old MacDonald Had A Farm, or He's Got the Whole World In His Hands) and go line by line, with the Language Helper offering potential translations of the line. Often the grammar and syllable count will need to be adjusted to fit the tune comfortably. Have the Language Helper write down the lines as you go. If they really enjoy doing song translation, you can send the words and tune of an English song home with them to translate with the help of their family or another native speaker of the new language. Be sure to make up culturally relevant handmotions with every song.

Optional Language Learning Tools

There are a few different ways to get more out of the lessons and provide more language exposure for the children (the more repetition the better!). The first is to make recordings of the Language Helper's voice. This enables you to have more hours with the Language Helper without using their time. The next is to use Coloring Sheets as an outside-of-class resource alongside hearing language recordings. These are great for children of any age.

Doing Recording: The tool you need to do recordings is some kind of voice/audio recorder. A digital video camera would also work. Some phones have very efficient voice recording abilities, and can be easy to use. Test a recording device by recording a sample of your own voice. Can you hear the sounds of your own speech clearly? Is there a lot of background noise pollution in the recording? Can you easily play the recording back at a high volume? These are the basic necessities for a good recording device.

Once you have a recording device, keep it handy during lessons. Record a few minutes of the end of a Look and Touch activity, a few minutes of a Copycat Movement Game, a Role-Play Conversation, the Story or the Song. Or all of the above! After the class is over, you can play the recordings back to the children, and let them just listen as they play quietly, or encourage them to point at pictures from their drawings (from Creative Activities) or a Coloring Sheet. For a higher energy activity, play back the recording of Songs or Copycat game and let them go wild. We suggest recording the Story and then offering to play the recording to the children before they go to bed. Multiple children can sit and look at the book as they wind down, while listening to the voice of their Language Helper. After the recording, you can ask them "Where is ..." questions about the pictures. They can fall asleep and maybe have dreams in the new language!

Using Coloring Sheets: Giving coloring sheets to the children that reference the new words learned recently can be a great way to reinforce their language listening. While children color, they could listen to a recording of those words. Then they can point at their pictures when they hear "Where is ..." questions on the recording. Use coloring sheets in class if you have children who are not confident artists in your group.

At the beginning of class, the children can show their completed coloring pages to the Language Helper, who can ask them random "Where is ..." questions and comment on the coloring. This makes the coloring sheet like a fun kind of "homework" for the children.

We are hoping to develop an official Coloring Book to go along with the lessons in this curriculum. Until we do, you can make your own quite easily. All you need is a black felt tip pen, blank white paper and access to a copy machine. Take the list of words for a particular word group, and begin drawing a picture of each one on a single piece of paper (for reference see Example Coloring Sheet in the back of the book). It is a good idea to allow a 1" margin around the whole page for easy photocopying. Leave enough space to fit all the words on one paper. Keep the pictures simple but clear. When all of the word group is represented on the page, you can photocopy it to make multiples according to the number of children you have in the class. Save the originals, they are works of art!

Checklist for a Wildly Successful Start:

Planning your Class

- ✓ Who will be in the class? Find some other children to join your children. Adding children from multiple families can help the class dynamic.
- ✓ Find a Language Helper and recruit them to the class. (See Choosing a Language Helper section)
- ✓ Schedule and execute an orientation. (See Planning a Language Class Orientation section)
- ✓ Read over first several lessons. Make sure you know how to do all the activities.
- ✓

Preparing with the Language Helper

- ✓ Share the philosophy of learning (from the Introduction) with the Language helper.
- ✓ Run through all the activities so the Language Helper knows how to do them.
- ✓ Ask the Language Helper what songs he/she knows already or translate a song together. (See How to Choose a Song section)
- ✓ Show the first book to the Language Helper. Let them decide how they will tell the story.
- ✓ Show the first couple word groups to the Language Helper. (Basic Actions I and Places/Things in the Room) Let them edit the word groups and add cultural adaptations.
- ✓ Show the Language Helper the first couple Role-Play Conversations. Let them decide what the proper greetings for children and adults should be from their culture.

Getting Ready for Lesson 1

- ✓ Choose the first book (See How to Choose a Book section)
- ✓ Buy a stash of snacks.
- ✓ Make some Action Cue Cards for Basic Actions I word group. (See Movement Games section How to Make Action Cue Cards and the Vocabulary Used In This Curriculum section for the list of suggested words for each of the Cue Card sets.)
- ✓ Make some cue cards for Places/Things in the Room word group. (See Look and Touch section Making cue cards for word groups)
- ✓ Set up a distraction free learning area.
- ✓ Buy or get out markers, crayons, or other coloring tools. Make sure you have multiples of each color so everyone can do the Creative Activity at the same time.
- ✓ If you are doing recordings and/or coloring sheets (see Optional Language Learning Tools section), test the recording device and make a coloring sheet for the first couple word groups (Basic Actions I and Places/Things in the Room). Make enough copies for all the children, and pass these out at the end of the Lesson 1 class.

Planning a Language Class Orientation

If you are planning to use this curriculum with more than just your own children/students, get some help. Enlist other parents and the Language Helper in preparing materials and organizing the class. Schedule an orientation to get everyone on the same page, and get the first class off to a strong start.

Whoever is leading the orientation should read the whole Curriculum Guide first. At the orientation, decide who will be filling the roles of class/curriculum organizer.

Questions to answer:

- ✧ Potential expenses are paying Language Helper, photocopying, snacks, buying and making other resources. Do we need to charge participants money to be in the class?
- ✧ Does the Language Helper need to be financially compensated for time spent teaching the class? (or other type of remuneration: trade of labor or services, etc.) Who and how will we keep track of payment?
- ✧ Class Logistics: Where are we holding classes? What time and how frequent do we have class? Who is bringing the supplies? Who is bringing the snack?
- ✧ Do we have an effective recording device? Who will be in charge of distributing recordings to all children/families?
- ✧ How do we help children do homework and language activities outside of class?

Lesson 1: Places/Things in Room, Basic Actions I

Vocabulary covered in this lesson: Places/things in room, Basic Actions I

Explanation

In the first lesson, we begin with places and things in the learning environment because they are immediately concrete and relevant to the children. Hopefully these things are also familiar in their daily lives or homes, so the vocabulary will also be useful in their own environment.

Start each activity with an explanation of how to do the activity in English. Do this for every new activity, and stop doing it when the children begin to pick up on how it works (it only takes two or three lessons for them to get it). Say the Transition phrases in English first, then have the Language Helper translate the transitional phrases.

Activity	Instructions
Greeting	Language Helper says standard greeting to children. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Meeting someone	Language Helper acts out a simple, short meeting of two people. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Things/Places in Room	Give the Places in the Room cue cards to the Language Helper for them to lead the Look and Touch with 8 basic objects or places in the room or in learning area. <i>Remember, everyone points or touches the objects together, and the number of objects the Language Helper is questioning does not exceed five.</i> Include one big and one small item (such as big/small table, big/small window). Continue until all 8 have been included. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Basic Actions I Copycat	Give the Action cue cards to the Language Helper to lead Copycat movement game. <i>Remember, Language Helper repeats the action command 2-3 times each before moving on to next command. Everyone performs actions together.</i> <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Draw Things in Room	Language Helper says "Draw the door. Draw the table." going through all the cue cards one by one, and drawing alongside the children. <i>Language Helper should talk about their drawings. (Example: "Good job drawing that window. That is a very nice picture of a table.")</i> <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." <i>Remember, no pressure for children to repeat/say anything.</i> Language Helper goes through a short book. (if possible, this book should feature some vocabulary from this lesson for reinforcement) Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Make Positions words cue cards (if you are doing drawing, show a simple object in a cup, and on and under a chair, go to the Vocabulary Covered In This Curriculum section to get the list of suggested words for the Positions Cue Cards.)
- ^ Choose a new song to introduce. Translate a song the children already know, or have Language Helper recall a song already in his/her language. See Resource Guide on Choosing Songs for ideas.
- ^ You need to have multiple crayons of each color, enough so that each child will be able to hold up the same color crayon.

Lesson 2: Positions, Colors, and more Basic Actions I

Vocabulary covered in this lesson: Positions, colors, and more basic actions.

Explanation

Positions (or prepositional phrases) are abstract but very important and basic to language. We learn these early on to build a deep understanding of the sometimes abstract concepts (example: through, with, next to) so that children will be able to quickly follow commands using these types of phrases.

Activity	Instructions
Greeting	Language Helper says standard greeting to children. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Meeting someone	Language Helper does the same meeting conversation as in Lesson 1. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Colors	Language Helper leads Look and Touch with colored crayons. Children have one crayon of each color (good for large group), or are pointing at colors in the center (okay for small group). Remember, Language Helper must question about all old and new objects at least once each before adding a new object. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Learning Positions	Give the Language Helper the Positions cue cards. Do a short Look and Touch with just the cup until the children are very comfortable with the word. Language Helper then models with the cup and any crayon: "Put the crayon on the cup. Put the crayon under the cup." several times each. Then commands children to do each action, while modeling it. Children copy. After several repetitions, add "in the cup." When children seem to understand the commands well, specify color of crayon, too! <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Taking colors to places in room	Give the Language Helper the cue cards (Positions, Actions). commands children to pick up one color (Language Helper will have to model this for the first time). Then, Language Helper commands children to go to a place in the room, and put the crayon on, under, or in a thing in the room the children learned in Lesson 1. (Example: "Pick up the blue crayon. Jump to the table. Put the crayon under the table. Come back.") <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Using colors	Give the Language Helper the Places cue cards. Language Helper says "Draw a red window. Draw a yellow chair." Language Helper should combine colors and previously learned things in the room in a drawing activity. Remember, Language Helper and children draw together. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." <i>Remember, no pressure for children to repeat/say anything.</i> Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper introduces a song with handmotions. Sing it two or three times. <i>No pressure for children to sing along.</i>
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Gather a bag of beans, pasta, beads, etc. for the Look and Touch counting.
- ▲ Make cue cards of numerals 1-10.

Lesson 3: Numbers 1-10

Vocabulary covered in this lesson: Numbers 1-10

Explanation

In this lesson, children will learn numbers one through ten. We teach them out of numerical order because it is important to learn numbers as a *value* instead of a sequence.

Activity	Instructions
Greeting	Language Helper says standard greeting to children. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Greeting and meeting	Language Helper acts out a simple, short meeting of two people, this time adding a couple more common greeting phrases. Example: "How are you?" "What is your name." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Numbers	Give Language Helper Number cue cards. Using fingers, Language Helper shows children numbers 1 and 5. "This is one. This is five." Then commands children to show different numbers on their fingers. Gradually add all numbers <i>out of order</i> until all ten have been included. After all numbers have been included switch from showing fingers to counting beans. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Basic actions and numbers	Give Language Helper Basic Actions I cue cards to lead children to do basic actions, different amounts each. "Jump ten times, walk eight steps." <i>Language Helper can add more simple actions not previously learned, as long as Language Helper is also modeling them to children.</i> Example: "Clap five times. Punch ten times. Shake three hands." <i>Make Action cue cards for any words added.</i> <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Counting things	Language Helper asks "How may _____ are there?" referring to something in the room. Then Language Helper counts the objects out loud. Language Helper can ask about anything in the room, and children can count with Language Helper or show with fingers. Include "big and small" things. <i>No pressure for children to speak.</i> <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Drawing numbers	Language Helper says "Draw five blue dots. Draw seven green lines." while drawing and counting with children. Language Helper can have children draw any simple thing, as long as Language Helper is also modeling it for them. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." <i>Remember, no pressure for children to repeat/say anything.</i> Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in previously learned song and handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Choose a new song to introduce. Translate a song the children already know, or have Language Helper recall a song already in his/her language. See Resource Guide on Choosing Songs for ideas.
- ^ Make cue cards for Possessive Pronouns and Body parts see the Vocabulary Used In This Curriculum section to find the suggested words for the cue cards.
- ^ The Movement Game requires a ball for each child and Language Helper. Possible substitutes for balls are beanbags, small balloons, or even toilet paper tubes, etc.

Lesson 4: Parts of the body, possessive pronouns

Vocabulary covered in this lesson: Parts of the body, possessive pronouns.

Explanation

Regarding use of possessive pronouns: Language Helper must refer to his/her self whenever saying “my”. This is because Language Helper is the speaker. Likewise, Language Helper must always point to the children when saying “your”.

Activity	Instructions
Greeting	Language Helper says standard greeting to children. <i>Transition: “Are you ready? Let’s start.”</i>
Role-Play Conversation: Greeting and meeting	Language Helper acts out the same basic meeting and greeting of two people used in lesson 3. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: “Next we will learn some new words. Be quiet and pay attention.”</i>
Look and Touch: Body Parts	Give Language Helper Body parts cue cards to lead Look and Touch with 8-10 basic body parts. Language Helper keeps questioning the objects until all have been included. <i>Transition: “Next we will do a moving activity. Let’s all stand up.”</i>
Movement Game: Balls and Actions	Language Helper gives each child a ball, and gives commands using body parts, previously learned positions, and actions. Example: “Put the ball on your head. Jump five times. Put the ball under your arm. Lay down. Put the ball under your chin.” <i>Transition: “Come here and sit down, we are doing another activity.”</i>
Combo Game: Possessive Pronoun Body parts	Give Language Helper Body parts cue cards. Language Helper points while saying “This is my head. This is your head.” Then begins asking “Where is my foot? Where is your eyes?” Language Helper points with the Children. After much repetition, Language Helper adds “our”. <i>Transition: “Next we will draw/make the words we learned.”</i>
Creative Activity: Drawing a body	Language Helper says “Draw blue head. Draw yellow neck.” Draw one body part at a time with the Children. <i>Transition: “Good job. Are you ready for a book and a snack?”</i>
Story & Snack	Language Helper gives out a snack, saying, “Who would like a ____? Here you go, say thank you.” <i>Remember, no pressure for children to repeat/say anything.</i> Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: “Let’s sing a song.”</i>
Singing	Language Helper introduces a new song. Language Helper leads children in new and old songs with handmotions.
Goodbye	Language Helper says, “At the end of class, we say ‘Bye!’”

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Use real clothing items for the Look and Touch. Gather enough clothing items for the Wearing clothes Movement Game.
- ▲ Make Clothing cue cards make sure your cue cards match exactly the clothing items you are using for the Look and Touch. The cue cards are your record of those items to be able to accurately review them later without having to remember what items you used.
- ▲ Choose a new book to use for the next four lessons. Look for a book that uses a few words from these word groups: Have Language Helper look it over and decide in advance how to tell the story and describe the pictures.

Lesson 5: Clothing articles

Vocabulary covered in this lesson: Clothing articles.

Activity	Instructions
Greeting	Language Helper says standard greeting to Children. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Greeting and meeting	Language Helper acts out the same basic meeting and greeting of two people used in lesson 3. This time, children are encouraged to try speaking the phrases while they do the acting. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Clothing	Language Helper does Look and Touch with 8-10 articles of real clothing. If any clothing items are normally not worn by the children but are good to learn, put out a sample piece of clothing. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Wearing clothes	Place multiples of each clothing item on one side of the learning area. Language Helper says "Wear a shirt. Put on shoes." children run to put on the correct article of clothing the fastest. Then they may take it off, and run back to Language Helper. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Clothing, possessive pronouns, and colors	Language Helper asks "Where is my shirt? Where are the yellow pants? Where are our shoes?" Language Helper and children point at the objects together. Give Language Helper any cue cards to help them include more words that can be possessive. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Drawing colors of clothes	Language Helper says "Draw a blue and brown dress. Draw red and black shoes." Language Helper and children draw together. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Encourage children to speak "I would like a _____. Thank you." Language Helper goes through a new short book (if possible, this book should feature some vocabulary from this lesson for reinforcement). Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ If possible, use real dolls representing family members for the Look and Touch activity. Next best thing is making large colorful pictures of each family member on cardboard (crease them so the cardboard dolls can "sit").
- ^ Make cue cards for Family Members see the Vocabulary Used In This Curriculum section for suggested words for the cue cards.

Lesson 6: Family members

Vocabulary covered in this lesson: Family members.

Activity	Instructions
Greeting	Language Helper says standard greeting to children, this time including the basic meet and greet phrases previously done in Role Play Conversation. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What is this? This is a _____.	Using a ball, Language Helper follows this script: "What is this? This is a ball?" After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Family Members	Language Helper does Look and Touch with family dolls or a large family photo of the children's family. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Putting family in places in the room	Language Helper commands teams of children to pick up a family member doll, then go to a place in the room. Language Helper then commands children to put the doll somewhere in that location and come back. Example: "Pick up the Sister. Jump to the window. Put the Sister on the window. Come back." <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Counting Body Parts/Colors/Clothes on Family	Lay out family dolls in a line. Language Helper asks "How many _____ are in the family?" using body parts, clothes, or colors. Then together, Language Helper and children count the parts. Example: "How many heads are in the family? How many shirts are in the family? How many blue things are in the family?" <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Coloring your family	Language Helper says "Draw your father, draw your mother." Going through family members one at a time, Language Helper and children draw their own families. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a _____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions. <i>Recommended song: Translate "He's Got the Whole World in His Hands" and integrate family names into the song.</i>
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Color in an extra Family coloring sheet, or use a framed family photo for the Puppet Role-play Conversation.
- ^ Make cue cards for Basic Actions II word group.

