



# MINI-LANGUAGE LESSONS PROGRAM INSTRUCTION GUIDE

SASKATCHEWAN ASSOCIATION OF INTERNATIONAL LANGUAGES

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## TABLE OF CONTENTS

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The Saskatchewan Association of International Languages	3
The Mini-Language Lessons Program	3
Purpose of the Mini-Language Lessons Program Guide	3
Preparation for Mini-Language Lessons	4
Communication with Classroom Teacher	4
Lesson Planning	4
Tips for the Mini-Language Teacher	10
Themes	10
Culture	12
Grammar	13
Activities	13
Games	16
Last Class	18

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In addition to the aforementioned individuals, SAIL would also like to acknowledge its Board of Directors, SaskCulture and Saskatchewan Lotteries, as well as the international language teachers for their input and assistance. Thank you.

**Note to Teachers:** This is the third draft of the Mini-Language Lessons Guide. SAIL hopes to receive valuable feedback from all participating international language teachers as to how it can be improved for future years. Please contact the SAIL office at (306) 780-9478 or [sailcoordinator@sasktel.net](mailto:sailcoordinator@sasktel.net) with any suggestions or comments.

## **THE SASKATCHEWAN ASSOCIATION OF INTERNATIONAL LANGUAGES Inc.**

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Since 1985, the Saskatchewan Association of International Languages Inc. (SAIL) has been working with teachers, volunteers, and cultural communities to promote the teaching and learning of international languages. SAIL operates as an umbrella organization for international language schools and interested groups from across Saskatchewan. SAIL supports Saskatchewan language schools by funding the international language programs, providing training for language teachers, and promoting the benefits of language education.

The Saskatchewan Association of International Languages gratefully acknowledges the funding support from Saskatchewan Lotteries Trust Fund for Sport, Culture, & Recreation.

## **THE MINI-LANGUAGE LESSONS PROGRAM**

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The Mini-Language Lessons Program was launched during the 1996/1997 school year. The program is designed to teach elementary school children about multiculturalism in Saskatchewan, with hopes of encouraging understanding and eliminating racism and discrimination. It promotes cross-cultural learning and acceptance by allowing elementary school students to explore a language and culture that they might not normally experience. It also allows teachers to enhance the curriculum in a direct and meaningful way by inviting an expert into the classroom. Languages and cultures represented through this program in the past have included Afrikaans, Arabic, Bengali, Chinese, Cree, Dari, Filipino, German, Greek, Hindi, Hungarian, Igbo, Japanese, Korean, Norwegian, Ojibwe, Punjabi, Russian, Ruthenian, Spanish, Ukrainian, Urdu, and Yoruba.

## **PURPOSE OF THE MINI-LANGUAGE PROGRAM GUIDE**

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This guide has been prepared to help international language teachers participating in the Mini-Language Lessons Program. The teacher can pick and choose themes and vocabulary that are appropriate to the age being taught. The Guide is flexible and can be adapted to meet the needs and interests of the students. For primary students, the lessons will focus on listening and speaking. Older students may also do some reading and writing.

## **Preparation for Mini-Language Lessons**

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### **Communication with the Classroom Teacher**

Once the international language teacher has been selected to participate in the program, he/she should contact the classroom teacher to arrange the dates and times of the lessons. It is required that all sheets/materials to be used in the lesson be shown to the classroom teacher for review prior to distribution to students. If possible, the Mini-Language Lessons can be integrated with a regular subject, such as social studies or math. The classroom teacher will be helpful in making suggestions about how the program can be integrated with the regular subject matter. The classroom teacher should be in the classroom during the Mini-Language Lessons, and should be actively participating.

### **Planning Lessons**

When planning your lessons, it is important to keep in mind the age and interests of the students. Teach the students some simple instruction in the language e.g. thank you, please, raise your hand, look at, point to, ask, and write. Due to the limited number of hours of instruction, **the focus should be on listening and speaking**. Older students (grades 4+) can do some reading and writing as well. **The international language teacher should include a combination of language and culture in the lessons.**

Finally, remember to make it fun, as well as educational for the students.

### **Why Plan a Lesson**

A good lesson plan helps to keep the teacher organized and allows for continuity between lessons. Always reinforce previously learned material and build with new material. Remember to be flexible. You may have to move from your planned lesson to meet the needs and interests of your students.

With a variety of activities and games, the lesson will move quickly and the students will be motivated to participate and learn.

### **Lesson Planning**

**Before the lesson**, write a lesson plan. Start with objectives – **what you want the students to learn?** Explain these objectives to the students. E.g. “Today we will be learning the names of colours.” Think about the materials (pictures, sheets, games, music, etc.) you will need to help you in your lesson. Develop a folder system to organize your lessons, activities, games and material used.

**After the lesson**, make a note of what worked well in your lesson. Prepare your next lesson as soon as you finish since everything will be fresh in the teacher’s mind. Starting with a review of the material learned in this lesson.

