

# Heritage Croatian for Kids

Scope and Sequence

# Heritage Croatian for Kids

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## Course Description

The following course is intended for students in grades 4-6 and the content is meant to function as the front end piece for a flipped classroom, with classes meeting once a week in person after students have learned the course materials. The content of this course is focused on facilitating natural conversations and discussions between students and parents around topics commonly occurring around the home. This is achieved by including vocabulary topics, functional grammar, and culturally- relevant language.

This course contains approximately 1,200 words and phrases or lexical items in Croatian. It is meant to be used by students at various language proficiencies from 0+ to 1+ (low beginner to low intermediate). In order to meet this wide range of needs, the Croatian Elementary course has three major components:

1. **Warm-up for Episodes:** This is a unit that has 1 or more vocabulary lists aimed for a 0+ to 1 proficiency level (15+ vocabulary words/phrases). Warm-ups are intended to provide grammatical and lexical scaffolding for the related "Episode". Each Warm-up unit will have an assessment that confirms that the student is ready for the related "Episode".
2. **Episode:** This is a unit that follows the storyline that runs through the whole course. Students learn words and phrases in the context of the story that is related to a boy as he searches his house for a missing object.
3. **Learned Items:** Refreshing "Learned Items" in Transparent Language Online will be critical to maintaining a student's lexical reservoir.

## Course Specifics

- ✓ The entire course requires approximately **60-80 hours of independent study** with approximately **40-50 hours of in-class activities**, including the Episode-specific activities described in the *Student Workbook*.

NOTE: Teachers should review lessons before assigning for the amount and difficulty of the material as well as alignment with planned classroom activities.

## Curriculum Map Overview

The purpose of this curriculum map is to provide guidance on how to integrate the Heritage Croatian Course into 4 different years and age groups of students. It's based on the following premises:

- There are two semesters, each containing ten meetings.
- Students meet once a week to do communicative activities, after having completed the online pre-assignments listed below.
- Students should refresh Learned Items on a regular basis with it being actually built into the schedule
  - *Younger students should refresh more often.*
- Each lesson requires approximately 30 minutes for the average learner.
- When making recommendations, age-appropriateness was taken into account.
  - *For example: Don't teach time before students have mastered this in their own language.*
- Students at the youngest level will need longer to complete assignments while students in the higher grades will be able to move faster.
- A project is suggested at the end of each semester in order to account for the different learning styles of students.
- The curriculum map takes into account the content and flow of the course and divides the material where it naturally occurs.

# Curriculum Map

Mapping the Heritage Croatian for Kids course across grade levels.

	3th Grade	4th Grade	5th Grade	6th Grade
<b>Semester 1 (10 weeks)</b>	Episode 1	Episode 3	Episodes 5 & 6	Episodes 9 & 10
<b>Semester 2 (10 weeks)</b>	Episode 2	Episode 4	Episodes 7 & 8	Episodes 11- 13
Pre-class (online) Assignments in Transparent Language Online				
Semester 1				
<b>Class #1 :</b>	<u>Warm-up:</u> Lesson 01- Greetings	Refresh Learned Items	<u>Warm-up:</u> Lesson 31-What Does the ....Say?  <u>Episode:</u> Lesson 32-Could It Be...?	<u>Warm-up:</u> Lesson 52-Meals  <u>Warm-up:</u> Lesson 53 Breakfast Foods
<b>Class #2 :</b>	<u>Warm-up:</u> Lesson 02- Numbers and Age	<u>Warm-up:</u> Lesson 13-Talking about Men and Boys	Refresh Learned Items	Refresh Learned Items  <u>Warm-up:</u> Lesson 54-At Home
<b>Class #3:</b>	<u>Warm-up:</u> Lesson 03- Pronouns	<u>Warm-up:</u> Lesson 14-Talking about Girls and Women	<u>Warm-up:</u> Lesson 33-Friends	<u>Warm-up:</u> Lesson 55-Leaving for School
<b>Class #4 :</b>	Refresh Learned Items	<u>Warm-up:</u> Lesson 15-What is That Person Like?	<u>Warm-up:</u> Lesson 34-What Languages Do you Speak?	<u>Episode:</u> Lesson 56-Did You Take It 1?  <u>Episode:</u> Lesson 57-Did You Take It 2?
<b>Class #5 :</b>	<u>Episode:</u> Lesson 04: Nice to Meet You 1	<u>Warm-up:</u> Lesson 16-What Do You Want to Be?	<u>Warm-up:</u> Lesson 35-At Practice	<u>Episode:</u> Lesson 58-Did You Take It 3?  <u>Episode:</u> Lesson 59-Did You Take It 4?
<b>Class #6 :</b>	<u>Episode:</u> Lesson 05: Nice to Meet You 2	<u>Warm-up:</u> Lesson 17-They Want to Be...	Refresh Learned Items	Refresh Learned Items  <u>Episode:</u> Lesson 60-It's Ringing 1
<b>Class #7:</b>	<u>Episode:</u> Lesson 06: Nice to Meet You 3	<u>Warm-up:</u> Lesson 18-Driving Home with Uncle Brian	<u>Episode:</u> Lesson 36-Tell Me About Yourself 1	