Lesson 7: Basic Actions II

Vocabulary covered in this lesson: Basic Actions II

Activity	Instructions
Greeting	Language Helper and children greet and meet each other using previously learned phrases. Encourage children to speak this time. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What is this? This is my family.	Using a family photo, Language Helper acts out this script: "What is this?" "This is my family, this is my dad, mom, sister, brother etc." "How is your family?" "My family is fine." "How is your mom?" "My mom is fine." "How is your dad?" "My dad is fine." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new actions. Be quiet and pay attention."</i>
Look and do: Copycat with Basic Actions II	Give Basic Actions II cue cards to Language Helper to lead a Copycat game that introduces new Basic Actions II words. Remember to start with two actions then add more gradually. <i>If this group of actions is too many for the children attention span, move on to another activity, and finish it later.</i> <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Boys/Girls doing different Basic Actions	Give Basic Actions I and II cue cards to Language Helper. Split the group into boys and girls. Language Helper gestures to boys and commands them to do an action, same to girls. Then both groups must correctly perform their actions simultaneously. Example: "Girls, run. Boys, sleep." Language Helper should mix old and new actions. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Doing Basic Actions with fingers	Language Helper commands children to do an action, and they must accomplish it with a "person" made of their two fingers. Language Helper and children do the actions together, and their finger people can interact together. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Language Helper obeys Basic Actions	Children get the opportunity to command the Language Helper to do any action they can say. Language Helper must fully act it out, and can assist the children speech. Children should learn the words "speak" or "say". Lay out Basic Actions I cue cards for children to see. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Drawing Family wearing Colored Clothes	Language Helper says "Draw a mom wearing a purple dress." "Draw a baby wearing an orange shirt." Language Helper and children draw together. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Gather as many real items to use for the Look and Touch as possible. It can be messy, but effective for learning if children get to see and point at real garbage, mud, etc.
- ▲ Make cue cards for Things that are Clean & Dirty and Hygiene Items word groups.
- ▲ Choose a new song to introduce. Translate a song the children already know, or have Language Helper recall a song already in his/her language. See Resource Guide on Choosing Songs for ideas.
- ▲ Note the Movement Activity requires cleaning supplies. Gather enough cleaning rags, brooms etc. to allow all children to do cleaning at one time.

Lesson 8: Things that are Clean & Dirty, Hygiene Items

Vocabulary covered in this lesson: Things that are Clean & Dirty, Hygiene Items

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. New small talk question: Language Helper asks "Who is this?" about various people in the room. Children answer with names. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Is this clean or dirty?	Using a couple clean and dirty items, Language Helper acts out this script: "Is this clean shoe or a dirty shoe?" "This is a dirty shoe." Etc. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Things that are Clean & Dirty, Hygiene Items	Using real items for Clean & Dirty Things and Hygiene items, Language Helper does two separate groups of Look and Touch: 1. Language Helper starts with a few previously learned clean and dirty items. "Where is the dirty shoe? Where is the clean shirt?" Gradually add new items (garbage, mud, water, diaper, etc.) Language Helper asks children, "Show me your hands. Are they clean or dirty?" doing the same with feet, hair, teeth, nails, and faces. 2. Language Helper does Look and Touch with new hygiene items. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Making things Clean	Using real cleaning supplies, the Language Helper leads the children in cleaning the learning area. (Include cleaning the floor, wiping the table, washing feet and hands) Language Helper should speak the entire time. Example: "Come clean this. That is very dirty! Wash it off. Use this to clean it." <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Hygiene on Family dolls	Lay out family dolls and hygiene items. Language Helper commands children (in teams) to do various hygiene and washing actions to specific dolls. Example: "Wash the baby's clothes. Brush the brother's teeth." <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity:	Combined with creative activity in this lesson. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Children command Language Helper to find colors in the room.	Children take turns commanding Language Helper to find colored objects in the learning area. Children may just say the name of the color, or Language Helper can help them to say "Find red!" or "Find something red!" <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper introduces a new song. Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ⬆ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ⬆ Make cue cards for Morning Actions.
- ⬆ Choose a new book to use for the next four lessons. Look for a book that uses a few words from these word groups: Have Language Helper look it over and decide in advance how to tell the story and describe the pictures.
- ⬆ While coloring, play the recording on a speaker for them to listen to on repeat. Encourage them to point at the pictures while they are listening.

Lesson 9: Morning Actions

Vocabulary covered in this lesson: Morning Actions

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk question, "Who is this?" <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? Its morning. Wake up!	Language Helper acts out this script, with one person waking the other. (use a watch or clock to signify this refers to a time of day, but do not emphasize learning specific time or reading the clock) "What time is it?" "Its morning time. Wake up!" After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Morning Actions	Give Morning Actions cue cards to Language Helper to lead Look and Touch. Language Helper and children can do actions for any Morning actions. Remember to start with two pictures, and gradually add more. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Boys/Girls doing different Morning actions	Give Morning Actions cue cards to Language Helper . Split boys and girls into separate sides. Shuffling through Morning Action cue cards, Language Helper commands girls to do one action and boys to do another. Both groups then do the actions simultaneously. Example: "Girls, eat breakfast! Boys, go to school!" <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Pictionary (Children draw for Language Helper to guess)	Make two teams, give each a pencil and paper. Shuffle Morning, Basic Actions I & II cue cards together. One team looks at the top card and then draws a picture of it without speaking. Language Helper must guess which action it is. Teams take turns drawing for Language Helper. Continue until most of the action cards have been drawn. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Children say Things in the Room	Using Things in a Room cue cards, Language Helper walks to and points at the previously learned Things in a Room. Children take turns trying to say what they are. Language Helper helps them speak. Give all children a turn to say most of the words. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity:	No creative activity for this lesson. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a new short book (if possible, this book should feature some vocabulary from this lesson for reinforcement). Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

Prepare for Next Lesson

- △ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- △ Make cue cards for Breakfast Foods and Dishes word groups.
- △ Use as many real food items and dishes for the Look and Touch activity as possible. Whole fruits or vegetables work well, so does empty food packaging. Next best thing is plastic play foods available at most toy stores.
- △ Note the snack requires a specific type of snack that is "countable".

Lesson 10: Breakfast foods, Dishes

Vocabulary covered in this lesson: Breakfast foods, Dishes

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk question "Who is this?"
	<i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? Its morning. Wake up!	Language Helper acts out the script from Lesson 9, with one person waking the other. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices.
	<i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Breakfast Foods and Dishes	Using real items, Language Helper does Look and Touch with new Breakfast foods and Dishes. They can be done as two separate groups, but doing them mixed together is a good idea. <i>If this group of words is too many for the children attention span, move on to another activity, and finish it later.</i>
	<i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Food related Actions	Using previously learned Basic Actions II cue cards relating to food, Language Helper quickly reviews the actions with children. Then, Language Helper commands children (in teams or all together) to do the actions combined with new food and dish words. Example: "Cut the bread. Pour the milk in the cup. Cook the egg in the pot. Give me a banana."
	<i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Cooking, Eating and Cleaning for the Family	Language Helper commands children to use the action cue cards and items from the previous activity to pretend to make a whole breakfast from start to finish, and serve it to the family dolls. (include setting the table, preparing and cooking food, serving it to family dolls by name)
	<i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: What is this? This is a _____.	Children can go around the learning area and point at anything, saying "What is this?" Language Helper can respond by identifying the object. Each child should be given the chance to say it several times.
	<i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Drawing Breakfast Foods on a plate	Using breakfast food cue cards, Language Helper leads children in drawing a large plate on the paper, and drawing the new breakfast foods one item at a time onto the plate.
	<i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack: Plus Snack Counting Activity	Give children each a small bowl of the snack food (choose a snack that is in tiny pieces, such as peanuts, raisins, cereal), and Language Helper commands children to take a quantity of pieces and then eat a different number. Example: "Take four pieces. Eat two pieces." Language Helper and children eat and count together. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them.
	<i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- △ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- △ Make cue cards for Afternoon Actions.
- △ Language Helper should translate a familiar active game or think of a game from his/her culture and the best way to model it for children.

Lesson 11: Afternoon Actions

Vocabulary covered in this lesson: Afternoon Actions

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk question "Who is this?" New small talk question: Language Helper asks "Who is ____'s sister/brother/mom?" about a child. Allow other children to answer. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? Its afternoon. Do you want to play?	Language Helper acts out this script: (use a watch or clock to signify this refers to a time of day, but do not emphasize learning specific time or reading the clock) "What time is it?" "It is afternoon." "Do you want to play?" "Yes." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Afternoon Actions	Language Helper does a Look and Touch activity using cue cards for Afternoon Actions. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Playing a game	Language Helper says "Let's play a game." Language Helper models and shows them how to play a game, including emphasizing the phrases used to play the game. Children and Language Helper play together, with Language Helper providing direction. (See Resource Guide on how to choose a game) <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Morning and Afternoon Action Charades	Shuffle together action cue cards from Morning and Afternoon word groups. Children take turns drawing a card off the top and acting it out for Language Helper. Language Helper will guess which action they are doing. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Language Helper Follows Commands	Children combine numbers and actions to command Language Helper. Example: "Sit. Lay down. Jump ten times. Run five steps." If children are advanced in speaking ability, allow them to try adding body parts to the commands. Example: "Put your hands on your head, jump three times." <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: What is your favorite thing to do?	Language Helper tells children what activity he/she likes (while showing action cue cards). Example: "I like cooking and sleeping. My favorite things to do is cooking." Language Helper says "Draw your favorite thing to do." Language Helper helps children draw their favorite activity or activities, then show them to the group. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ⚡ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ⚡ Use as many real food items for the Look and Touch activity as possible. Whole fruits or vegetables work well, so does empty food packaging. Next best thing is plastic play foods available at most toy stores.
- ⚡ Make cue cards for Lunch Foods, Game Words, Sequence words and three more Positions word cards (middle/between, ahead/front, back/behind) word groups.
- ⚡ Choose a new song to introduce. Translate a song the children already know, or have Language Helper recall a song already in his/her language. See Resource Guide on Choosing Songs for ideas.
- ⚡ Save a newspaper to make crumpled paper balls for the Position Word Toss Game.

Lesson 12: Lunch Foods, Game words, Sequence Words, more Positions Words

Vocabulary covered in this lesson: Lunch Foods, Game words, Sequence Words, more Positions Words

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?" and "Who is ____'s sister/brother/mom?" <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? It is afternoon.	Language Helper acts out the script from Lesson 11. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Lunch Foods and Game Words	Give the Language Helper Game words cue cards and real food items to do two groups of Look and Touch: 1. Game words 2. Lunch Foods <i>If this group of words is too many for the children attention span, move on to another activity, and finish it later.</i> <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Playing a game	Language Helper directs the playing of the same game from Lesson 11 (or a different game if that one did not work very well). Language Helper starts by reviewing the phrases used in the game, then children and Language Helper play together. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Positions Words Toss Game	Using bucket on a chair and paper balls, children stand behind a line and aim for different areas around or in the bucket. Language Helper tells children which area to aim for. Example: "Throw in front of the bucket. Throw in the bucket. Throw under the chair. Throw behind the chair." The Language Helper should use old Positions cue cards and introduce new ones. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity:	No speaking activity for this lesson. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Reverse Charades	Children put Morning and Afternoon action cue cards into any order for Language Helper to do "in a day" (6-8 actions in sequence). Language Helper acts out the actions while saying what he/she is doing. Language Helper uses sequence words "First, second, next, last." Example: "First, I take a bath. Next I play outside. Third, I brush my teeth." Children make 3-4 different sequences for Language Helper to act out. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper introduces a new song. Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Make cue cards for Night Actions.
- ▲ Choose a new book to use for the next four lessons. Look for a book that uses a few words from these word groups: Have Language Helper look it over and decide in advance how to tell the story and describe the pictures.
- ▲ The My Day creative activity requires extra photocopying and scissors/glue. Be sure to have these on hand.
- ▲ Language Helper should translate a familiar active game or think of a game from his/her culture and the best way to model it for children.

Lesson 13: Night Actions

Vocabulary covered in this lesson: Night Actions

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?" and "Who is ____'s sister/brother/mom?" New Small Talk question: Language Helper asks, "How is your family? How is your mom?" to each child and children can respond accordingly, as directed by Language Helper. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? It is night time.	Language Helper acts out this script: (use a watch or clock to signify this refers to a time of day, but do not emphasize learning specific time or reading the clock) "What time is it?" "It is night time." "Goodnight." "Goodnight." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Night Actions	Give Night Actions cue cards to Language Helper to do Look and Touch with new Night actions. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Playing a game	Choose a new game to play. Language Helper models and shows them how to play the new game, including emphasizing the phrases used to play the game. Children and Language Helper play together, with Language Helper providing direction. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Speaking Game: Family Hide and Seek	Get out family dolls. Language Helper covers eyes, Children each hide a family doll in the learning area and sit back down. Children then give verbal hints to Language Helper to direct him/her to find the dolls. Example: "The baby is behind the door." or "The sister is under the table." When all dolls are found, redistribute them to children and do it again. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Who does what? Speaking family names	Shuffle Morning, Afternoon and Night action cue cards. Language Helper draws one card and shows children. Language Helper asks "Who in the family does ____?" Children respond by saying the family member who does that action or job (may be multiple family members or whole family). <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: My Day	Children should start by dividing their paper into eight squares (fold the paper or draw lines). Then children fill in the squares with pictures of their day in sequence. One at a time, Language Helper takes their pages and describes their day (using sequence words) to the group. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a new short book (if possible, this book should feature some vocabulary from this lesson for reinforcement). Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Make cue cards for Dinner Foods.
- ▲ Use as many real food items for the Look and Touch activity as possible. Whole fruits or vegetables work well, so does empty food packaging. Next best thing is plastic play foods available at most toy stores.
- ▲ This is the last lesson for learning food words. Make it special by serving a food from Language Helper's culture.

Lesson 14: Dinner foods

Vocabulary covered in this lesson: Dinner foods

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?" and "How is your family?" <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: What time is it? It is night time.	Language Helper acts out the script from Lesson 13. After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Dinner Foods	Using real items, Language Helper does Look and Touch with new Dinner Foods. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Food Related Actions and new Food words in sequence	Language Helper commands children (in teams) to do two actions at a time using various new and old food items, using sequence words. Example: "First, put the chicken in the pot. Next, cut the broccoli and carrot." <i>If there are too many options slowing down the game, put out only half or one-third the food items at a time.</i> <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: What is your favorite food? Like and Don't Like Game	Language Helper picks up one food item and says "Who likes ____?" Children can say, "I like ____." or "I don't like ____." Language Helper gives the item to one of the children who liked the food. Quickly move through all the food items this way. Language Helper asks "What food is your favorite?" children can show or say their favorites. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Basic Actions I & II Charades	Shuffle together oldest and most familiar cue cards from Basic Actions I and II. Language Helper draws a card and acts it out. Children take turns saying which action Language Helper is doing. <i>Children with advanced speaking ability can say "You are running." or "You are giving."</i> <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: My Favorite Foods	Language Helper says "Draw your favorite foods." Language Helper leads children to draw large empty dishes, then children fill them with drawings of their favorite foods. Language Helper should then describe each child's plate. "So and So's favorite foods are ____, ____, and ____." <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Special Meal	Make it a special occasion by having a meal instead of normal snack. Directed by Language Helper, children can learn and practice proper behavior at mealtimes from Language Helper's culture. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

Prepare for Next Lesson

- △ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- △ Make cue cards for Good Manners/Behavior words.

Lesson 15: Good Manners and Behavior

Vocabulary covered in this lesson: Good Manners and Behavior

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?" and "How is your family?" <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: I'm sorry, excuse me.	Language Helper acts out two scenes (one at a time). One scene should feature a situation where a person would need to apologize. The second scene should feature a situation where a person would need to say "Excuse me." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will do learn about something new."</i>
Look and Touch: Do or Don't do (Proper Behaviors)	Using previously learned action cue cards and Good Manners/behavior cue cards, Language Helper says "In my/your house, do we ____?" saying a behavior that is obviously right or wrong. Children respond with yes or no. Then Language Helper affirms or corrects with "Yes, we do ____." or "No, we do not ____." Example: "Do we stand on the table? Do we eat with dirty hands? Do we wear clothes? Do we jump on the bed?" <i>Language Helper can stick largely to words previously learned, but can say other things if he/she is also modeling or showing the behavior so it can be understood by children.</i> <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: How do we ____ the right way/wrong way?	Give all action cue cards to Language Helper and have children stand up. Language Helper gives a basic command, and asks, "How do we do ____ well/poorly?" Language Helper and children act out a bad behavior, then change it to the right version of that behavior. do all behaviors. Example: "How do we sit badly?" "How do we sit the right way?" <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Boys/Girls doing Morning, Afternoon, and Night Actions	Give Language Helper all Morning, Afternoon and Night action cue cards. Split the group into boys and girls. Language Helper gestures to boys and commands them to do an action, same to girls. Then both groups must correctly perform their actions simultaneously. <i>If this is too easy for the children, Language Helper can say "Two girls, eat breakfast. Four boys, play with toys."</i> <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Clothes and Possessive Pronouns	Children take turns pointing to people's clothes within the group and label them with possessive pronouns. Language Helper can model this several times first. Example: "My dress, your dress. His socks, her socks, our socks." <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Do and Don't Commands	Using an assortment of previously learned real items, Language Helper gives children commands in positive and negative forms. Children can use items to complete the actions. Example: "Do not put the banana on your head, put the banana on his head." or "Do not sleep on the bed. Sleep on the chair." <i>Language Helper can start with simple commands, then get creative by giving more interesting or unusual commands. The emphasis should remain on "Do/Do not".</i> <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Language Helper gives out a snack, saying, "Who would like a ____? Here you go, say thank you." Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Choose a new song to introduce. Translate a song the children already know, or have Language Helper recall a song already in his/her language. See Resource Guide on Choosing Songs for ideas.
- ^ Make cue cards for Eating Together phrases.

- ^ Buy or gather foods to use for the tastes learned in the lesson: sweet, sour, salty, spicy.
- ^ Glue pairs of Morning/Afternoon/Evening things and actions cue cards onto Go Fish cards. How-to: Make two copies of Morning/Afternoon/Evening things and actions cue cards. Cut apart. You should have two of each cue card. Using gluestick, glue one cue card onto the face of a playing card (use any standard playing card deck). Allow to dry. Stack, shuffle and reserve for next lesson's game. If you only have one deck of cards, peel off the cue cards and glue on new ones for later lessons.
- ^ Language Helper should translate a familiar active game or think of a game from his/her culture and the best way to model it for children.

