

24 students. blackboard.

Mon. 10/6:

- Hello. My name is Aubrie. I am from California (point on map).
- Practice dialogue:
 - Good afternoon.
 - Good afternoon.
 - My name is _____. What is your name?
 - My name is Miss Aubrie. It is nice to meet you.
 - It is nice to meet you.
- practice “it is nice to meet you” with different voices
 - grandma
 - opera
 - dainty
 - manly
 - scuba
 - mouse
 - turtle
- Learned following classroom commands, practiced with students giving one student in front of class as well as Simon Says. Practiced having student be Simon.
 - Sit down
 - Stand up
 - Repeat
 - Listen
 - Raise your hand
 - Quiet
 - Jump
 - Clap
 - Turn in a circle
 - Kick
 - Dance
 - Take a step
 - Funny face

Mon. 10/13:

- Go over date. Sing days of the week song with jazz hands on Monday, sing months of the year song with jazz hands on October.
- Review “my name is _____” and “what’s your name?”
- Do the first page of the All About Me book with their name, draw faces
- How old are you? song with penguins
- Count number of students in class, # of girls/# of boys, # of magnets
- Wrote “I’m 22 years old” on the board. Practiced “How old are you?”
- Had a child choose a birthday cake from the board, say “I’m ___ years old”
 - practiced pronunciation of “th” in “three”

- Halloween lesson: explained Oct. 31st, practiced saying "Happy Halloween," explained that my little sister and I dressed up in costumes (briefly explained family tree), practiced vocab, had them come up and choose a photo from iPad and present it, saying word:
 - pumpkin
 - witch
 - costume
- sang 5 little pumpkins (vid didn't work)
- reviewed classroom commands from week before

Mon. 11/3:

- Do date with songs.
- Finish age portion of All About Me handout.
- House versus apartment (get photos on iPad). "In France, I live in an apartment, in America I live in a house." Practice "I live in" with different voices. Ask them "where do you live?" individually.
- Simpsons photos: put each on board as saying them, practice each one.
 - "Where is the sister?" Pointing (no, no, yes). Have them come up and point(I give direction, then I pick one student to give suggestion).
 - Have one person choose one, then show the others. I have to guess, class answers yes or no. Then I choose one and they must guess "is it the --?"

Mon. 11/10:

- Date with songs
- Color flash cards. Had students come up and one choose a flash card and show to class, other covers their eyes. Then the other must guess. Was difficult when student can't think of the rest of the vocab.
- Did "I can sing the rainbow" worksheet, first color the words appropriate colors, next fill out order according to the song. Was difficult to explain these directions. Lastly, they colored the rainbow according to the instructions
- Finished last two sections of all about me worksheet. Reviewed house versus apartment. Had them color their phones and houses. Next time can review colors by asking what color their house or phone is.

Mon 11/17:

- Introduced hobbies flash cards by saying what I liked and didn't like: playing guitar, painting, sports, video games, swimming, dancing
- Asked if they liked or didn't like
- Had one come up and guess action they did
- Simon says with actions
- Taught food vocab with flash cards as well as dog and cat: pizza, candy, cake, fries, sandwich
- Divide board into two sides, one with heart, one with heart crossed out, have one by one come up and place flashcard one one side, repeat sentence "I like ____" or "I don't like____"
- Pictionary. Divide class into two teams, one person at a time comes up and must draw the flashcard I've shown them quickly, team members must guess. As many as they can get through in 30 secs. Point for each card.

Mon 11/24:

- Had one person come up and point to what the weathers like
- Explained thanksgiving, showed images of turkey(bird and cooked dish), cranberry sauce, Norman rockwell's "freedom from want" photo of family eating, pic of "friends", explained "gobble"
- Color by number turkey
- Albuquerque he's my turkey song
- Hand turkeys- kids made hand turkeys, wrote "I am thankful for" in the palm area and things they're thankful for on the feathers/fingers(family, friends, chocolate, pizza, football,etc)

Mon 12/1:

- Explained Cardinal numbers by drawing parallel with french, today is the first not "1"
- Went over vocab: Santa Claus, candy cane, star, snowman, Christmas tree, present. Had one person come up and point. One person come up and close eyes, I give two, then three, then four to put on their labels. I have one person come up and close their eyes, I switch one, then two, then three, then four and they have to switch them back to correct labels.
- Sang jingle bells with lyrics
- Labeled parts of Christmas tree and colored

Mon 12/8:

- Used ipad pics to learn ornament, sleigh, reindeer, and stocking
- Listened to Rudolph, split class into three groups to listen for their vocab word and raise their hand when they heard it with Santa, reindeer, and sleigh
- Did Rudolph lyrics sheet where they must circle the correct word
- Did Xmas matchig wksht, wrote each word on the board and had one at a time come up and draw correct pic to correct wksht
- Listened/sang along to jingle bells again
- Let them finish their coloring from last week and color Rudolph for last few mins, listened to Rudolph again

Mon 1/5:

- Went over weather, had one kid come and point at one for today
- Had kids come up and put correct weather picture on circle
- Metion "like" Explain "would like" (have them hand me what I "would like" - " mm I'm hungry, I would like cake" and ask one at a time "what would you like?" With option of two things
- Would like worksheet (issues with people not writing "would like")
- Options of resolutions, had them fill in sentences in bottom ("issues with people not writing "get better at--" or beg of phrase)
- Gave candy to teacher for them to have later

Mon 1/12

- sang ABCs
- reviewed weather and put weather pics on wrong place on chart and had children come up and correct it

