

Step 3

Purpose: alerts students they will repeat the sentence when it's time.

Procedure:

Teacher: (gestures to self) says the sentence

Teacher: (gestures to students) says the sentence

Students: listen

Step 4

Purpose: alerts students it's time to start repeating.

Teacher: *Ready?*

Students: listen

Step 5

Purpose: gives students the repetition needed to master the material.

Procedure:

Teacher: (gestures for students to respond) says sentence

Students: repeat sentence

(Repeat Step 5 three to four times)

(Then go back and do Steps 3-5 *with each vocabulary word.*)

Example:

Teacher: *It's a sweater.*

(change picture/object) *It's a glove.*

(change picture/object) *It's a coat.*

Teacher: *It's a sweater.* (Repeats 2 or 3 times)

Students: (Listen)

Teacher: (Gestures to self) *It's a sweater.*

Teacher: (Gestures to students) *It's a sweater.*

Teacher: *Ready?*

Teacher: (Gestures to self) *It's a sweater.*

Teacher: (Gestures to students)

Students: *It's a sweater.*

(Repeat this last sequence 3 or 4 times)

2. Additional practice of new words in statements

Substitution Drill

The substitution drill naturally follows the repetition drill with sentences. It helps students continue to comprehend and practice basic sentence patterns, with the added benefit of reduced “teacher talk.” After the teacher has modeled a pattern numerous times during the repetition drill, he can prompt students—by saying just one word or phrase from the sentence—to continue practicing the whole sentence pattern.

Step 1—Set the Pattern

Purpose: helps the students grasp that each time the teacher says a word, they should respond with the whole sentence

Procedure:

Teacher: (gestures to self) says the word

Teacher: (gestures to students) says whole sentence using the word

Students: listen

Teacher: (changes picture or object, and gestures to self) says the word

Teacher: (gestures to students) says whole sentence using the word

Students: listen

Note: The teacher can repeat Step 1 as many times as she feels is necessary to set the pattern, using a *different* word each time.

Step 2

Purpose: alerts students it's time to start responding

Procedure:

Teacher: *Ready?*

Students: listen

Step 3

Purpose: gives students continued repetition practice of statements without the teacher having to model the whole sentence every time.

Procedure:

Teacher: (gestures to self) says word, then gestures to students

Students: say the whole sentence

(Repeat Step 3 as many times as needed for practice, using a different word each time.)

Example:

Teacher: (gestures to self) *sweater*

Teacher: (gestures to students) *It's a sweater.*

Students: listen

Teacher: (gestures to self) *coat*

Teacher: (gestures to students) *It's a coat.*

Students: listen

Teacher: *Ready?*

Teacher: (gestures to self) *Sweater*

Teacher: (gestures to students)

Students: *It's a sweater.*

Teacher: (gestures to self) *coat*

Teacher: (gestures to students)

Students: *It's a coat.*

Continue in this fashion using all the words.