Lesson 16: Eating Together Phrases

Vocabulary covered in this lesson: Phrases for Eating Together

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?" and "How is your family?" New small talk question: Language Helper asks children "What did you eat today?". Children answer with food words. <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: I'm sorry, excuse me.	Language Helper acts out the two scenes from Lesson 16. One scene should feature a situation where a person would need to apologize. The second scene should feature a situation where a person would need to say "Excuse me." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Eating Together Phrases	Give Eating Together cue cards to Language Helper and have children sit around an eating area. On the table, set out 3-4 previously learned real food and drinks (one hot, one very cold) as well as one of each of the four tastes (something salty, sour, sweet, and spicy). Starting with "Please pass the ____." and "Can I have some more?" cue cards, Language Helper models each one at a time, and points at the card. Then asks "Where is 'Can I have some more?'" children can point at cue card, or do the appropriate hand motions. The Language Helper should serve them tiny amounts of the foods on the table. Continue gradually adding cue cards until all have been included. When introducing a "This is a little/very spicy" card, Language Helper can give each child a sample of the taste and they can all experience salty or spicy together. Then the card gets added to the other cards, and Language Helper asking "Where is ____" questions as usual. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Playing a Game	Choose an old or new game to play. Language Helper models and shows children how to play the new game, or just reviews the phrases that are used in the game. Children and Language Helper play together, with Language Helper providing direction. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Go Fish	Using Go Fish cards you made, Language Helper and children play Go Fish together with cards featuring selected Morning, Afternoon, or Night things/actions (be sure include the words that the children are least familiar with). Emphasis: helping the children practice speaking the phrase: "I want ____." or "Do you have ____?" See Rules for Go Fish below. <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Family Members want Food	Set out family dolls and food cue cards. Children say "Daddy wants milk." or "I want banana." (for example) to each other, and give foods to the family dolls or each other. Language Helper can help children to use words that may be less strong for them. Make sure "I, you, he, she, they, and we" get used. <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Making Salty, Sweet, Spicy, & Sour food out of Play Dough	Language Helper and children each take a small ball of dough. Language Helper points to a taste cue card (from the Eating Together Phrases cards), and says, "Make a sweet food." or "Make a cold food." (for example). Language Helper and children make the dough into various foods. This is a good chance for children to learn new words for foods not previously covered. <i>If child safe modeling dough or clay is not available to you, see recipe for Playdough below.</i> <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack Served by child	This time allow a child to serve the snack, saying the phrases usually spoken during Language Helper during snack time. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper introduces a new song. Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

(Rules for Go Fish card game: The point of the game is to collect the most matching pairs of cards. Shuffle all cards and deal 4 cards face down to each player. Place remaining cards in the middle. On their turn, player 1 asks any other player by name if they have a certain card (attempting to find a matching pair). If they have it, that player must give their card to player 1. If the player does not have it, he says "Go Fish." and player 1 must draw a card from the center pile. When any player acquires a matching pair of cards, they can place the pair face up in front of them. If a player runs out of cards, they may take one from the center. When the center pile runs out of cards, the game ends. The player with the most pairs of matching cards in front of them at the end of the game is the winner.)

(2 minute Playdough recipe: 3 cups flour, 1 teaspoon salt. Combine in a bowl. Using fingertips, mix in water (a few tablespoons at a time) until the dough comes together and does not stick to hands. Knead with fist and turn several times until all flour in the bowl is integrated. Keep covered with plastic until ready to use. Makes a large 4-5" dough ball, enough for 4-6 children to play. Lasts 2 days if well covered.)

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Make cue cards for Playing with Friends.
- ^ Choose a new book to use for the next four lessons. Look for a book that uses a few words from these word groups: Have Language Helper look it over and decide in advance how to tell the story and describe the pictures.
- ^ Glue pairs of Hygiene actions and items cue cards onto Go Fish cards. (Read How-to at the end of Lesson 15.)

Lesson 17: Playing with Friends

Vocabulary covered in this lesson: Playing with Friends

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?", "How is your family?" and "What did you eat today?" <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: That is mine, give it back. Can I try/Have a turn?	Language Helper acts out several scenes clearly showing the people playing together. Phrases to be learned and emphasized are: "Can I have a turn? Can I try?" and "That is my _____. Give it back please." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices. <i>Transition: "Next we will learn something new. Be quiet and pay attention."</i>
Look and Touch: Playing with Friends Words	Give the Playing with Friends cue cards to Language Helper to do Look and Touch with cue cards of Playing with Friends words. Start with the positive words before introducing the negative words, but Language Helper should question both types together. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Copycat Playing Nice/Bad	Split children and Language Helper into pairs. Language Helper does Copycat game with all cue cards from the Playing with Friends cue cards. Language Helper and children do the actions with their partner. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Hygiene Action while doing Basic Action	Put out a pile each of shuffled Hygiene-related action cards and Basic Actions I & II cue cards face down. Language Helper takes a card from each pile, and commands children (all together or in teams) to do the hygiene action <i>while</i> doing the basic action. The emphasis is on using the term for "while". Example: "Brush teeth <i>while</i> laying down. Comb your hair <i>while</i> running." <i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Go Fish with Hygiene-related actions and items	Language Helper and children play Go Fish together with cards featuring selected Hygiene-related action cards, Hygiene items (be sure include the words that the children are least familiar with). Emphasis: helping the children practice speaking the phrase: "I want ____." or "Do you have ____?" <i>See Rules for Go Fish under Lesson 16.</i> <i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Things in the Room Creative "I Spy"	Language Helper secretly chooses an object in the room and describes its features to the children. Children must guess what object it is based on the description alone. Language Helper should stick to words previously learned by children (using size, body parts, colors, numbers, position, etc). Example for "table": "I see something that is brown, has four legs, and is in the middle of the room." After Language Helper describes several objects, allow children to each describe an object or two. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack Served by child	Allow a different child to serve the snack, using the usual phrases. Language Helper goes through a new short book (if possible, this book should feature some vocabulary from this lesson for reinforcement). Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

Prepare for Next Lesson

- ▲ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ▲ Make cue cards for Serving a Guest phrases and Numbers 10-100.
- ▲ Get your hands on some kind of fake play money or use real bills for fun.
- ▲ Make BINGO sheets. How-to: Cut apart one set each of copied Good Manners and Eating Together cue cards. Mix them together, and with a dot of glue stick, fix them into a square (four rows of four pictures) on the blank BINGO sheet. Make a photocopy. Take the cue cards off, mix them and put them on again. Make a photocopy. Repeat this until you have enough BINGO sheets equal to the number of children in the class. Finally, take off all cue cards and let the glue dry. Stack them up, and use them with the BINGO

- game for Language Helper to call out. For reference see Example Bingo Sheet at the back of the book.
- ▲ Language Helper should decide what are important parts of his/her hospitality tradition and make a plan to use them in the Hosting a Guest Role-playing game.

Lesson 18: Serving a Guest, Numbers 10-100

Vocabulary covered in this lesson: Serving a Guest, Numbers 10-100

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?", "How is your family?" and "What did you eat today?"
	<i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Knocking on the door	Using a book or board as a door, Language Helper acts out the following script. (knock knock) "Who's there?" "It's me, ____." (open door) "Please come in" "Hi, (standard greeting). . ." After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices.
	<i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Numbers 10-100 and Serving a Guest	Language Helper does two groups of Look and Touch. 1. Serving a Guest cue cards 2. Numbers 10, 20, 30 to 100 (also add whatever numbers are denominations of local currency.) <i>If this group of words is too many for the children attention span, move on to the next activity after group 1, and finish group 2 later.</i>
	<i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Hosting a Guest Role-Play Game	For this activity you will need Serving a Guest cue cards, a real door, anything that would traditionally be used for hospitality in Language Helper's culture (such as tea, food, nice dishes, glass of water). Set up or move to a room that would be used for hosting guests in Language Helper's culture. Send children behind a door (any real door will work well). Children knock, Language Helper asks "Who is it?" Children say their name, and then Language Helper invites them in. Language Helper uses some of the new Serving a Guest phrases with the children. If they don't recognize the phrase, Language Helper can point to the cue card. This is a good time for Language Helper to model the hospitality traditions of his/her culture (might include: removing of shoes when entering a home, offering the guest tea, giving the host a gift). Role-play the whole thing twice with Language Helper as host. Then let children take turns being the host, directed by Language Helper.
	<i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Good Manners & Eating Together BINGO	You will need BINGO sheets (with Good Manners and Eating Together pictures) for each child, Good Manners and Eating Together cue cards and BINGO markers for this game. Language Helper and children play BINGO (see "Rules for BINGO" below). Use BINGO sheets with Good Manners and Eating Together cue cards on them. <i>When the game is over (when everyone has blackout), remove all the markers and children can each pass their sheets to the right and play again.</i>
	<i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Sequence words with Actions	Spread out action cards (Basic Actions I and II). Children each choose three. One at a time, children command Language Helper to do the actions using sequence words. After they finish saying the three commands, Language Helper must do them in the right order. Example: "First, run. Next, eat food. Last, work." <i>Children can make it as simple or complex as they choose by adding other words, but make sure they are using sequence words.</i>
	<i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Structured Drawing using Positions	Language Helper and children each have a blank piece of paper. Language Helper conceals his/her paper behind a book or board. Allow children to see each other's papers. Language Helper makes a simple drawing and tells children what to draw one step at a time. The goal of the activity is for the children to put the right parts of their drawing in the right places only by hearing the description of Language Helper. Language Helper should use position words in the commands, combined with any other previously learned words. Example: "In the middle of the paper, draw a bed. On the bed, draw a boy jumping. In the boy's hand, draw a cookie. Under the bed, draw a red ball and a green ball."
	<i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack Served by child	Allow a different child to serve the snack, using the usual phrases. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them.

Transition: "Let's sing a song."

Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>

(Rules for BINGO: Give Language Helper the stack of cue cards that correspond to the BINGO sheets. Give one BINGO sheet and a handful of markers (beans, beads, pebbles, etc.) to each child. Children each place one marker in any square at start the game, this is the "free space". Language Helper draws a card from shuffled stack of cue cards, and calls out the phrase or word without revealing the picture to children. Children can say "I got it!" if they have the corresponding picture on their BINGO sheet. Children mark the square on their sheet, and Language Helper draws a new card. Winning: When a child gets five marked squares in a row in any direction (down, across, or diagonal), they can call out "BINGO!" or any funny word chosen by Language Helper. Language Helper keeps calling cards and children continue placing markers until there is 2nd or 3rd place, then go for "blackout" (all squares marked).

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Make cue cards for Shopping Words.
- ^ Glue pairs of Numbers 1-10 and 10-100 cue cards onto Go Fish cards.
- ^ Gather items to "sell" in the shopping role-play game.
- ^ Language Helper should translate a familiar active game or think of a game from his/her culture and the best way to model it for children.

Lesson 19: Shopping Words

Vocabulary covered in this lesson: Shopping Words

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?", "How is your family?" and "What did you eat today?"
	<i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: How old are you? How much is this?	Language Helper acts out the following scenes (one at a time), using the scripts below. 1. Finding out someone's age. "Happy Birthday!" "Thank you." "How old are you?" "I am ____ years old." 2. Buying something at a store (Looks at things for sale) "How much does this cost?" "It costs [insert number and name of currency]." "Ok, here is the money." (person gives money) "Thank you, here you go." (person gives other person the items) After several repetitions, offer children a chance to act out the parts, while Language Helper does the voices.
	<i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>
Look and Touch: Shopping Words	Language Helper does Look and Touch with Shopping words cue cards or real items.
	<i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Movement Game: Playing a Game	Choose an old or new game to play. Language Helper models and shows children how to play the new game, or just reviews the phrases that are used in the game. Children and Language Helper play together, with Language Helper providing direction.
	<i>Transition: "Come here and sit down, we are doing another activity."</i>
Combo Game: Speaking for Money	<i>Use this activity to give the children a chance to collect some fake money before the shopping role-playing game.</i> Lay out piles of all cue cards learned so far. Organize them by difficulty for the children to say. Children will say the words on the cards, after a card has been correctly said, it gets put aside and the child who said it gets money. Give easy words a small reward (3-4 words for a dollar) and difficult words a large reward (1 hard word for 5 dollars). Keep it going until fake money runs out or cue cards are all spoken.
	<i>Transition: "Now we're doing a speaking activity."</i>
Speaking Activity: Go Fish – Saying Numbers	<i>Use this game to give the children a chance to practice saying old and newer numbers before speaking them in the shopping role-playing game.</i> Language Helper and children play Go Fish together with cards featuring Numbers 1-10 and 10-100. Emphasis: helping the children practice speaking the phrase: "I want ____." or "Do you have ____?" See Rules for Go Fish under Lesson 16.
	<i>Transition: "Next we will draw/make the words we learned."</i>
Creative Activity: Shopping Role-play	For this activity you will need fake play money, items for sale (food, candy, toys, random objects), shopping bags/baskets, and a cashbox. Set up a little store on the table or on the floor (make it as simple or as fancy as you choose. Do not put prices on the items for sale). Language Helper begins by reviewing the puppet role-play script for buying something, and then Language Helper and children take turns being the buyers and sellers, using fake money. If children need to communicate a word they forgot, put out Shopping Words cue cards so they can point at them.
	<i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack Served by child	Allow a different child to serve the snack, using the usual phrases. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them.
	<i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

Prepare for Next Lesson

- ^ Read over the next lesson including the Explanation. Make sure you know how to do the activities.
- ^ Plan to have special treats or a special occasion food from Language Helper's culture instead of the usual snack time.
- ^ Be ready to play any of the BINGO or Go Fish games you have already made.
- ^ The Creative Activity involves Playdough. Make your own dough in advance (see Lesson 16 for recipe).
- ^ Get out all old cue cards and cardboard objects for reviewing. Cut up one of each conversation card if you don't have them already cut.
- ^ Language Helper should translate a familiar active game or think of a game from his/her culture and the best way to model it for children.

Lesson 20: Fun Review Games

Explanation

It is the last lesson! This lesson is designed to be a lot of fun and help children feel confident in speaking words at whatever level of mastery they have achieved. Make the whole lesson a fun contest. Children recall words and say them to get rewards that accumulate throughout the lesson (maybe tiny stickers, candies, beans in a cup, fake money, whatever is most motivating to the children). Modify the lesson to include all the children favorite games. Or, follow this lesson, which will cover most games and all vocabulary and phrases learned throughout the lessons.

Activity	Instructions
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves. Include small talk questions "Who is this?", "Who is ____'s sister/brother/mom?", "How is your family?" and "What did you eat today?"
Coloring Sheet Review	Children can show Language Helper their colored sheets from the previous lesson. Language Helper asks "Where is ____?" and children can point at the pictures. Language Helper also comments on their work or choice of colors. <i>Remember, the children are not expected to be able to say these words yet.</i> <i>Transition: "Are you ready? Let's start."</i>
Role-Play Conversation: Saying Any conversation for Reward	Put out props used in previous Role-Play Conversations such as a ball, a family photo, a door, clean and dirty items, alarm clock, a toy for sharing, etc. Let children take turns trying to say any conversation. If they say it well on their own, they can get a reward. <i>Transition: "Next we will do a moving activity. Let's all stand up."</i>
Playing a Game	Choose an old or new game to play. Language Helper models and shows children how to play the new game, or just reviews the phrases that are used in the game. Children and Language Helper play together, with Language Helper providing direction. <i>Transition: "Come here and sit down, we are doing another activity."</i>
Go Fish, BINGO, or I Spy	Language Helper asks which game children want to play: Go Fish, BINGO or the I Spy game (from Lesson 17 Creative Activity). Language Helper and children play the game together. <i>Transition: "Now we're doing a speaking activity."</i>
Be the First to Say the Action	Shuffle all action and action related cue cards together. Language Helper draws one card and acts it out. The first child to say the action that goes with the card gets a reward. Continue until all action cards are used. <i>Transition: "Next we will draw/make the words we learned."</i>
Playdough Games	Play either or both of these playdough game ideas: (Playdough recipe in Lesson 16) 1. Art Show: Children take turns telling Language Helper and other children what word/action to make out of dough. After everyone makes it, a child acts as judge to choose who made it best, or made it look closest to the original idea. 2. Dough Pictionary: Shuffle stack of any cue cards. Language Helper and children take turns drawing a card, and without revealing the picture to the others, makes the thing out of dough. The first person to guess what they are making correctly receives a reward. Continue taking turns until everyone has had a chance to make something out of dough. <i>Transition: "Good job. Are you ready for a book and a snack?"</i>
Story & Snack	Make it special by serving celebration foods or party foods from Language Helper's culture. Language Helper goes through a short book. Language Helper should keep descriptions and story simple, and point at pictures in the book as he/she describes them. <i>Transition: "Let's sing a song."</i>
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.
Goodbye	Language Helper says, "At the end of class, we say 'Bye!'"

20 Lessons Completed. Now what?

How to continue the learning after lessons run out.

Here are some possible directions to take after you have made it through all 20 lessons.

- ✧ Take advantage of the fact you now have the experience of running structured language activities, created your own versatile language resources, and have trained a great Language Helper to work well with kids. You can keep going with your class, writing new lessons as you go (that is how this curriculum was started too!). We have provided a blank lesson template that can be duplicated and filled in to create a language lesson with the same structure of the lessons you've already covered. Ask children what conversations and phrases they want to say, or for word groups they want to learn. Make a list, and expand it with your Language Helper (8-12 words per word group). From this list, you can easily structure some lessons.
- ✧ Ask the children (or their parents) what phrases they use most at home? Make their everyday conversations possible in another language by doing Role Play Conversations.
- ✧ Find a family of native speakers who have children close in age to your own children. Schedule play times so your children can practice what they learned in class by making a friend and playing naturally.
- ✧ Start doing written language. Whatever level of reading/writing ability children are at in their own language is the level that can be achieved in a new written language too. If the new language does not use the Roman alphabet, start with learning to recognize the letters and sounds of the new language's letters.
- ✧ (example: if they know the sounds and are recognizing the alphabet, start with the alphabet in NL. If they can read and write at advanced level, start from the alphabet and work up to reading words.) Activities for written language: Make sight word flashcards of easy and common words, and the children learn to recognize them through simple Look and Touch style activity. Learn the sound and writing of one alphabet letter at a time (do a Look and Touch activity with 8 letters at a time), and alongside practicing writing of the letter, the children can draw pictures of things they know that start with that letter (Example: draw horse, hand, and hose for the letter "H".) Almost any phonics program can be adapted for any written language. Try using the programs, methods or phonics games the children originally used when learning their own first language.
- ✧ Build off of children's books. After going through a book several times with the Language Helper, let the children point at anything and ask "What is this/that?" From there they can learn how to discover more words on their own through the Language Helper, by using questions like "Who is that? What are they doing? Why? What kind of ___ is that?" Another way to use books as a Speaking Activity is to open to a picture and let the children say anything to describe the picture that they can say. The Language Helper assists them in expressing themselves, and guides them to building simple, correct sentences.
- ✧ Learning new words can come from anything the children can see or look at. Try

finding books with big busy pictures, such as "Where's Waldo" type books. Use educational posters, maps, or even pictures drawn by the children as sources for new words. From there, take the new words the children have gleaned and make them into Combo Activities, Movement Games, and Creative Activities to give these words more repetition.