<b>Class #8:</b>	Refreshed Learned Items	<u>Episode:</u> Lesson 19- Introducing the Suspects My Parents 1  <u>Episode:</u> Lesson 20- Introducing the Suspects My Parents 2	<u>Episode:</u> Lesson 37-Tell Me About Yourself 2	<u>Episode:</u> Lesson 61-It's Ringing 2  <u>Episode:</u> Lesson 60-It's Ringing 3
<b>Class #9 :</b>	xxxx	<u>Episode:</u> Lesson 21- Introducing the Suspects My Parents 3  <u>Episode:</u> Lesson 22- Introducing the Suspects My Parents 4	<u>Episode:</u> Lesson 38-Tell Me About Yourself 3	Refresh Learned Items
<b>Class #10 :</b>	<u>Project:</u> Record each student introducing themselves as Mato does in Episode 1.	<u>Project:</u> Each student create a mini poster of each suspect (and descriptions) to hang in class!	<u>Project:</u> Interview someone in the style of Mato and record it. Review your original introduction and introduce your pet (extra)	<u>Project:</u> Daily Routine chart in Croatian. Include chores, school, food, times, etc.

## Semester 2

<b>Class #1 :</b>	Refresh Learned Items	Refresh Learned Items	<u>Warm-up:</u> Lesson 39-What Is Your Home Like?  <u>Warm-up:</u> Lesson 40-What's Outside?	Refresh Learned Items  <u>Warm-up:</u> Lesson 63-What Time Is It in Croatia?
<b>Class #2 :</b>	<u>Warm-up:</u> Lesson 07- You All, We, and They	<u>Warm-up:</u> Lesson 23-What Class Are You In?	<u>Warm-up:</u> Lesson 41-Waking Up	<u>Warm-up:</u> Lesson 64-Extended Family  <u>Warm-up:</u> Lesson 65-Talking About School 1  <u>Warm-up:</u> Lesson 66-Talking About School 2
<b>Class #3:</b>	<u>Warm-up:</u> Lesson 08: Describing People	<u>Warm-up:</u> Lesson 24-What Do You Like?	<u>Episode:</u> Lesson 42-Where Is Everybody 1?	<u>Episode:</u> Lesson 67-Talking to Grandma 1  <u>Episode:</u> Lesson 68-Talking to Grandma 2

			<u>Episode:</u> Lesson 43-Where Is Everybody 2?	
<b>Class #4 :</b>	Refresh Learned Items	<u>Warm-up:</u> Lesson 25-What Don't You Like?	<u>Episode:</u> Lesson 44-Where Is Everybody 3?	<u>Episode:</u> Lesson 69-Talking to Grandma 3 <u>Episode:</u> Lesson 70-Talking to Grandma 4
<b>Class #5 :</b>	<u>Episode:</u> Lesson 09-The Crime 1	<u>Warm-up:</u> Lesson 26-Colors	<u>Warm-up:</u> Lesson 45-Numbers 20-100  <u>Warm-up:</u> Lesson 46-What Time Is It?	<u>Warm-up:</u> Lesson 71-Months  <u>Warm-up:</u> Lesson 72-Trip To Croatia 1
<b>Class #6 :</b>	<u>Episode:</u> Lesson 10-The Crime 2	<u>Warm-up:</u> Lesson 27- What Do You Look Like?	<u>Warm-up:</u> Lesson 47-Eating Out	<u>Warm-up:</u> Lesson 73-Trip To Croatia 2  <u>Warm-up:</u> Lesson 74-Trip To Croatia 3
<b>Class #7 :</b>	Refresh Learned Items	<u>Episode:</u> Lesson 28-Introducing the Suspects: My Siblings 1	<u>Warm-up:</u> Lesson 48-Dinner at Grampa's	<u>Episode:</u> Lesson 75-I Can't Wait for Summer 1!  <u>Episode:</u> Lesson 76-I Can't Wait for Summer 2!
<b>Class #8 :</b>	<u>Episode:</u> Lesson 11-The Crime 3	<u>Episode:</u> Lesson 29-Introducing the Suspects: My Siblings 2	<u>Episode:</u> Lesson 49: Have You Seen It 1?  <u>Episode:</u> Lesson 50: Have You Seen It 2?	<u>Warm-up:</u> Lesson 77-Dates and Holidays  <u>Warm-up:</u> Lesson 78-It's My Birthday
<b>Class #9 :</b>	<u>Episode:</u> Lesson 12-The Crime 4	<u>Episode:</u> Lesson 30-Introducing the Suspects: My Siblings 3	<u>Episode:</u> Lesson 51: Have You Seen It 3?	<u>Episode:</u> Lesson 73- Thanks for Helping 1!  <u>Episode:</u> Lesson 74- Thanks for Helping 2!  <u>Episode:</u> Lesson 75- Thanks for Helping 3!
<b>Class #10 :</b>	<u>Project:</u> Missing Items Poster and presentation.	<u>Project:</u> Family Tree poster in Croatian	<u>Project:</u> Authentic Croatian recipe or meal	<u>Episode:</u> Lesson 76- Thanks for Helping 4!  <u>Final Project:</u> Travel Blog about a trip to Croatia!