**When planning the lesson make sure to have:**

- variety
- a good balance of listening and speaking, and some reading/writing in grades 4+
- a combination of language and culture
- good interaction between
- teacher ↔ students
- students ↔ students

## **Writing a Lesson Plan**

A blank sample lesson plan is given for the international language teacher to use or modify for their lessons. Examples of lesson plans based on a theme have also been included. When a teacher is well-prepared, the lesson flows smoothly. Each lesson should include a variety of activities. At the end of the lesson, make notes on how to improve the lesson in the future.

**The essential elements of a good lesson plan are:**

- **Materials Required** – What visual aids, activity objects and materials are required for the lesson.
- **Lesson Objectives** – Objectives specify what the **students** will be able to do by the end of the lesson.
- **Warm-Up** – Encourage students to use material that they know.
- **Review of Previous Material** – Review material taught in previous lesson(s).
- **New Material** – Introduce new material.
- **Activities** – Students practice newly-taught material in an enjoyable way. The emphasis is on listening and speaking.
- **Assessment** – The teacher assesses how well the students have acquired the new material.

*The lesson should always end in an enjoyable manner.*

## **Language Folder/Portfolio**

Have each student keep a folder/portfolio of the work done in each lesson. Have a handout for each lesson with pictures and words of material covered. The students will be amazed at how much they have learned in the few hours of the program. They can take home their folder/portfolio and teach their family and friends what they have learned. Lessons are reinforced and given value and it is a good review for the student.

## **SAMPLE DAILY LESSON PLAN**

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Date: \_\_\_\_\_

Attendance: \_\_\_\_\_

Materials Required:

Lesson Objectives:

Greetings & Warm Up:

Review of Previous Materials:

New Content:

Exercises/Activities/Summary:

Assessment:

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Teacher Comments:

## **SAMPLE LESSON PLAN: KINDERGARTEN – GRADE 3**

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**Date:** \_\_\_\_\_

**Attendance:** \_\_\_\_\_

### **Materials Required:**

- CD player for the warm-up song
- Real fruit or pictures/flashcards of fruit
- Colouring sheet with pictures and names of fruit
- Markers or crayons (remind the classroom teacher that students will need these)

### **Lesson Objectives:**

- To learn the names of fruits (orange, banana, grapes, apple, cherry, pear, strawberry).
- To describe the colours of the fruits.
- To express ‘The [name of fruit] is [colour].’
- To learn about food from the language teacher’s culture.

### **Warm-Up:**

- Song
- Greetings (teacher to students, and students to each other)

### **Review of Previous Material:**

- Review the names of colours (red, orange, yellow, green, white, black, brown, blue).
- Identify colours of objects in the room.
- Review ‘I like \_\_\_\_\_’, ‘I don’t like \_\_\_\_\_’.

### **New Material:**

- Present names of fruits (orange, banana, grapes, apple, cherry, pear, strawberry) using real fruit, pictures, or flashcards.
- Introduce the structure ‘The [banana] is [yellow].’

### **Activities:**

- Have some fruit in a bag. As the teacher pulls out fruit, students identify it.
- True/False – ‘The [banana] is [blue].’
- Ask students which fruit they like, and which they don’t like.
- Classify fruit in colour categories.
- Colouring sheet with pictures and names of the fruit. The students will colour them as the teacher says ‘The [strawberry] is [red].’
- Talk to the students about foods from the language teacher’s culture.

### **Assessment:**

- Determine how well students have learned the material based on the colouring sheet and on observation of participation.

## SAMPLE LESSON PLAN: GRADES 4 - 6

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Date: \_\_\_\_\_

Attendance: \_\_\_\_\_

### Materials Required:

- CD player for the warm-up song
- Real fruit or pictures/flashcards of fruit
- Worksheet with pictures of fruit and the sentence structure 'There is/are \_\_\_\_\_.'
- Pre-cut fresh fruit **\*check with classroom teacher about allergies**
- Blender and cups

### Lesson Objectives:

- To learn the names of fruits (orange, banana, grapes, apple, cherry, pear, strawberry, grapefruit).
- To express: 'There is [one] [pear].' 'There are [five] [pears].'
- To learn about food from the language teacher's culture.

### Warm-Up:

- Song
- Greetings (teacher to students, and students to each other)

### Review of Previous Material:

- Review numbers 1 – 50.
- Using flashcards of numbers to have students identify them.
- Review basic math in the international language (e.g.  $7 + 10 =$  \_\_\_\_\_)
- Review 'I like \_\_\_\_\_', 'I don't like \_\_\_\_\_'.

### New Material:

- Introduce the names of fruits (orange, banana, grapes, apple, cherry, pear, strawberry, grapefruit) using real fruit or pictures.
- Introduce the structure: 'There is [one] [apple].' 'There are [seven] [grapes].'

### Activities:

- Ask students which fruit they like and don't like.
- Show fruits and have students identify them.
- True/False. Say, for example, 'There are 51 apples.' Students answer true or false, and take turns asking the class.
- Talk to the students about foods from the language teacher's culture.
- Hand out a sheet with various numbers of fruits, and have the students write under each one, 'There is/are [eighteen] [cherries].'
- Make a fruit shake with cut-up fruit. \*Check with classroom teacher about food allergies

### Assessment:

- Determine how well students have learned the material based on the worksheet and on observation of participation.