- ✧ Go on outings with your Language Helper and the children. Any outing structured for learning can be a great chance to gain new words in a specific context. Have each child bring a notebook and draw pictures of the things they want to learn. Then they can ask the Language Helper what those things are, and later integrate them into language activities. Go visit the park, go shopping, have a picnic, eat in a restaurant, visit the Language Helper's home, see a show, go out in nature or to a museum, attend a cultural festival.
- ✧ Do imaginary play (that the children may already do) as Role Plays. Have the Language Helper structure the Role Plays beforehand or just let the children initiate the play, and the Language Helper plays with them. This could be playing with baby dolls, dress up, cars, outside play, pretending to be animals, playing school, etc. With children leading the way, the possibilities are endless!
- ✧ Create Cultural Learning experiences. There is a wealth of cultural things to be learned by the children if they are interested. Go with the Language Helper to visit ethnic foods store or market, meet their family or relatives, or plan a celebration for cultural special events and holidays.

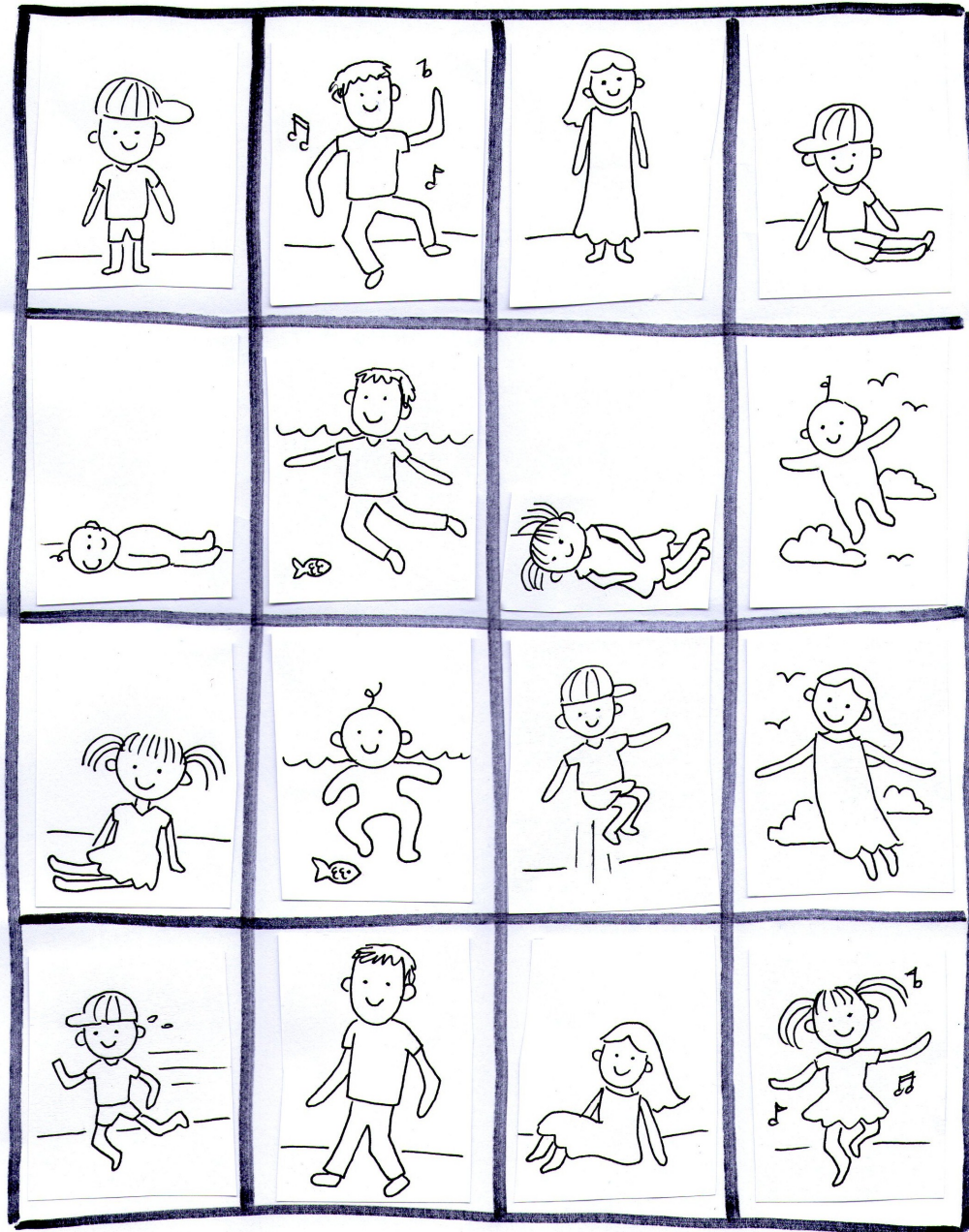
Blank Lesson Template

Vocabulary covered in this lesson:

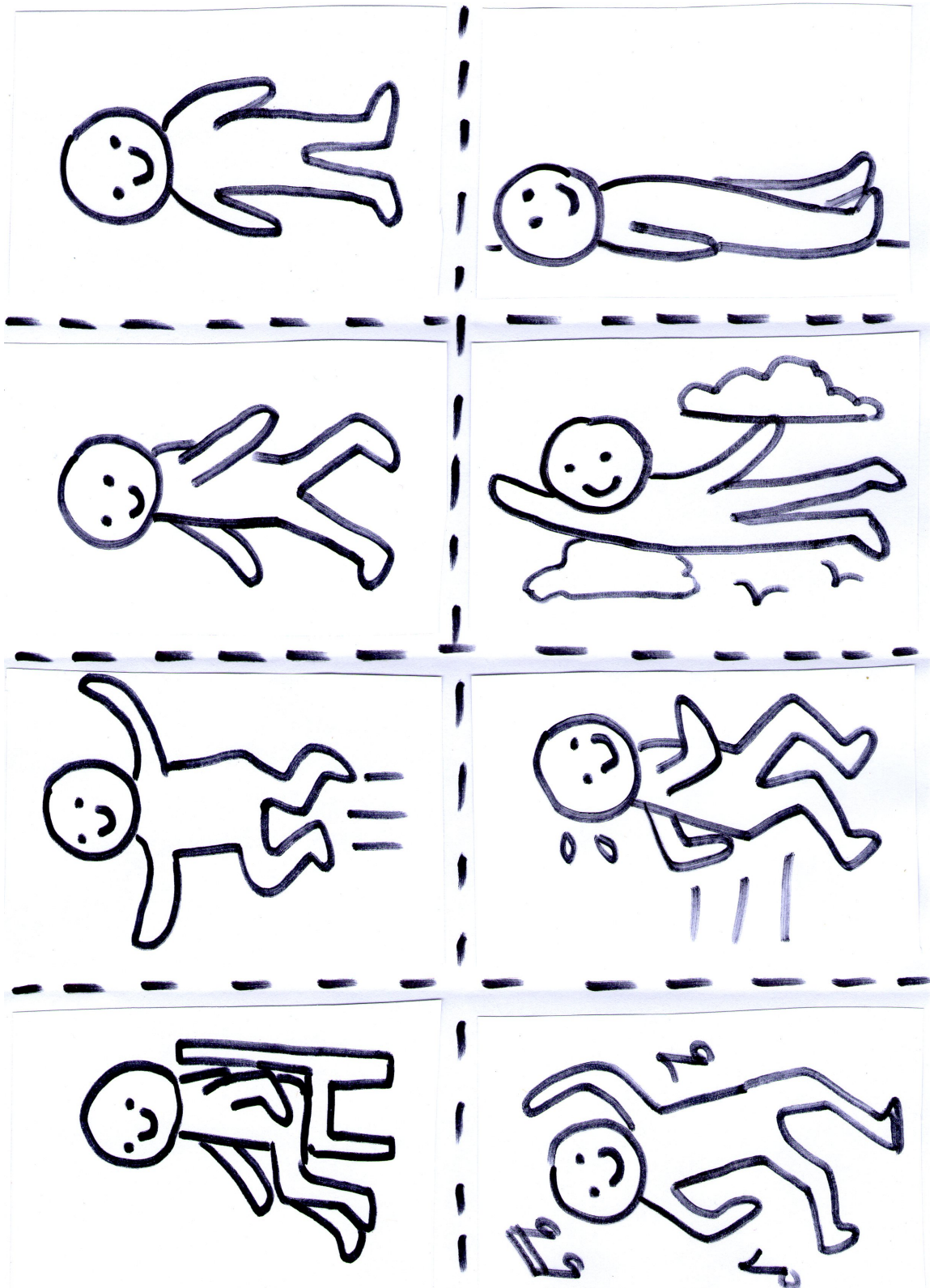
Activity	Instructions	Supplies
Greeting	Language Helper and children greet each other with standard greetings and introduce themselves.	
	<i>Transition: "Are you ready? Let's start."</i>	
Role-Play Conversation:	<i>Choose a new conversation. Write a script and create a scene to learn it.</i>	2 Puppets with moving mouths
	<i>Transition: "Next we will learn some new words. Be quiet and pay attention."</i>	
Look and Touch:	<i>Choose 8-12 new words to learn.</i>	cue cards or real items for new words
	<i>Transition: "Next we will do a moving activity. Let's all stand up."</i>	
Movement Game:	<i>Play an active game or do Copycat with new or old actions.</i>	
	<i>Transition: "Come here and sit down, we are doing another activity."</i>	
Combo Game:	<i>Choose two groups of previously learned words and combine them in a fun way.</i>	
	<i>Transition: "Now we're doing a speaking activity."</i>	
Speaking Activity:	<i>Choose some previously learned words and phrases that children have heard 4-5 times already. Combine these in a fun way to help children practice saying them.</i>	
	<i>Transition: "Next we will draw/make the words we learned."</i>	
Creative Activity:	<i>Do a role-playing game, use art supplies or dough, or play a game where children will need to creatively use the language they know to do something.</i>	
	<i>Transition: "Good job. Are you ready for a book and a snack?"</i>	
Story & Snack	<i>Serve a snack while children listen to Language Helper tell a story from a simple book. Choose a book that has related vocabulary to the new words learned this lesson.</i>	Simple book, snacks
	<i>Transition: "Let's sing a song."</i>	
Singing	Language Helper leads children in 2 or 3 new and old songs with handmotions.	
Goodbye	<i>Language Helper says, "At the end of class, we say 'Bye!'"</i>	

Example Bingo Sheet

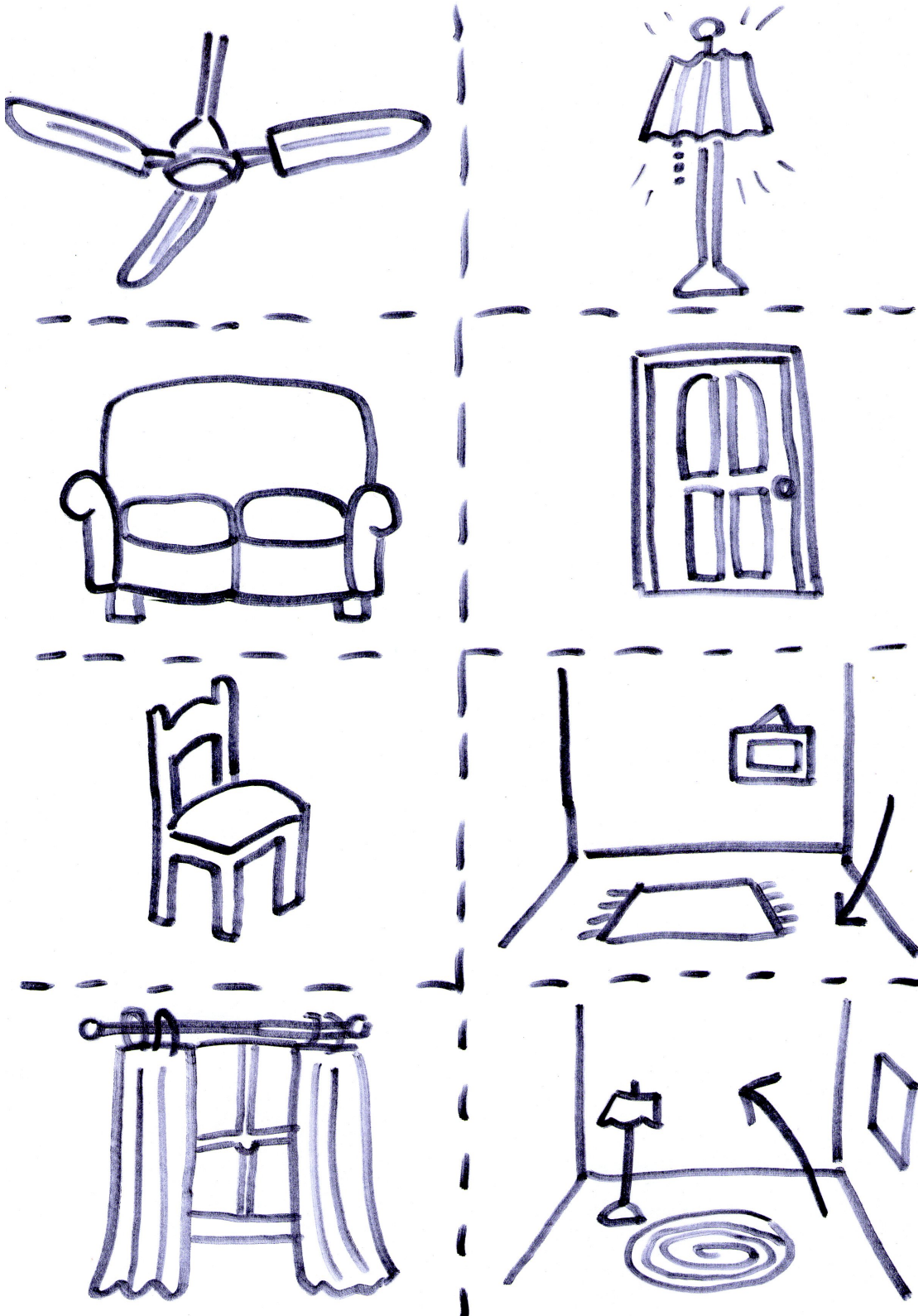
BINGO



Example Action Cue Cards

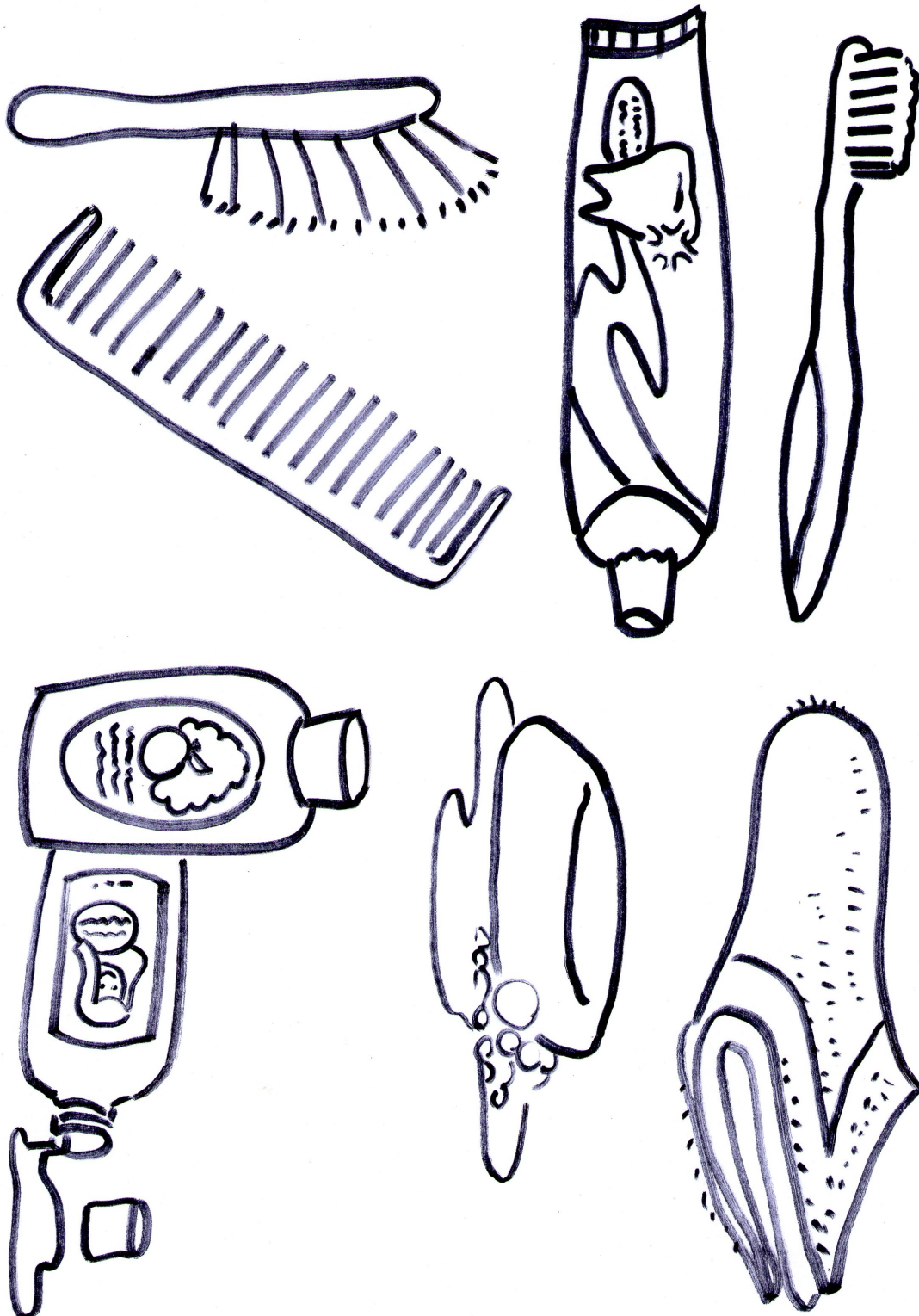


Example Things in the Room Cue Cards



Example Coloring Sheet

HYGIENE ITEMS





OFFICIAL
Coloring Book
for lessons 1-20
[FIRST EDITION]

Hi kids, mothers, fathers, and language class coordinators:

This coloring book is designed to work with the First Edition Language Learning for Children curriculum. There is one or more coloring sheets designed for every lesson in the book. Please feel free to duplicate and enlarge the images for your personal use if you have purchased the curriculum for Amazon Kindle.

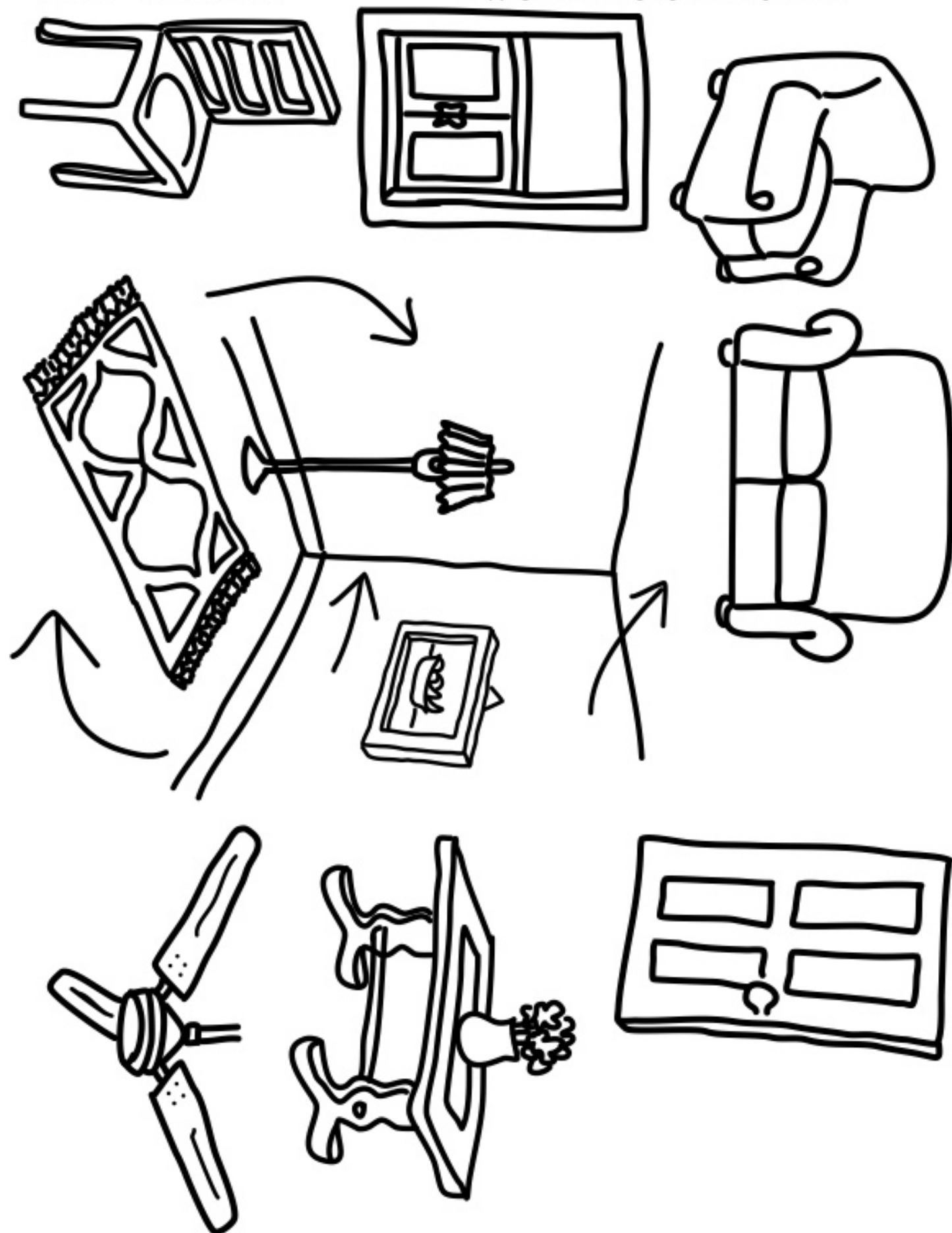
If you do not have the curriculum, find it online by visiting our website, LanguageLearningForChildren.com.

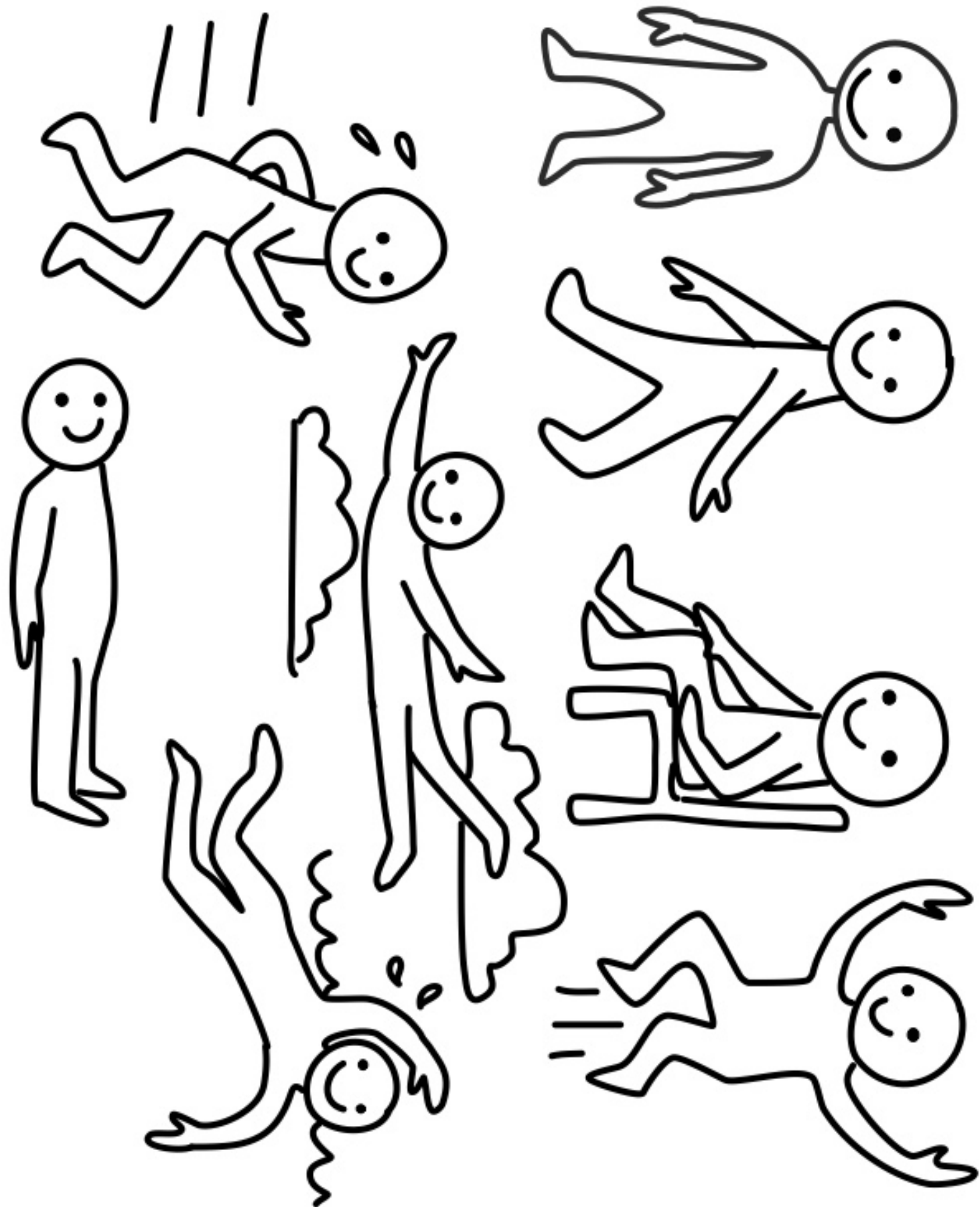
Thankyou!

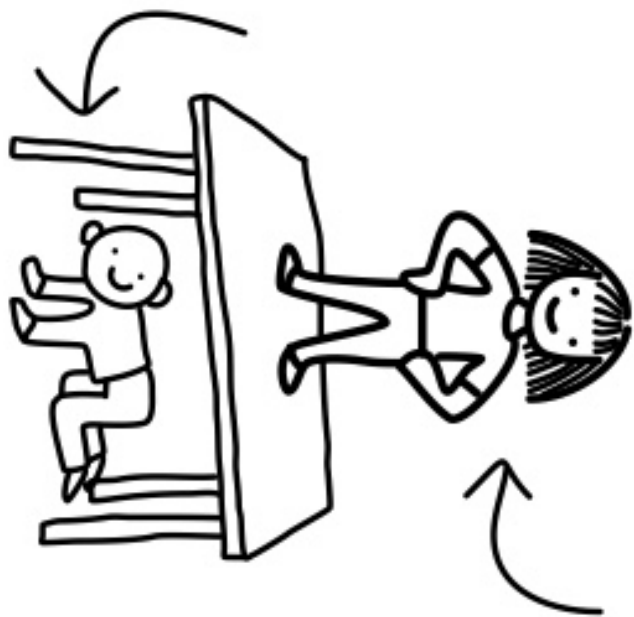
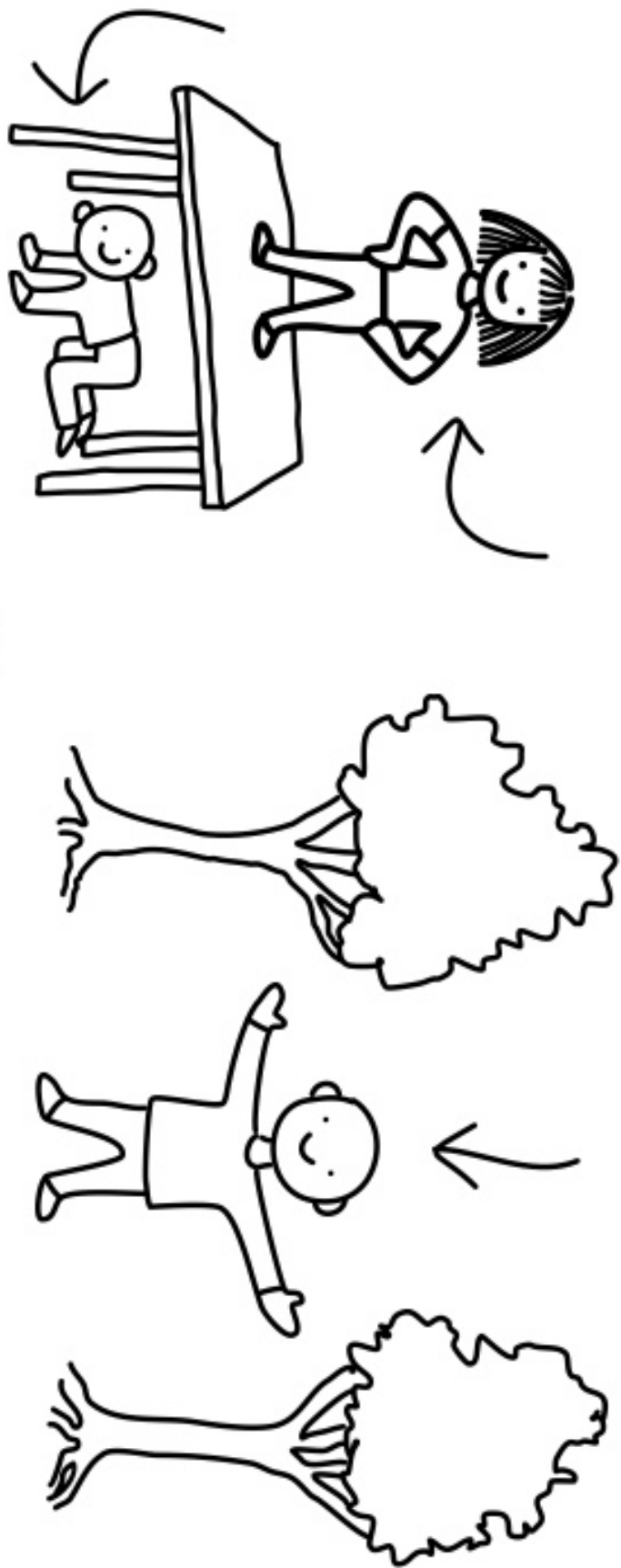
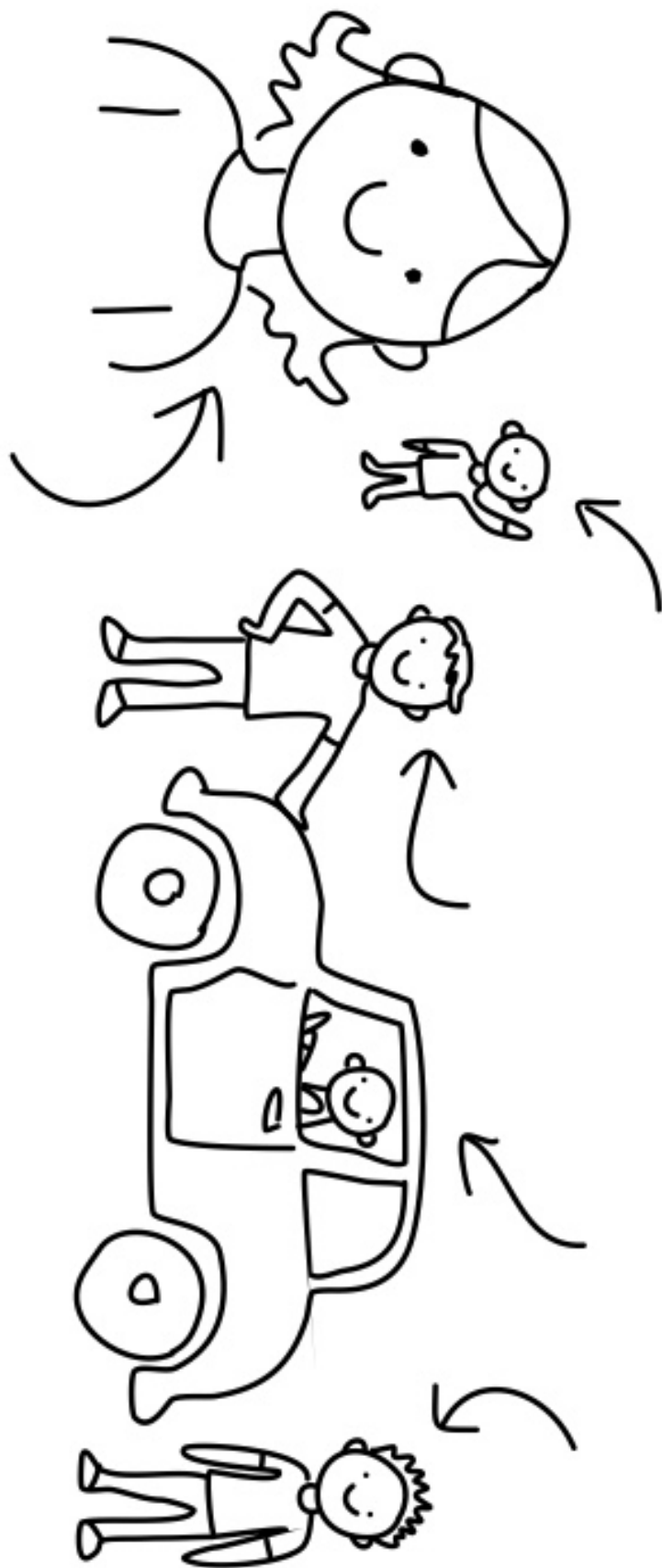
Alyssa Johnson