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## Warm-up and Episode 1

*This warm-up and episode focuses on vocabulary and grammar related to greetings and introductions.*

- There are 6 lessons for this pair of units (approx. 3 hours of study + 1.5 hours of assessment).

### 3rd Grade, Semester 1

#### Warm-up for Episode 1

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

Welcome to this Croatian course! We're going on an adventure through "The Case of the Missing Cell Phone". Each unit will teach you more words you need to find clues, unravel secrets, and identify the culprit. After each Episode, you can tell your own story about something that you have lost.

In this unit you will...

- learn how to introduce yourself, say how you're doing, and ask how someone else is.
- learn how to say how old you are.
- learn about ja, ti, on, and ona (I, you, he, and she).
- start describing people by saying that someone is American.

*Vocabulary*

*Grammar*

*Classroom Activities/Teacher's Notes*

Class #1	<b>Lesson 01-Greetings</b> Introduce yourself, say how you're doing, and ask how someone else is.	<b>Conjugate "biti" (to be) with singular pronouns.</b>	Pair up and create a short dialogue to introduce yourself. Say your name, ask the other person's name, and ask how they're doing.
Class #2	<b>Lesson 02-Numbers and Age</b> Say how old you are. List numbers 1-12	<b>Age</b> "I have... years" (Croatian) vs. "I am... years" (English)	Total physical response: Have students line up by age by asking other students how old they are. Teach the word for "fingers" and have students hold up the right number of fingers.
Class #3	<b>Lesson 03-Pronouns: I, You, He, and She</b> Describe people by saying that someone is American.	<b>Pro-Drop Language</b> Croatian often doesn't use pronouns, like "ja", "ti", "on", and "ona".	Practice matching verb forms for "biti" with pronouns. See if students can write short sentences with and without pronouns.
		<b>Adjective Agreement (People)</b>	Have students introduce themselves and a friend.
		<i>Grammar Video: Noun Gender</i>	

## Episode 1: Nice to Meet You, I'm a Detective

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

Welcome to this Croatian course! We're going on an adventure through "The Case of the Missing Cell Phone". Each unit will teach you more words you need to find clues, unravel secrets, and identify the culprit. After each Episode, you can tell your own story about something that you have lost.

If you want a little refresher on important Croatian words and phrases before beginning a new Episode of the case, you can start with the unit called "Warm-up". This way, you'll be sure to spot all the Croatian clues you need to help Mato crack the case.

Let's get started!

In this unit you will...

- meet our Croatian-American friend Mato. He's in the 5th grade, likes music, and is a detective.
- learn how to ask someone's name.
- talk about what you like to do in your free time, like sports, music, and solving mysteries.
- learn to say you speak a little Croatian.
- learn to tell someone you're a student and say what grade you're in.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #4</b>	<b>Refresh Learned Items</b>		Have kids create a graphic organizer of verbs, nouns, etc. (They can list all the words they know, not just Learned Items)

Class #5	Lesson 04: Nice to Meet You 1	<b>Infinitive verbs</b> Definition - as course presents many verbs in this form.	Have kids identify infinitive verbs from a list of verbs.  Practice "to want" + an infinitive verb to talk about what you want to do.
Class #6	Lesson 05: Nice to Meet You 2	<b>Verb conjugation – 1<sup>st</sup> person singular</b> igrati (to play a sport) → igram svirati (to play an instrument) → sviram (I play) učiti (to study) → učiti (I study) voljeti (to like/love) → volim (I like) slikati (to paint) željeti (to want) → želim (I want)	Have students introduce Mato to the class. Say his name. If he is a student talk about his interests, what he does at school, and what he wants to be when he grows up. Guess how old he is.  Practice conjugating the Episode's verbs.
Class #7	Lesson 06: Nice to Meet You 3		Read Mato's introduction aloud in class. