

## Materials

- Lesson Plan
- Graded Midterms?
- Handouts (
  - d/n glossary
  - family/adjectives
  - my sentences

## Homework check & Announcements (5min)

- **Midterm Study** – how was it?
- **Topic Proposal** – need Jarrod's & Cory's
- **Listening exercise**

## Family Tree

- Handout new sheet
- Map out my family tree (8min)
  - na'ílas            íla
  - natútaas        túta
  - na'álas            ála     Jean
  - ínpusha          púsha   Norris
  - natílas            tíla     Buzz
  - nakálas          kála     Sharon
  - nayáyas          yáya    Patrick & Samuel
- Quiz learners on knowledge of terms from perspectives other than self.
- Shin mash wa...pshit, pcha, pat(older sis), pyap(older bro)

## Assign Homework (5min)

- Voiceboard – listen to & practice recording – then record self
- Projects
  - start forming a list of words and phrases you'll use in your projects
  - be ready to talk with Virginia about language you are unsure about or can't find in the dictionary

## Teacher Family Tree (8 min)

Map out my family tree on the white board using scientific symbols for male and female. Have learners help identifying relations by Yakama terms.

## Read Teacher Sentences (10 min)

Ss will read and interpret sentences provided by teacher about teacher's family members (see attachment). Ss will work individually for 4 min. and together for 4 min. in interpreting sentences. Last 2 min. of this activity will involve collective Ss sharing their interpretations.

**Student Family Trees (8 min)**

Learners will map out their own family trees following the teacher model. Ss will write Yakama kinship terms into their family trees.

**Write Student Sentences (10 min)**

Ss will write out their own sentences about family members on their trees. T will circulate around the room providing assistance and encouragement.

**Student Speaking (6 min)**

Ss will pair-up and practice speaking by first reading their sentences about their family members to each other, and then free-styling their sentences to each other (papasinwitsha).

## Materials

- Lesson Plan
- Handouts
  - Vocab Day & Night
  - Listening HO

## Homework

### Warm up

- Listen to HW from Monday
  - What is she saying?

## Legend

- Hand out legend
- Listen to recording & Repeat
- Hand out ENG – students read over
  - Questions for T?
- Hand out Vocab
  - Use pictures
  - Pronunciation
    - Around table – T helps

## HW

- Listening Worksheet (legend on BB)
- Study Vocab
- Look over new fam sheet & adjectives – we'll work on this Thursday
- Projects
  - Get words & phrases together; prepare language you need to consult T for

## Materials

- Lesson Plan
- Graded Midterms?
- Handouts
  - d/n glossary
  - family/adjectives
  - my sentences

## Homework check & Announcements (5min)

- **Voiceboard – oops**
- **Projects – language needed**

## Carson – Reclaiming Domains

### Project Talk

### Family Tree

- Handout new sheet
- Map out my family tree (8min)
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  - na'álas            ála     Jean
  - ínpusha         púsha   Norris
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- Quiz learners on knowledge of terms from perspectives other than self.
- Shin mash wa...pshít, pcha, pat(older sis), pyap(older bro)

### Family Sentences (10min)

- Hand out family sentences
- Students interpret individually (4min), then together (4min)
- Share interpretations as a group

**Assign Homework (5min)****Student Family Trees (8 min)**

Learners will map out their own family trees following the teacher model. Ss will write Yakama kinship terms into their family trees.

**Write Student Sentences (10 min)**

Ss will write out their own sentences about family members on their trees. T will circulate around the room providing assistance and encouragement.

**Student Speaking (6 min)**

Ss will pair-up and practice speaking by first reading their sentences about their family members to each other, and then free-styling their sentences to each other (papasinwitsha).

## Materials

- Lesson Plan
- Handouts
  - Legend (write-up Cory) & pictures
  - family/adjectives
  - my sentences
  - Grammar worksheet
  - Quiz Review
  - Sequencing bits

## Homework check & Announcements (5min)

- **Voiceboard – colors (w/T's recording)**
- **Projects – language needed**

## Family Tree (8min)

- Map out my family tree
  - na'ílas            íla
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- Quiz learners on knowledge of terms from perspectives other than self.
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## Family Sentences (8min)

- Hand out family sentences
- Students interpret individually (4min), then all together (4min)

## Legend

- **Vocab** – pictures – tun íchi iwá? (2min)
- **Listen** (on BB) and repeat while reading (8min)
- **Vocab pronunciation**
- **Sequencing** – in pairs/groups (5min)

## Grammar Worksheet (10min)

## **Assign Homework (5min)**

### **Student Family Trees**

- Learners will map out their own family trees following the teacher model. Ss will write Yakama kinship terms into their family trees.
- **Write Student Sentences** - Ss will write out their own sentences about family members on their trees.

### **Voiceboard**

Ss will pair-up and practice speaking by first reading their sentences about their family members to each other, and then free-styling their sentences to each other (papasinwitsha).