## SAMPLE LESSON PLAN: GRADES 7 - 8

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Date: \_\_\_\_\_

Attendance: \_\_\_\_\_

### Materials Required:

- CD player for warm-up song
- Real food or pictures/flashcards of food
- Worksheet with pictures of food and the sentence structure 'There is/are \_\_\_\_\_.'

### Lesson Objectives:

- To learn the names of foods (fish, chicken, hamburgers, steak, shrimp, roast beef).
- To express: 'My favourite meal is \_\_\_\_\_.'
- To learn about food from the language teacher's culture.

### Warm-Up:

- Song
- Greetings (teacher to students, and students to each other)

### Review of Previous Material:

- Review vegetables (potatoes, carrots, corn, tomatoes, lettuce, beans, etc.).
- Review singular and plural forms of vegetable names.
- Review 'I like \_\_\_\_\_', 'I don't like \_\_\_\_\_'.

### New Material:

- Introduce the names of foods (fish, chicken, hamburgers, steak, shrimp, roast beef) using pictures
- Teach the students how to say 'My favourite meal is \_\_\_\_\_.'

### Activities:

- Students will say which foods they like and dislike.
- True/False: Show a picture of a food, say the name of a food, and have students respond with true or false.
- Tell students about foods (restaurants, etc.) particular to the culture of the language teacher.
- Students will draw a picture of their favourite meal, label it, and present it to the class. They will say which foods they like to eat.
- Create a class book of favourite meals.
- Bring in samples of foods from the language teacher's culture. \*Check with classroom teacher about food allergies

### Assessment:

- Determine how well students have learned the material based on their labeled drawings, presentations, and on observation of participation.

## TIPS FOR THE INTERNATIONAL LANGUAGE TEACHER

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- The first day of the program is very important. Write your name on the board. Ask the classroom teacher to have a large map so that you can show the students where the country lies where the language is spoken.
- Ask the classroom teacher to prepare nametags, and to have the students wear them so that you can call them by name. You can also create nametags in the international language. Students love to see their names written in another alphabet.
- At the start of each lesson, have a focus item (large picture, song, video, projection, etc.) to catch the attention of the students as they are settling.
- Be well prepared for your lessons.
- Make a picture dictionary with vocabulary to be taught
- Visual aids make language learning easy and interesting. For vocabulary, use pictures, posters, pictures from magazines, colouring book pictures, etc.
- Bring in media (books, newspapers, music, etc.) in the language.
- A variety of materials and activities in the lesson and a fairly quick pace helps the students stay motivated.
- When asking a question, ask the whole class and then say the name of student. This will keep everyone's attention
- Include songs, poems, dances, etc. in your lessons.
- If you plan on doing any cooking, make sure to book the kitchen in advance. \*check about food allergies
- Ask the classroom teacher if it is possible to have a display in the hallway or classroom for visuals and the work of the students. A bulletin board can display postcards, material learned – alphabet, clothing, numbers, colours, etc.
- Enjoy the lesson and have fun with the students.
- Include as much student participation as possible.
- Give students positive feedback and praise for participation, answers, and trying.
- Encourage the students to take home what they have learned in class and share it with their families.

## THEMES

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The following are some themes that you can choose from, add to, and vary according to the lesson, interests, and age of your students.

- **Actions**
- **Alphabet**
- **Animals** – dog, cat, bird, fish, mouse, horse, cow, etc.
- **Classroom objects** – desk, pen, paper, book, computer, door, window, etc.
- **Clothing** – dress, pants, shirt, sweater, coat, socks, shoes, scarf, bathing suit, etc.
- **Colours**
- **Days of the week**
- **Family** – mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin, etc.
- **Food**
- **Fruits** – apple, orange, pear, cherry, grapes, etc.

- **Vegetables** – tomato, potato, cucumber, lettuce, etc.
- **Other** – meat, chicken, fish, breakfast, lunch, supper, etc.
- **Furniture** – bed table, chairs, sofa
- **Greetings** – hello, goodbye, yes, no, please, thank you, how are you? very well, etc.
- **Home** – bedroom, kitchen, living room, family room, bathroom
- **Months of the year**
- **Numbers**  
     Primary students: 1 – 10, phone number  
     Grades 4 and up: 1 – 20+, addition and subtraction
- **Parts of the body** – head, nose, arms, legs, ears, eyes, hair, etc.
- **Seasons**
- **Simple questions:** what is your name? How old are you? etc.
- **Transportation** – airplane, car, truck, boat, train, etc.
- **Weather** – it is hot, cold, sunny, raining, snowing

Included are some sample thematic worksheets, which you can change by cutting and pasting to suit your needs. They can also be enlarged and cut up to make flashcards, or to be used for games such as bingo. Magazines and flyers are also wonderful sources for colourful pictures.

Students can create a classroom book. Each student contributes one page using pictures and vocabulary. After each student presents the page orally, the book can be assembled into the Classroom Spanish Book (for example).