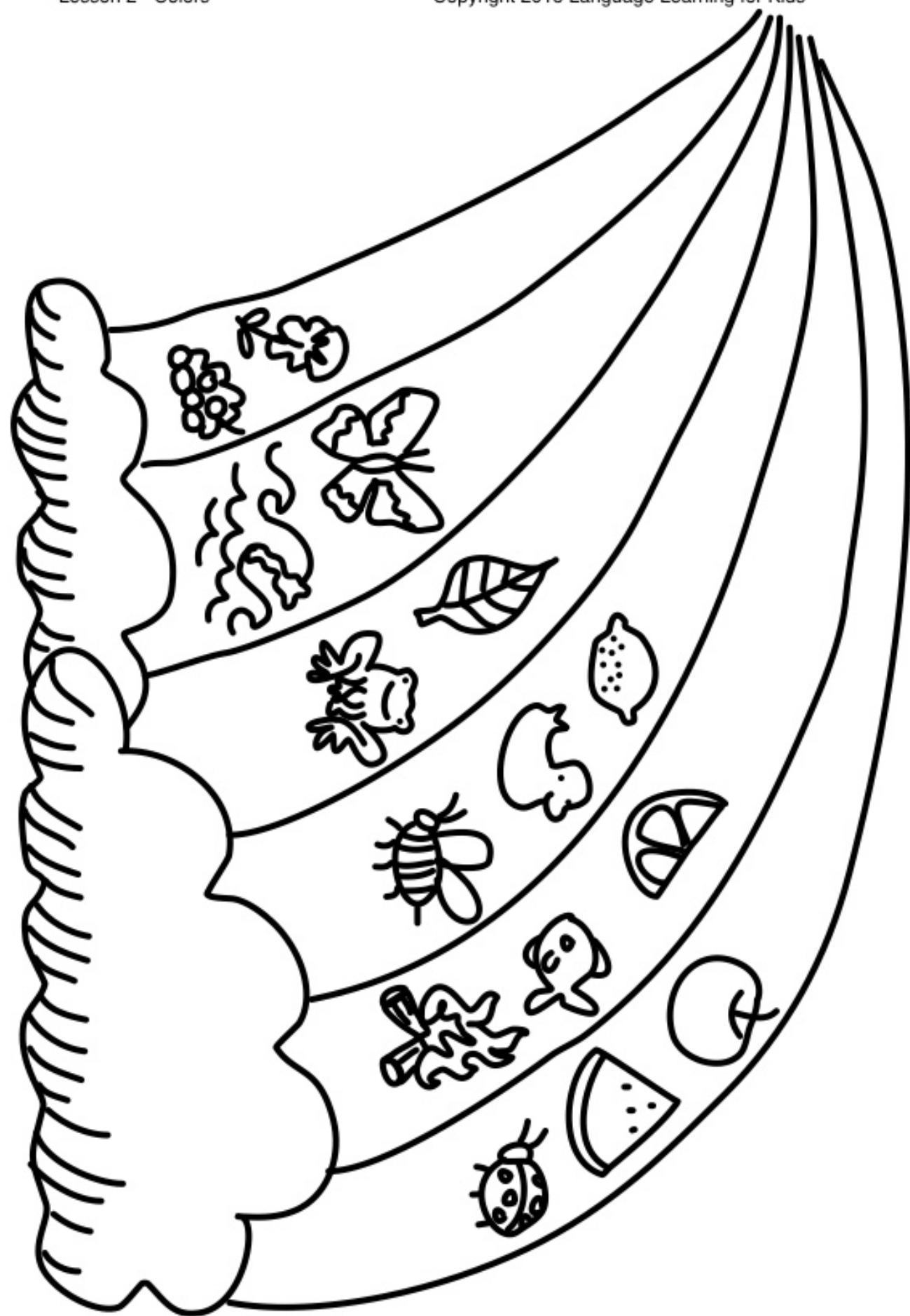
Copyright 2015
Language Learning for Children
created by Christine Lewis and Alyssa Johnson

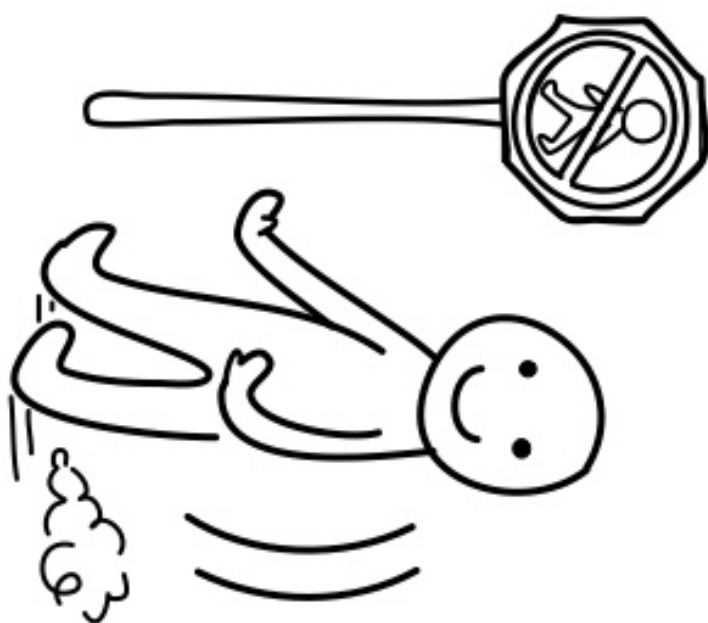
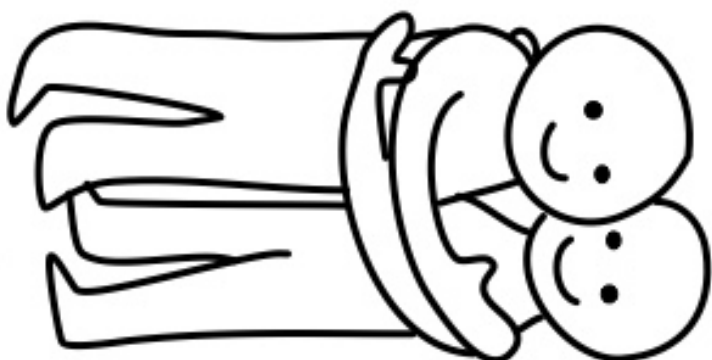
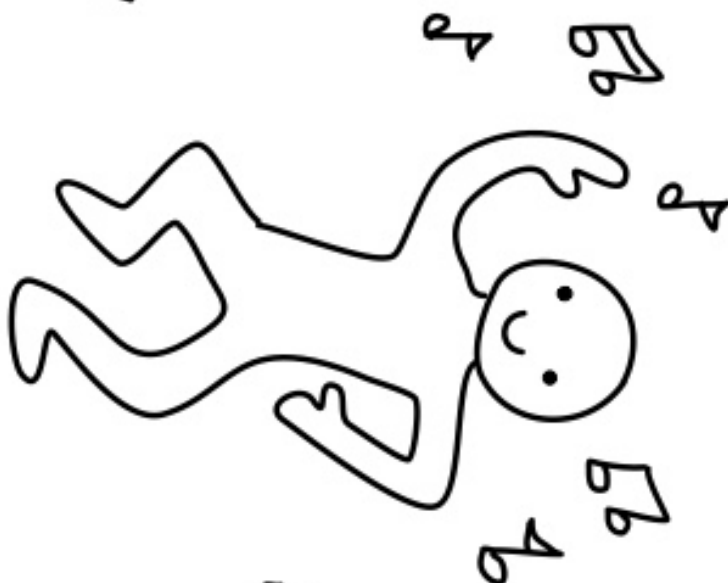
Coloring Book Art by Alyssa Johnson



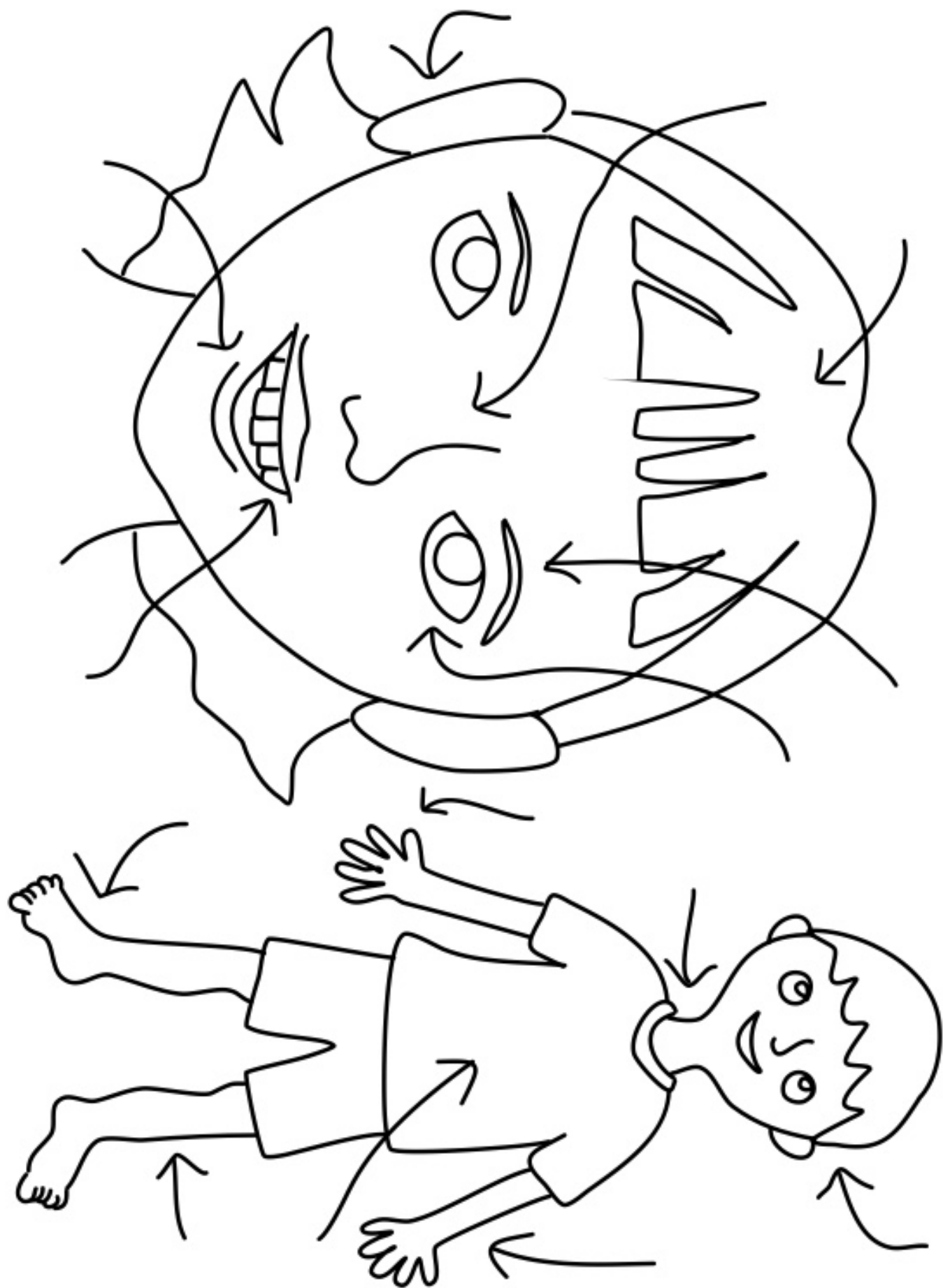


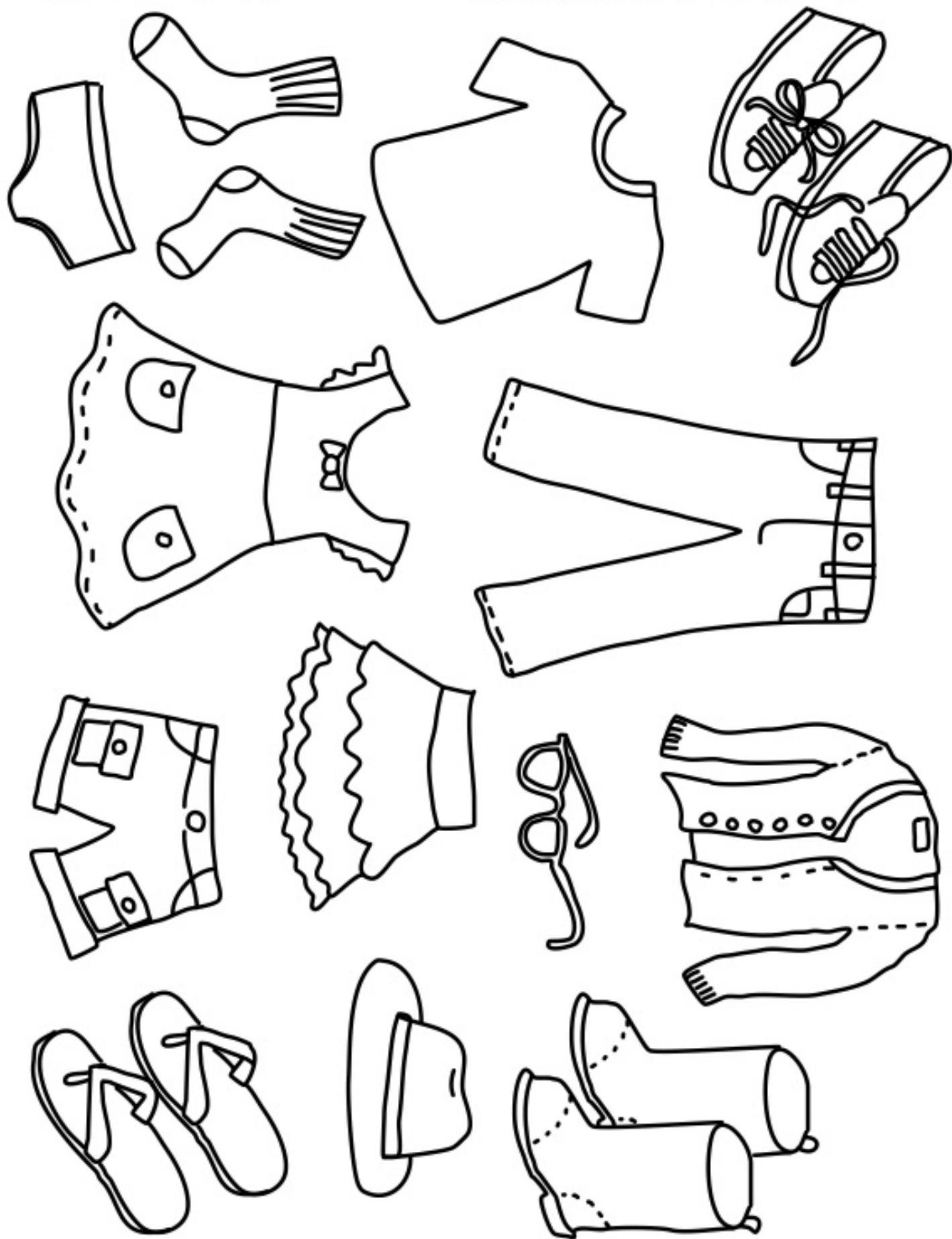


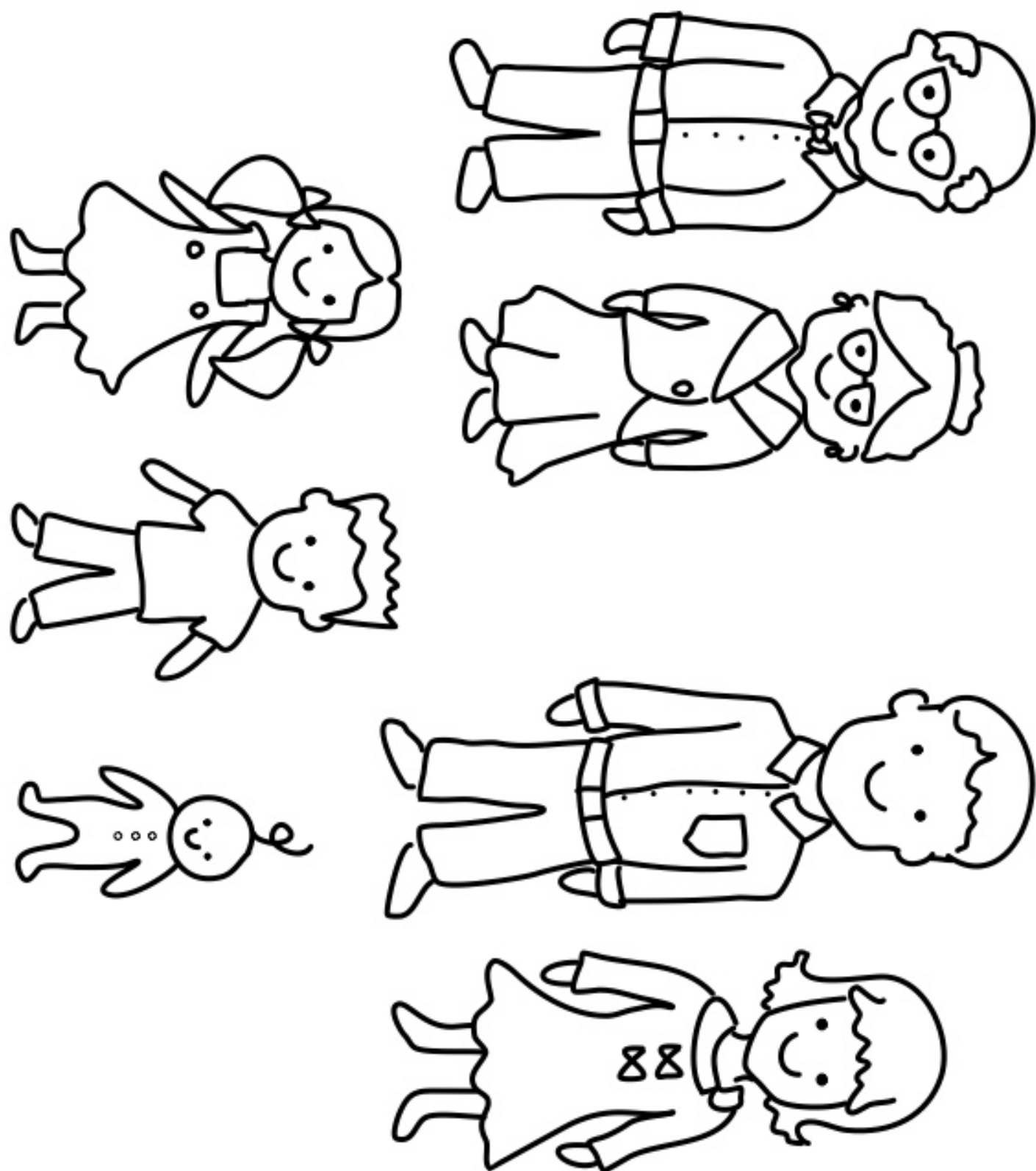


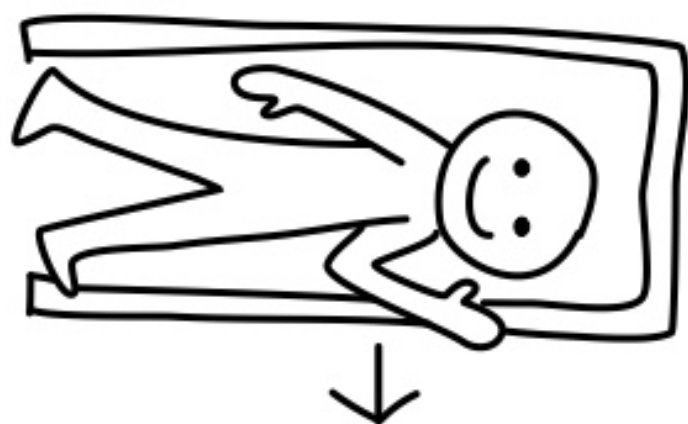
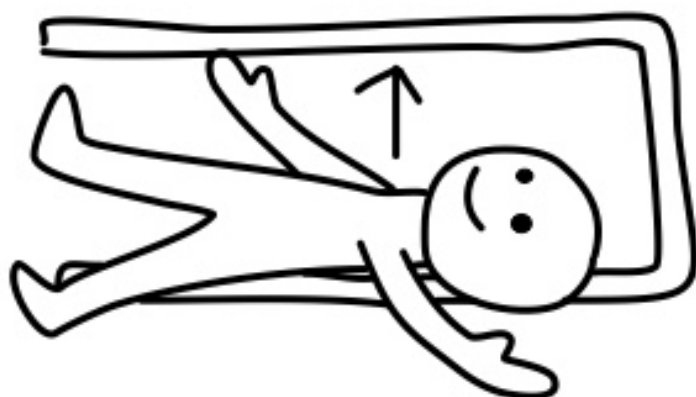
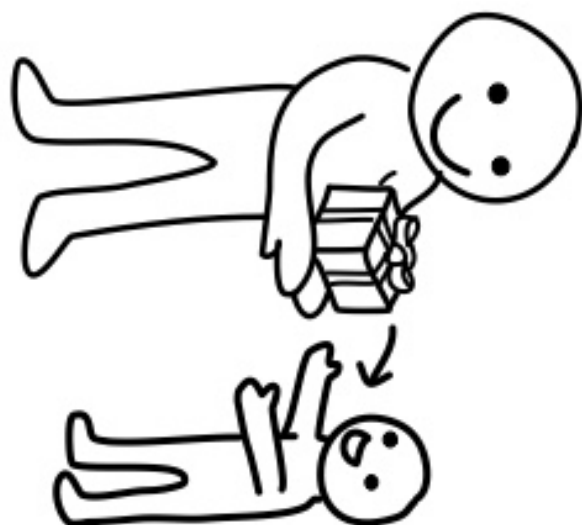
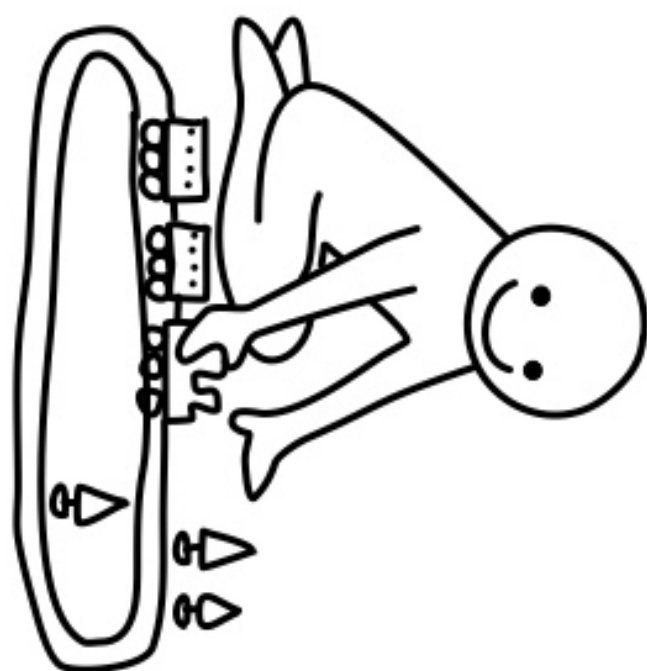
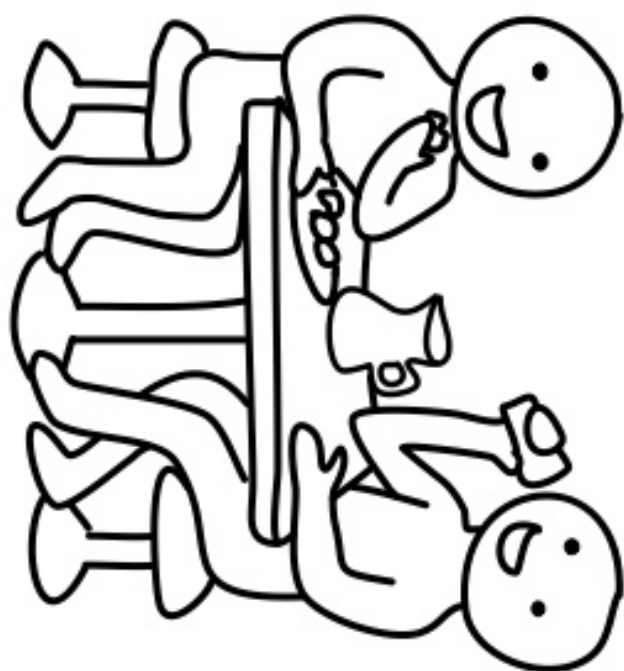


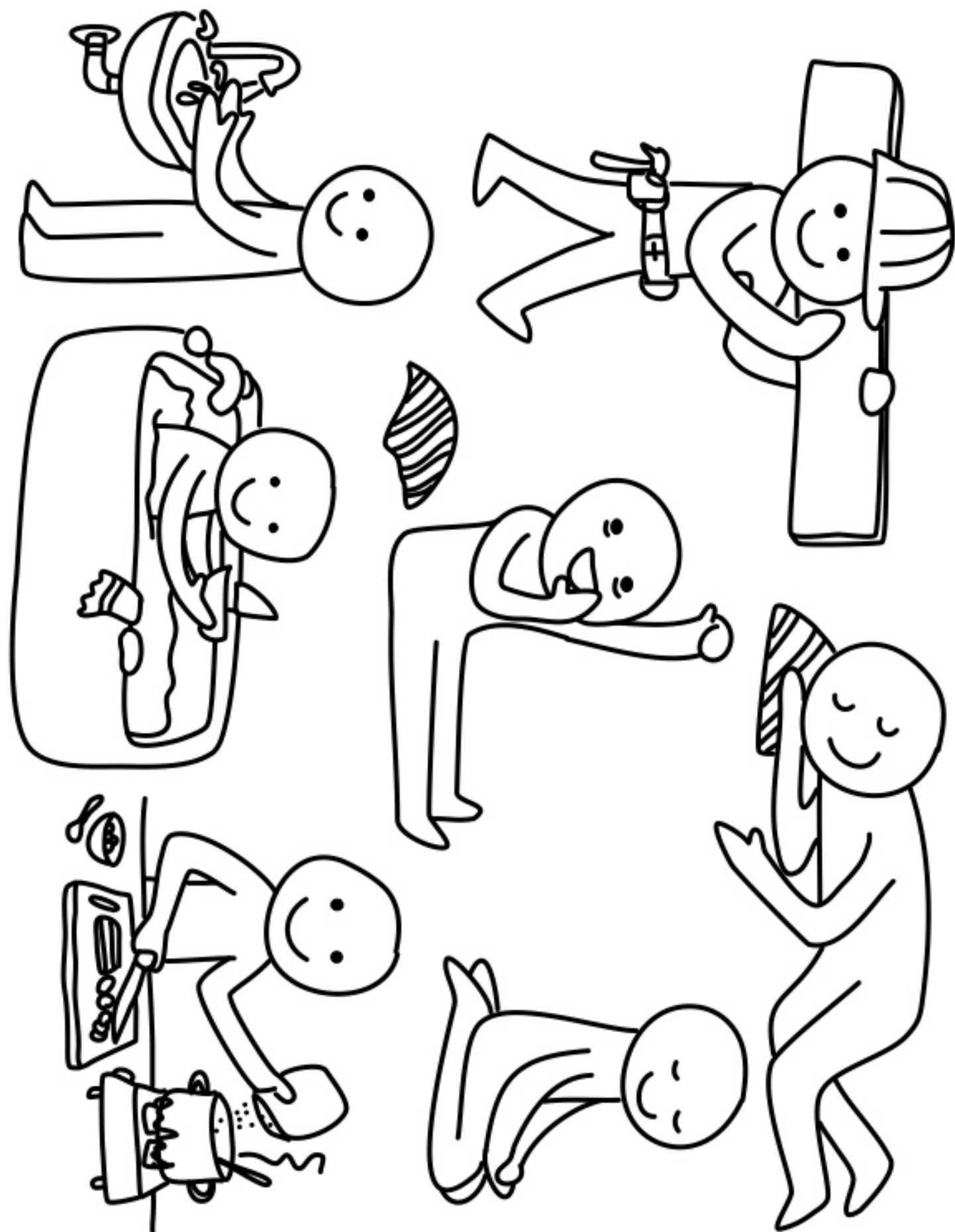




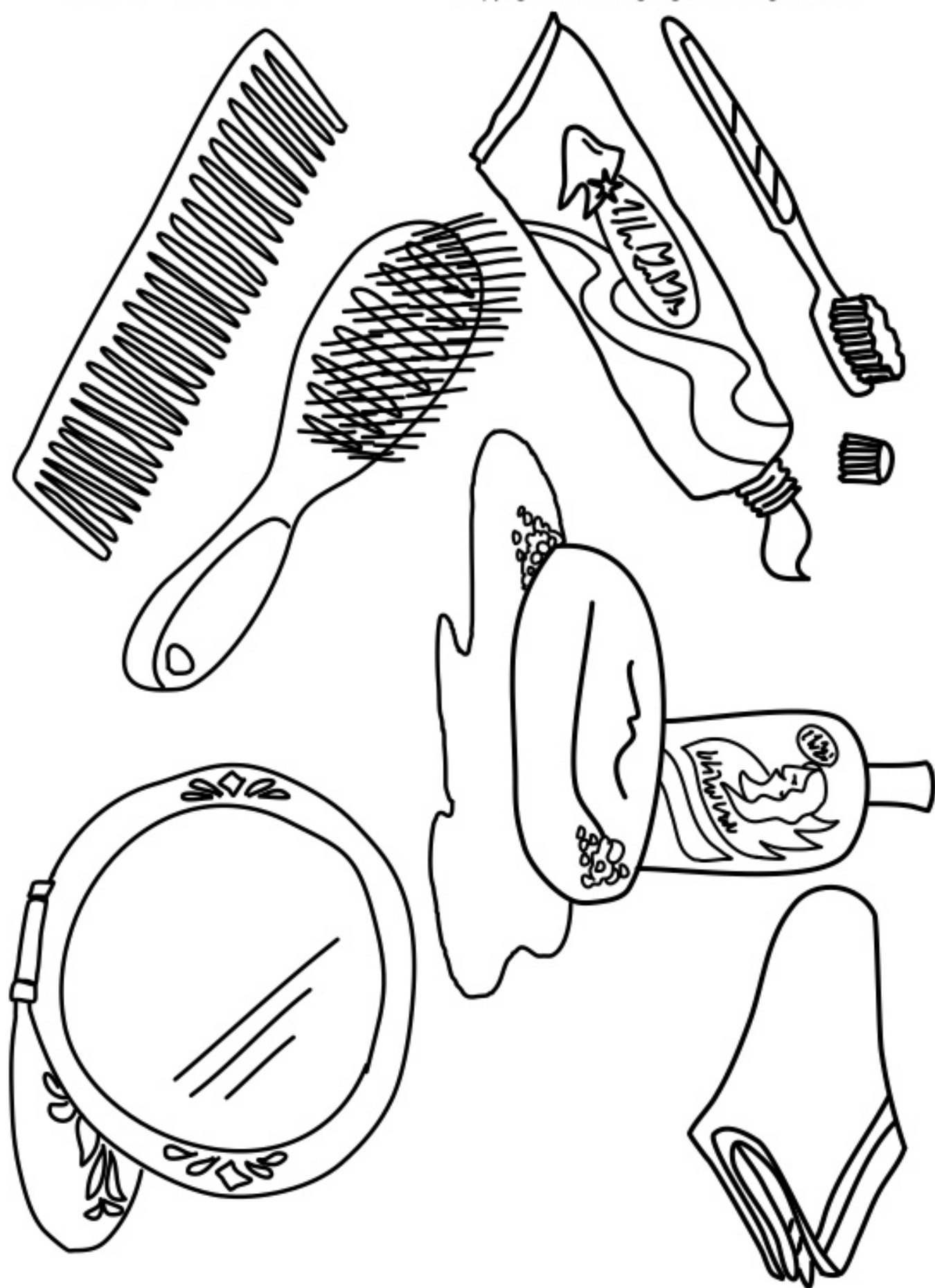


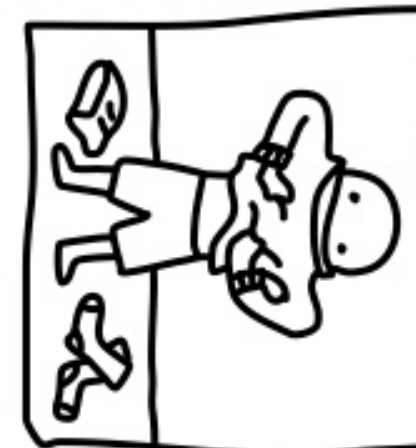
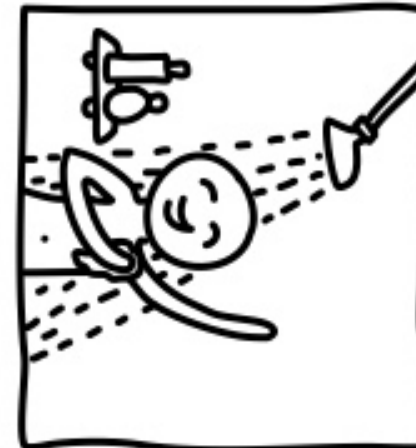
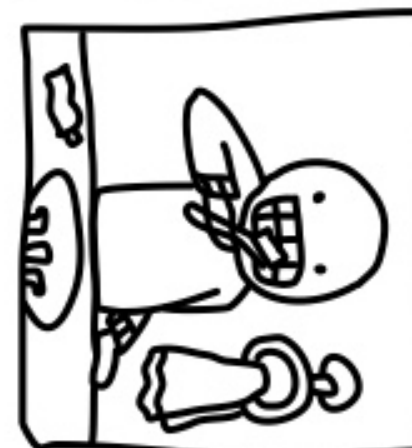
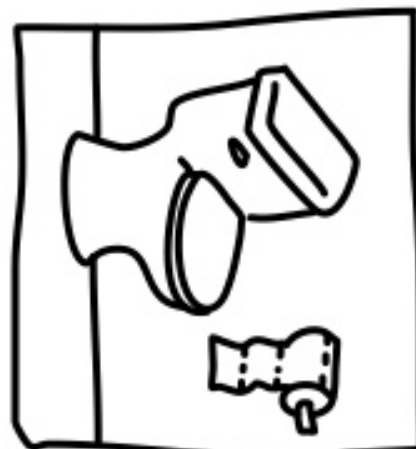
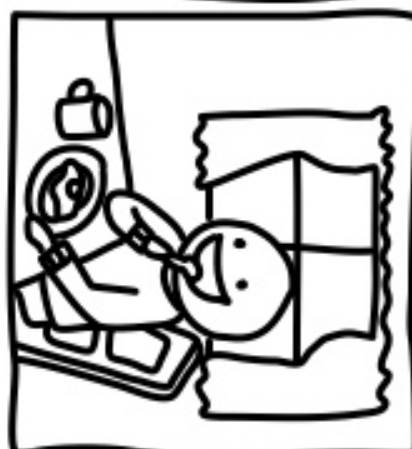
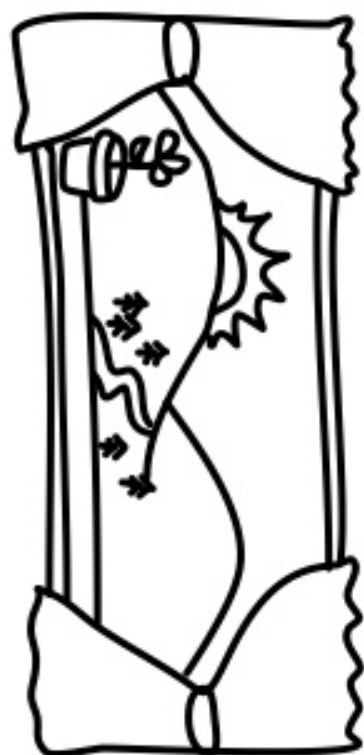


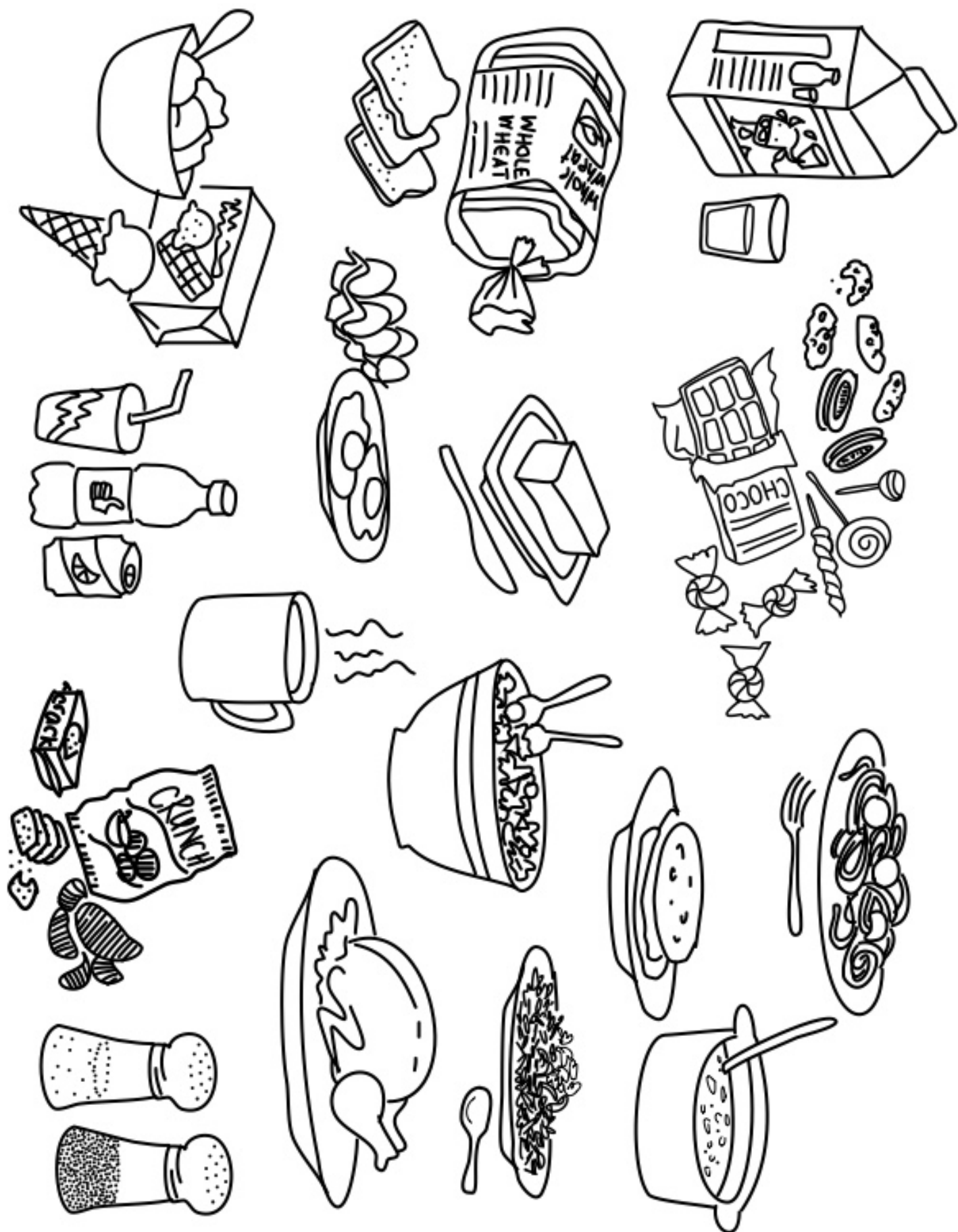


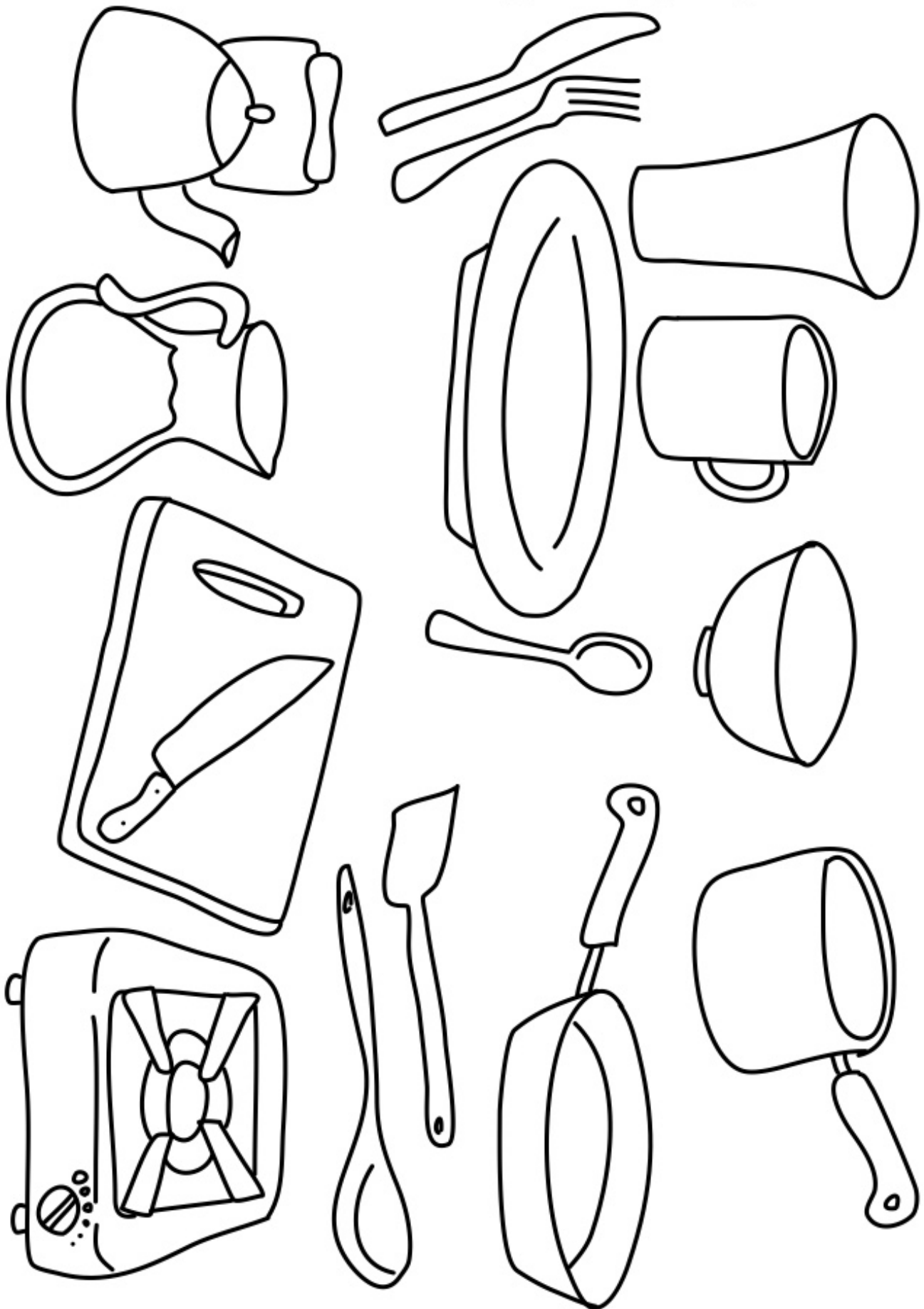


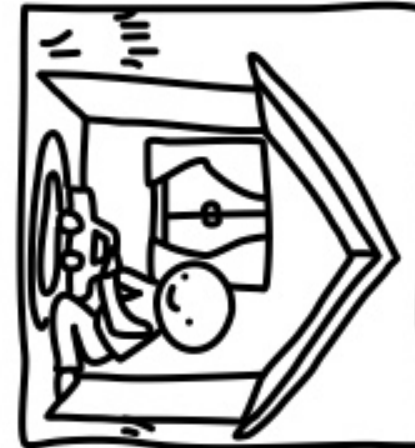
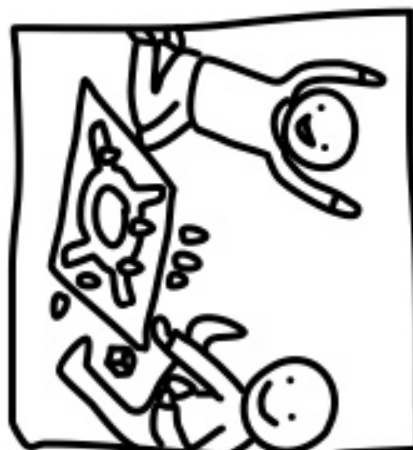
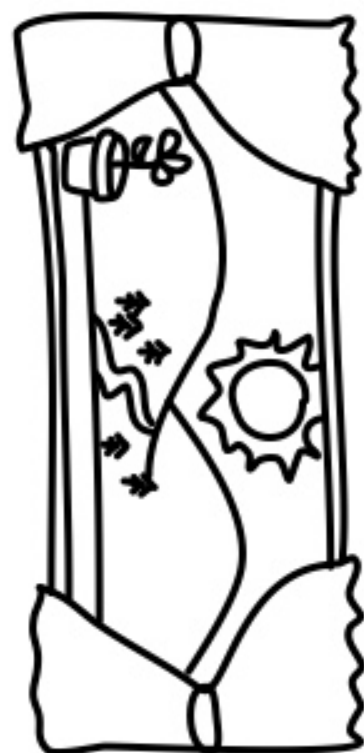


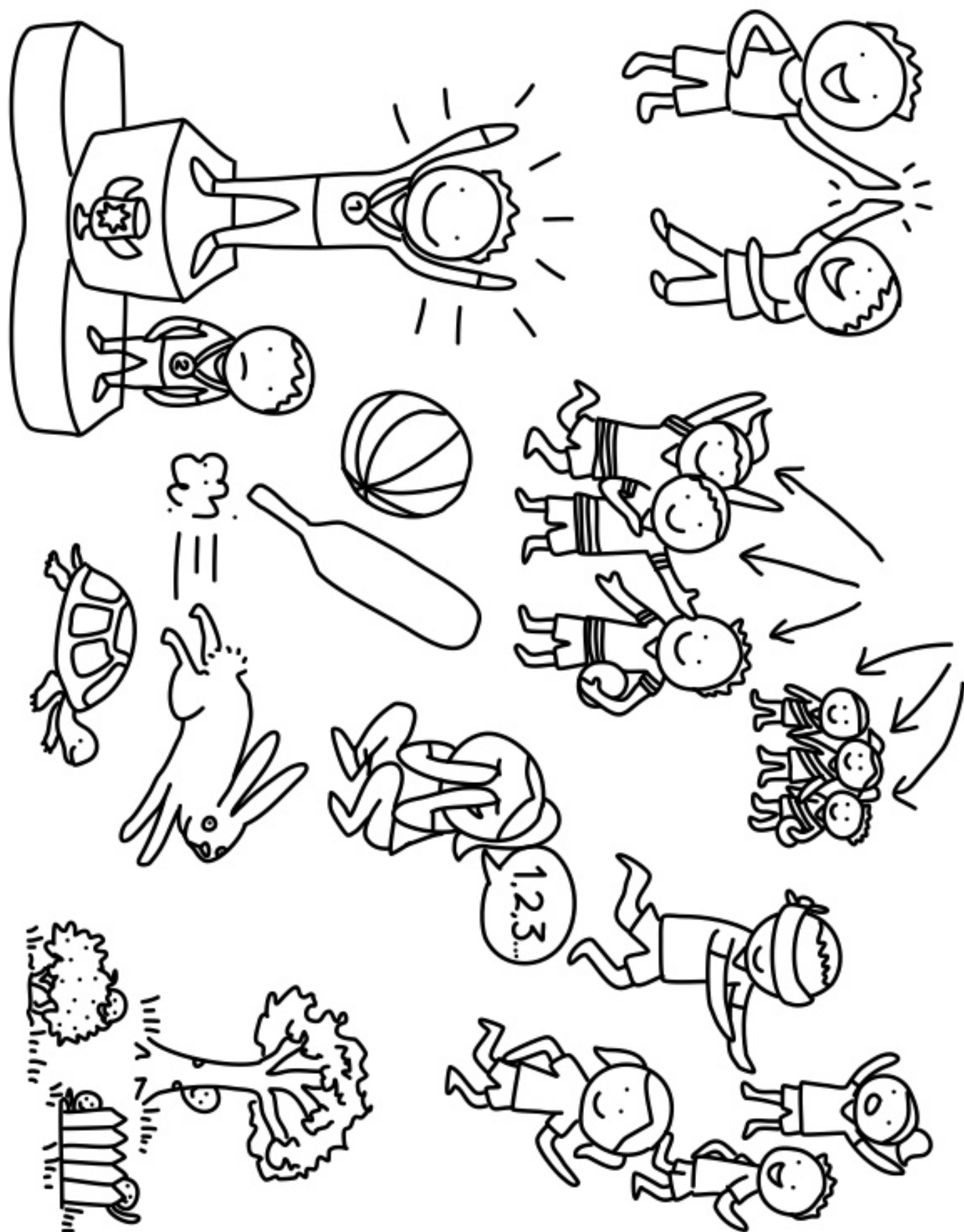


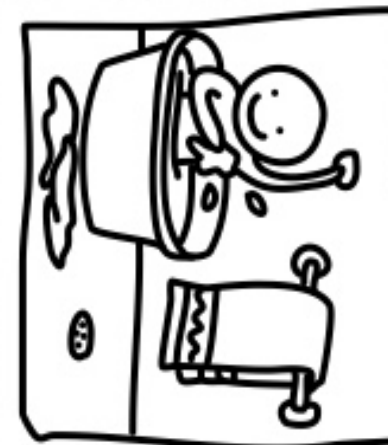
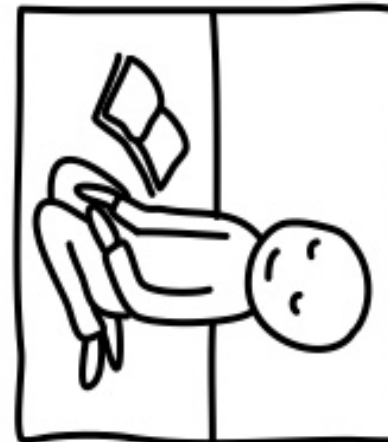
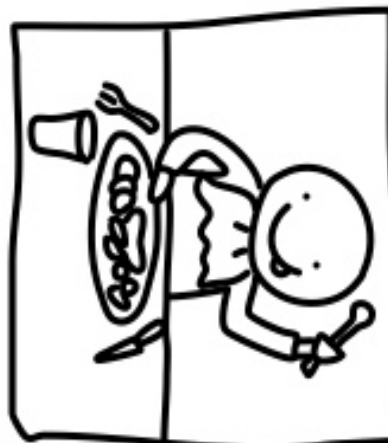
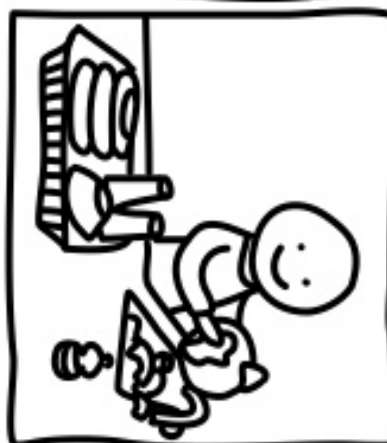
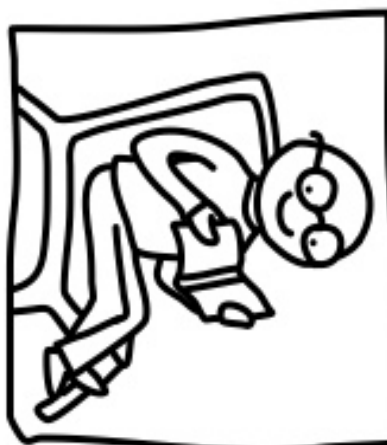


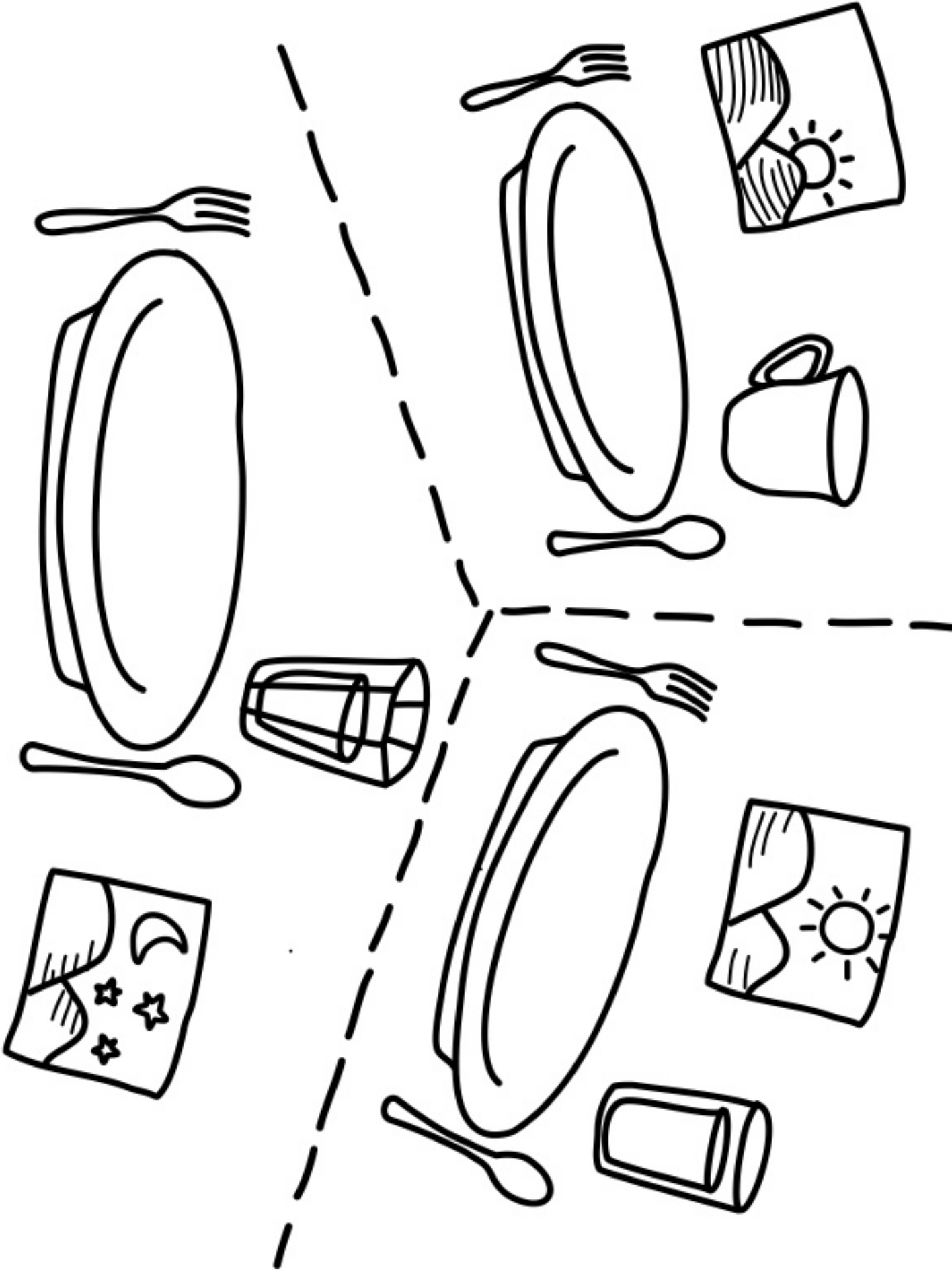












Instructions: Have children draw things they like or typically eat and drink for their morning, midday and evening meals. When completed, have the child tell the nurturer any of the food names he/she knows. Then the nurturer can tell the children what foods they have included, thereby learning new words and/or phrases. Example: "Sarah eats toast, butter, eggs and milk for breakfast."