- did a practice version of the weather listening activity: drew US on board, labeled LA, Boston, New York, Washington DC, and Miami. Gave the weather orally for the different cities and had one at a time come up and put the weather picture on the correct city on the map
- did weather listening activity with Canadian cities, had one at a time come up and put weather pic on correct city in a chart I made on the board, had them say it's _____
- gave two half sheets, had them label one 2014 and one 2015. On the 2014 one, they drew things they had done in the last year. I walked around and told them how to say and write their individual experiences. On the 2015 one they wrote the sentence of their resolution- In 2015, I would like to... and drew pictures accordingly along with anything else they would like to do. Didn't finish, said we'd finish next week

Mon 1/19:

- Teacher was out sick
- Reviewed weather, draw the weather wksht
- Finished 2014/15 sheet
- Sang ABCs, went over differences
- Did bingo btwn two kids on board
- Did bingo with everyone with letters

Mon 1/26:

- Asked what the weathers like today
- go over flashcards, have them match the written word with picture
 - write word under picture but missing one or more letters, call students up to fill in letters from team 1 or 2
- separate flashcards into two groups (try to make the piles equal based on length of word/difficulty)
- ROUND 1 using written words:
 - Call one student up from team one.
 - Start timer for 30 seconds. Teacher reads aloud the spelling of the word, they must correctly transcribe it. Number correct= number of points. (maybe better to just do one word per person per round versus timer- but then maybe not fair with longer words)
 - Repeat with team two.
 - Give them 10 secs to confer with team, can call on someone to give them advice on how to fix it
- ROUND 2 using written words:
 - Call one student up from team one.
 - Start time for 30 seconds. The student must read aloud letters of word, teacher transcribes exactly what they say. (If they mispronounce a letter, write question mark-- they won't get a point for that word)
 - Repeat with team 2

Mon 2/2:

- Explained Valentine's Day (kids were not exactly willing...) in America -- might be better to do chart (in France versus America- for adults, just for love)

- Had to use french translations on board to explain that it's for everyone (friends- Amis, love-amour, kiss-bisou) because they were very uncomfortable
- Went over vocab necessary for valentines book: card, rose, heart
- Read book "today is Valentine's day" pointing out vocab, asking about colors, pointing out that the kids in the story make lots of valentines for everyone (skipped last section of book)
- Went over rest of vocab: arrow, Cupid, chocolate, love, saint, flower, red, kiss
 - Separated into two teams, did raise your hand then did read my lips but having them raise their hand when they saw me say the word for their team
 - Put words in mixed order on the side, they came up one at a time and drew line to correct word from picture
- Did broken hearts worksheet with scrambled letters for vocab words, had one at a time come and put words in order of sheet to correct, had the class call out letters to find answer to riddle

Mon 2/23:

- What's the weather like?
- Went over names of seasons (wrote seasons on the board)
- Had someone come up and put them in correct order
- Put weather things in a column and seasons in a column and had kids come up one at a time and draw lines to connect, saying "winter is snowy" etc
- Took down weather things
- Played raise your hand with seasons, a little read my lips
- Had one put labels on pictures
- Read winter/summer book playing raise your hand (have them shout out and ask what season is it? On each)
- Gave children a month each, had them come stand in order, announce them, then put on board in order
- Had someone come and put each season in the general area of months
- Picked out four months had someone match the season
- Did month word find, didnt finish

Mon 3/2:

- Finished word find
- Drew pics to represent Christmas, halloween, thanksgiving, Easter, Valentine's, and their birthday. Had one at a time come put correct month next to pic
- Asked diff people in the class when their birthday is (what month)
- Reviewed seasons, put on board
- Put up a month, had student come and rearrange seasons into correct order (should use words instead of pics for this)
- Gave students all the four blank papers with the seasons in them, had them color correctly and glue onto a sheet of paper-said we could finish coloring next week

Mon 3/9:

- Explained before and after with seasons, difficult for them but eventually got it, used après and avant to help.
- Put up 4 examples of before and after with months, on where they had to fill in the word after or

before. Had one at a time come do it

-put up 4 more, this time two on each side, had two kids come up and race to finish first (did one more time like this)

-put days of the week on the board, listened to Friday in in love but didn't have speaker, wasn't loud enough and so put them in order on board and had them copy, but it's not exactly in order in the lyrics... So their papers are technically incorrect.

-did before and after thing with days of the week

Mon 3/16:

- Did bobs week (practiced with Diana's week before)
- Learned fruits: strawberry, plum, pear, apple, orange. Played what's missing, had someone put correct labels on. Had people say "my name is - and I like -" and then everyone repeat "he/she likes -"
- Read the very hungry caterpillar

Mon 3/23:

- Learned "happy easter" and vocab: bunny, Easter egg, chick, basket, cake. Removed drawing and had them draw it
- Taught "big" and "small" with Easter egg example
- Read biggest, fastest, longest having them say "big" or "small" with hand motions
- Drew two eggs on the board, big and small, had someone come up and color according to how I said "big-blue"
- Gave big and small worksheet, not everyone finished coloring it

Mon 3/30:

- Did new vocab: hen, duckling, and lamb. Put numbers above (with spring too) and when I said a word they said the number and vice versa.
- Put rest of easter vocab from last week up and did raise your hand in two groups
- Did word find (circle correct word) and corrected on board having them draw line btwn word and pic
- Had them cut out small and big from last week and paste into two sheets, "small and big" (cutting takes a lot of time and is messy...may be better to have them just label big and small with vocab word)