## CULTURE

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Teaching about the culture of your country is an important part of the Mini-Language Lessons Program. You may choose to use photographs, postcards, posters, or videos to help your students visualize your country and its customs. Music and dance are other fun ways of helping students learn to appreciate and respect other cultures, and to see the many similarities between them.

Cultural similarities can be stressed by things like playing songs or showing books that are the same in English and in the international language. Students may like to hear modern popular music from your country.

Students are also very interested in the differences between the cultures, such as a different alphabet and writing from right to left.

The Mini-Language teacher can wear national or other items of clothing worn in their homeland.

Within every lesson the teacher can integrate some cultural materials. Some time can be set aside in the lesson to do a cultural theme but the teacher should take opportunities to integrate culture whenever questions arise. The teacher may choose to devote the last twenty minutes of every lesson to talk about some aspect of the language teacher's culture.

A lesson may begin or end with music or a song in the language. A cultural game can also be stimulating for the students. A short film brings a wealth of cultural information to the student. Through the internet, older students may visit sites with newspapers, broadcasts and songs.

The teacher may choose a picture showing one aspect of the culture that shows life as it is being lived today not from years ago. Depending on the age of the students, the teacher can discuss family relationships, traditions, shopping, housing, leisure activities etc.

The following are cultural ideas that can be talked about in class:

- flag and its colours
- capital city
- location
- geography – lakes, rivers
- climate
- history of the country
- food – cooking in class or bring in pictures and samples of food
- customs and habits
- songs and dances: traditional
- songs and dances: modern
- daily life of students, schooling of students
- greetings
- respect for others (elders)
- homes, crops
- sports and games
- art, newspapers, magazine

- national clothing
- poems, rhymes, tales
- crafts – e.g. origami, Easter egg painting
- money/currency
- famous people
- national celebrations
- birthday and other celebration songs

## GRAMMAR

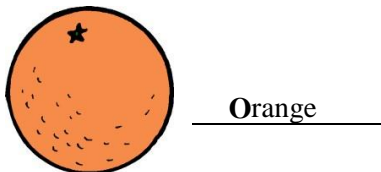
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The four language skills are:

- listening
- speaking
- reading
- writing

While the Mini-Language Program focuses on listening and speaking, you may want to introduce some written language with older students. This can include:

- the alphabet
- the verb ‘to be’
- the verb ‘to have’
- writing the students’ names
- labeling vocabulary items, for example:



- **Adjectives:** big, small, cold, hot, etc.
- **Prepositions:** on, to, for, at, etc.
- **Possessive pronouns:** my, your, his, her, our, etc.
- **Personal pronouns:** I, you, he, she, we, they, etc.

## ACTIVITIES

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Having a variety of activities makes the lesson more interesting, and can help students to practice and reinforce what they have learned. After learning simple vocabulary, the students can use your posters or make simple drawings and present information. In all activities, older students can use written vocabulary labels.

## All about Me

Students learn to introduce themselves to others.

- My name is \_\_\_\_\_.
- I am \_\_\_\_\_ years old.
- My father's name is \_\_\_\_\_.
- My mother's name is \_\_\_\_\_.
- My brother's/sister's name(s) is/are \_\_\_\_\_.

## Me and My Family

The same vocabulary as above is used in describing the family tree. The student may add:

- My grandfather's name is \_\_\_\_\_.
- My grandmother's name is \_\_\_\_\_.

## Clothing & Colours

After students learn clothing and colour vocabulary, they can take turns describing each other's outfits. All the students repeat.

- John is wearing a **brown sweater**.
- Helen is wearing **blue pants**.

## Seasons & Clothing

Pictures of clothing are categorized according to the season.

Spring	Summer	Fall	Winter
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
shoes	raincoat		boots
shirt	coat		shorts
pants	bathing suit		scarf
socks	dress		sweater

### **Food I Like**

After the students have learned the names of foods, they can say, “I like to eat \_\_\_\_\_.”

### **Theme Box**

Place pictures, objects or words related to a theme in a box. Each student takes a turn to select or pull an item/picture from the box and say the word. You can also do a review of the alphabet with the items from the box. As a student pulls out the item the teacher says the name and the letter that the object begins with.

### **What Begins with “ ”?**

This is a good activity to catch the attention of the students at the beginning or at any point of the lesson. The teacher begins with “What begins with m?” As the students say the words, the teacher writes them on the board. Then, the students repeat all the words as the teacher points to them. For younger students, the teacher points to the objects as they repeat them.

### **Picture Dictionary**

An ongoing activity during the Mini-Language program could be a picture dictionary made by each student. As they learn a new word, they glue the picture and/or write the word in the dictionary under the correct letter.

The teacher would have to provide the outlined pages for the picture dictionary.

### **Role Playing with Puppets**

A simple role-playing game may be performed with puppets. Shy students speak the language more easily through a puppet. A simple role-play could be greetings, introductions, etc.

### **Cultural Map Survey**

Bring in a large map of the world (the teacher probably has one). Students come to the front and place a coloured pin on the country that they/their parents/their grandparents come from.

The international language teacher then shows the country the language is from and tells the students about it.

### **Greeting Card**

The students make a greeting card (e.g. birthday) using the letters of the language. Use colours typically used in the country.

