

TRANSFORMATION DRILL

Positive to Negative

(holding up pen)

T — “This is a pen.”

S — “This is a pen.”

(holding up book and shaking head)

T — “This is not a pen.”

S — “This is not a pen.”

T — “Josefino is happy.”

S — “Josefino is happy.”

T — “Not.”

S — “Josefino is not happy.”

RESPONSE DRILL

Confidence and independence are fostered by presenting real life scenarios.

T — “I’m eating dinner.”

S — “I’m eating dinner.”

T — “What are you doing?”

S — “I’m eating dinner.”

T — “José is in the kitchen.”

S — “José is in the kitchen.”

T — “Where is José?”

S — “José is in the kitchen.”

Have students question and respond to each other.

SENTENCE COMBINING

1. Teacher says two short sentences.

T — “The coffee is hot.”

“The coffee is strong.”

2. Student repeats.

S — “The coffee is hot.”

“The coffee is strong.”

3. Teacher gestures to combine them and says,

T — “The coffee is hot and strong.”

4. Student repeats.

S — “The coffee is hot and strong.”

Once student is comfortable, this can be simplified as follows:

5. T — “The coffee is hot. The coffee is strong.” (gesturing to combine)

6. S — “The coffee is hot and strong.”

CHAIN DRILL

Sitting in a circle, conversation moves from left to right or right to left

#1 — “My name is Sally.” (turning to neighbor) “What’s your name?”

#2 — “My name is Agnes.” (turning to neighbor) “What’s your name?”

#1 — “I’m from New York State. Where are you from?”

#2 — “I’m from Puerto Rico. Where are you from?”

#1 — “I like to play cards. What do you like to do?”

#2 — “I like to cook. What do you like to do?”

#3 — “I like to work on my car. What do you like to do?”