### **Handicrafts**

Teach the students a handicraft particular to the language e.g. Japanese – origami, Ukrainian – Easter eggs.

### **Folkdance**

The teacher should select a folk dance appropriate for the age of the students with steps that are easily and quickly learned.

### **Folksongs and Music**

Folk songs are enjoyable and interesting to listen to. You can teach the students a simple song with repeated vocabulary if possible.

### **Book About “”**

This activity can be done simply with pictures, but is suited for older students (grade 4 +).

The students choose one aspect about the culture (e.g. alphabet, food, sports). At home they (one student or groups of 3 or 4) research it and make a 1-2 minute presentation to the class. Visual aids are helpful and they should prepare one sheet on their topic that they will give to each student.

All the students will compose a book about the language country by assembling all of the pages distributed.

## **GAMES**

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Language games provide variety, make vocabulary repetition fun, and allow for interesting communication. The games chosen should be easy to play, prioritize vocabulary that you have learned, and be played by all students. The students can play on teams, in pairs, or individually. Every game must be adapted to suit your age group and situation. Games should not take more than 5 – 10 minutes.

A variety of materials can be used for the game, such as posters, flashcards, number cards, pictures, blackboard and real objects. Again, written labels may be used with older students. Some ideas for games follow. If there is an easy game that is played in the country of the international language teacher, the students will enjoy learning it. Also, any board game can be transformed into a Mini-Language game.

### **Numbers (teams)**

The class is divided into two teams. One student from each team goes to the board. As the teacher says the number, the first student to write it correctly gets a point. The next two students take a turn.

### **What is it? (whole class)**

The teacher/leader thinks of an object. It can be something from the classroom, an object, a fruit or vegetable or other object related to a theme that the students have learned. The leader asks: What is it? The other students take turns guessing (“Is it a pen? Is it blue”) The leader responds yes or no. When a student says the name of the object that the leader is thinking of, it is then that student’s turn to think of an object and ask the other students what is it?

### **Bingo (whole class)**

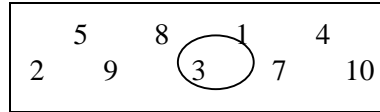
Everyone has a card with numbers or pictures arranged on a bingo card. Each card is different, and the number or object does not appear twice on one card.

The teacher or student who is the leader calls out the name of an object or number, and those students who have it on their card cover it with a small paper. The leader also covers it on his/her card. The first student to make a straight line of covered numbers/objects wins and then says the names of the covered line of objects/numbers to verify that they are correct. The winner then becomes the leader.



### **Ring a Number (teams)**

The students are divided into two teams. The teacher writes numbers in a mixed order on the board. As the teacher writes the number, the students say the number out loud. One student from each team comes to the board. The teacher says a number and the first person to circle the correct number wins a point for his/her team.



### **Team Arithmetic (teams)**

The students are divided into two teams. The teacher asks a mathematical question depending on the number knowledge and age of the students.

E.g.     What is  $5 + 2$ ? Simple.  
          What is  $27 - 5$ ? More advanced.

The student who answers correctly first scores for his or her team.

### **True or False (whole class)**

The teacher/leader makes a statement that is true or false. The class responds with true or false. Students take turns being the leader.

E.g.     It is snowing.  
          This is a desk.  
          The book is blue.

### **Simon Says (whole class)**

This game can be used to review body parts or actions. The students take turns being Simon. The leader must say 'Simon says' before any statement. If the leader starts a sentence by saying 'Simon says' the class must obey the command (e.g. Simon says touch your ears). If, however, the leader says a statement without first saying 'Simon says' (e.g. Touch your ears), the class should not follow the command. Students lose the game if they either do not follow Simon's command correctly or if they follow the command when the leader has not said 'Simon says' first.

### **Bluff (whole class)**

The class is divided into two groups. Designate one person to keep score at the board. The teacher asks a question in the international language (e.g.  $15 + 17 = \underline{\hspace{2cm}}$ ). Students who know the answer raise their hands. Some students may not know the answer, but bluff by raising their hands anyway. The teacher asks one student with his/her hand up for the answer. If it is correct, their team gains as many points as the number of students on their team with their hands up. If it is incorrect, the other team has the opportunity to answer the same question and earn points for all of the students on that team who have their hands up.

### **Go Fish (pairs)**

Instead of using playing cards, Go Fish uses vocabulary (picture or word) cards. A double set of each set of words or pictures is made. There are two players. One student shuffles and deals seven cards to each player. One player asks, 'Do you have a [banana]?' If the player has that card, they must give it to the person who asked. If they do not have it, they say 'Go Fish' (meaning, pick up a card from the pile).

When a player has two cards of a kind, they set them aside. The first player to run out of cards is the winner.

### **I Spy**

This activity reinforces vocabulary that the students have learned. Have two teams – the first person from each team takes a turn, then the second, etc. The teacher says “I spy the chalkboard,” the first student to touch the chalkboard gains a point. This activity can also be done with a large picture of vocabulary items e.g. “I spy #20,” “I spy the blue box.”

### **Action Game**

A game can be played using a chant or a song. This is a very enjoyable way of reinforcing vocabulary. An English example is “Mulberry Bush”

This is the way we wash our hands  
Wash our hands  
Wash our hands  
This is the way we wash our hands So  
early in the morning.  
(comb our hair, brush our teeth, etc.)

## **LAST CLASS**

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The last class is usually a fun lesson. Vocabulary that was learned is reviewed and the students are usually impressed with all that they have acquired. Many international language teachers end the program with a taste of food or a sweet from the country. **Remember to check for food allergies and dietary restrictions in advance.**

A certificate of participation is given to the students which make them feel proud of all that they have learned.

Some sample sheets follow that you can adapt to your language. In the References there is a listing of books that they were taken from. The books are available at Regina’s Central Public Library downtown in the Literacy Unit. On SAIL’s website you will be able to access more sheets to help you with your lessons.

It is hoped that you will find the Mini-Language Lessons Program Instruction Guide helpful. Some of the themes, ideas and sheets were taken from the lesson submissions of our international language teachers.

If you have any feedback, suggestions or good ideas, please send them to the SAIL office. This is the third draft and we will be revising the guide again.

May you have a successful and enjoyable experience in your Mini-Language teaching.

## REFERENCES

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Carver, Tinn Kasloff et al. A Canadian Conversation Book. Scarborough, Ontario; Prentice-Hall Canada Inc., 1993.

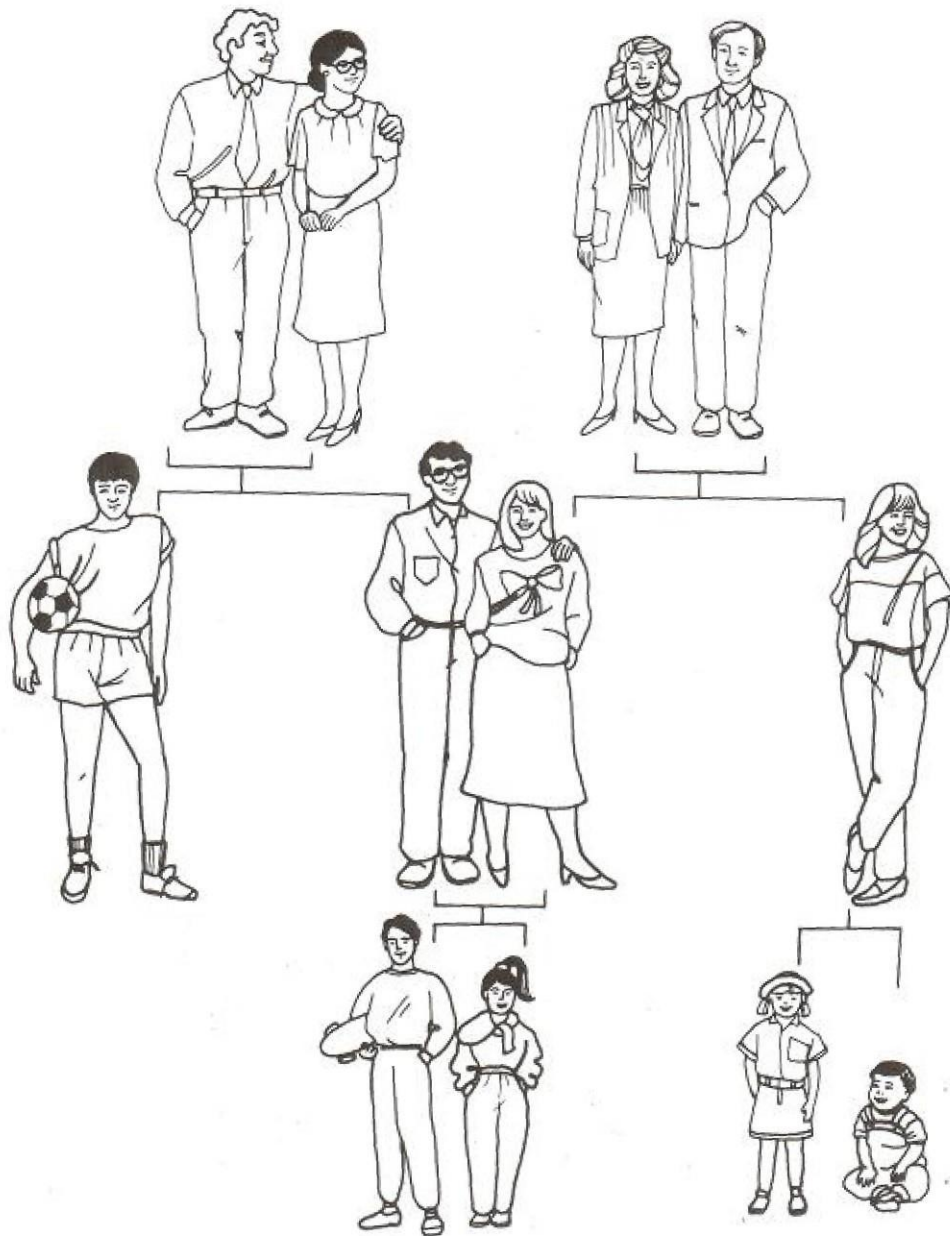
Chabat, John F. Thematic Activities for Beginners in English. Virgil, Ontario: FB Productions, 1995.

Claire, Elizabeth. ESL Teacher's Activities Kit. Toronto: Prentice-Hall Canada Inc., 1998.

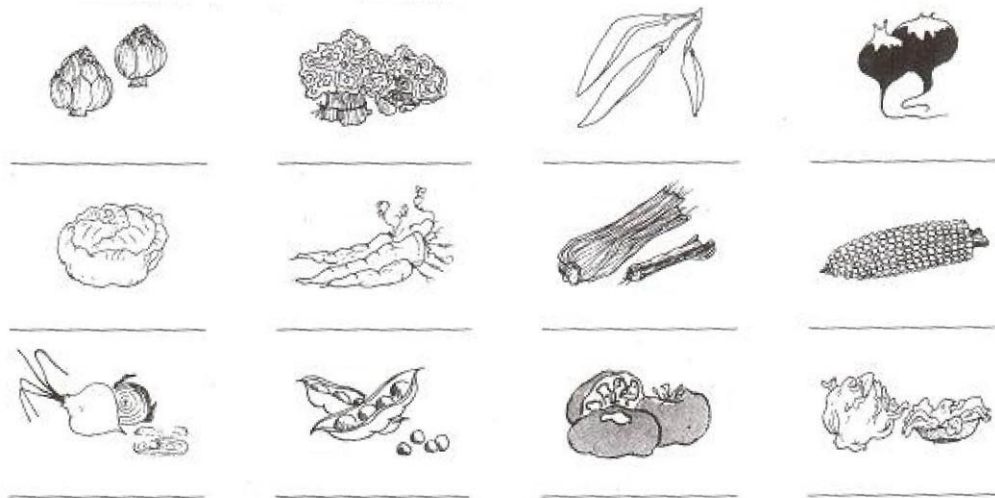
Doherty, Tosha. More Thematic Activities for Beginners in English. Virgil, Ontario: FB Productions, 1997.

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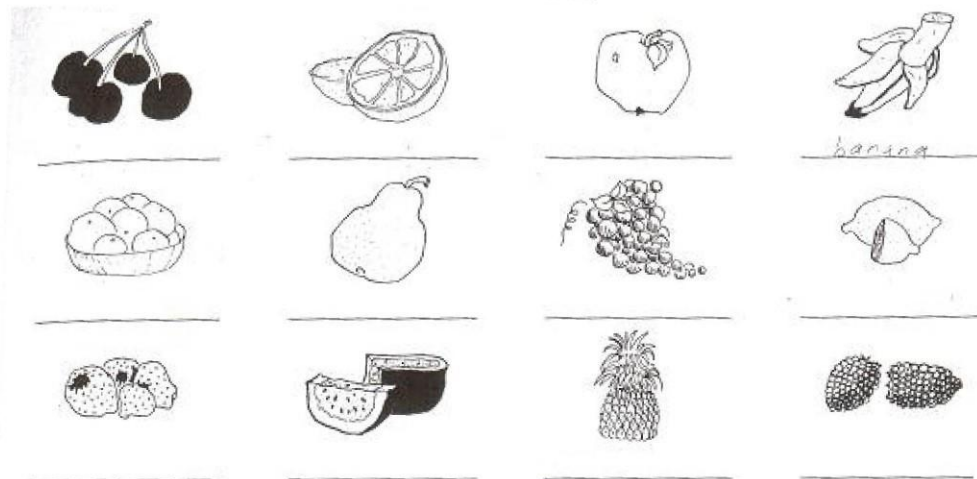
# Family Tree



# Fruits and Vegetables



artichokes	broccoli	celery	onions
beans	cabbage	corn	peas
beets	carrots	lettuce	tomatoes



apple	grapefruit	orange	raspberries
banana	grapes	pear	strawberries
cherries	lemon	pineapple	watermelon



1) closet



2) chair

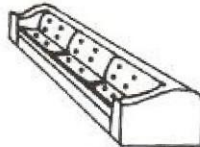
1-3



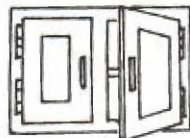
3) vcr



4) computer



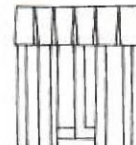
5) couch



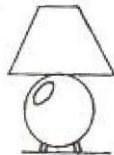
6) cupboards



7) utensils



8) curtains



9) lamp



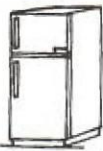
10) stereo



11) pillows



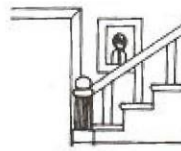
12) plates



13) refrigerator



14) television



15) stairs



16) washer



17) stove



18) table



19) telephone



20) sink



21) microwave



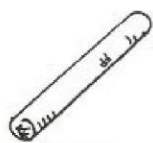
22) toilet



23) bed



24) dryer



1) chalk



2) overhead projector



3) pencil



4) desk



5) crayon



6) teacher



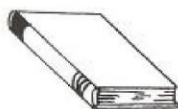
7) stapler



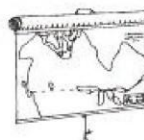
8) calendar



9) paper



10) book



11) map



12) copybook



13) tape



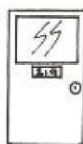
14) ruler



15) wastebasket



16) chalkboard



17) classroom



18) globe



19) chalk brush



20) student



21) glue



22) pen



23) scissors



24) computer





1) smell



2) cut



3) listen



4) clap



5) drink



6) cook



7) speak



8) eat



9) jump



10) sleep



11) touch



12) read



13) sit



14) walk



15) run



16) watch



17) clean



18) laugh



19) wash



20) smile



21) write



22) climb



23) cry



24) help





1) slippers



2) raincoat



3) dress



4) shorts



5) underwear



6) coat



7) sweater



8) tie



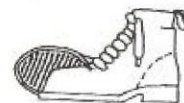
9) belt



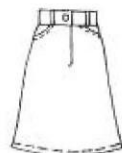
10) pyjamas



11) gloves



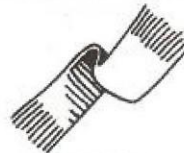
12) boots



13) skirt



14) toque



15) scarf



16) mittens



17) shirt



18) vest



19) jacket



20) socks



21) pants



22) shoes

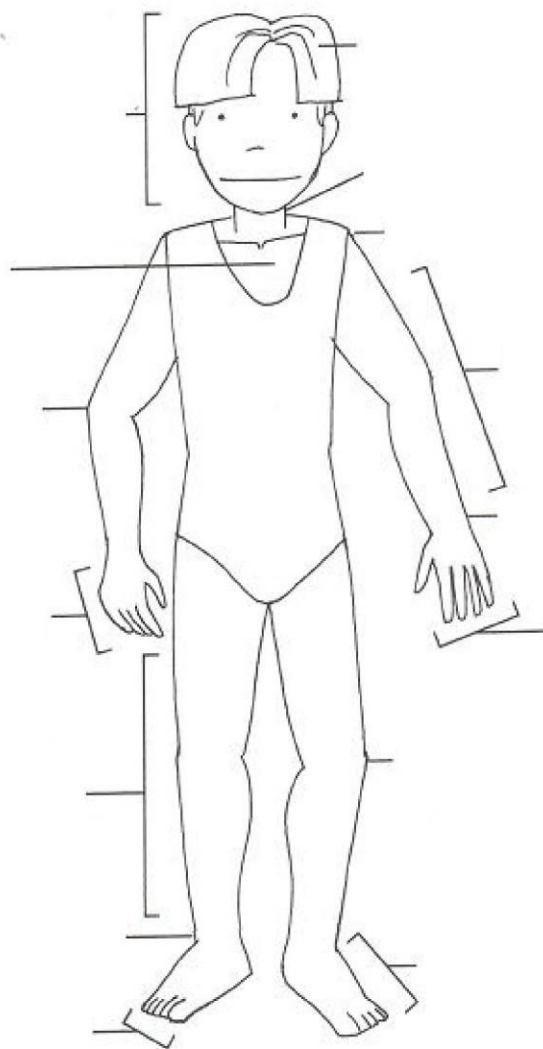


23) hat

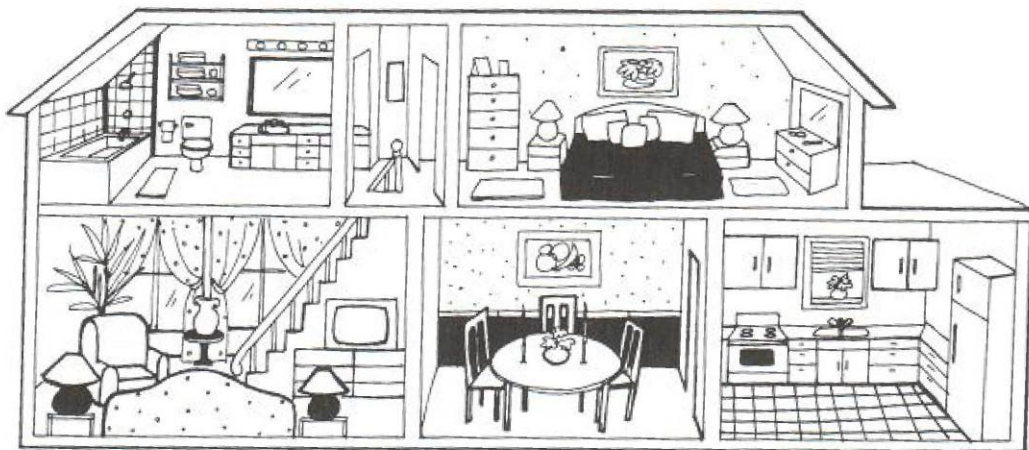


24) sandals

# Learn the Parts of the Body



# Inside Your Home



1. What room do you sleep in?
2. What room do you take a bath or shower in?
3. Where do you eat?
4. Where do you study?
5. Where do you sit and talk?
6. Where do you watch TV?
7. Where do you cook?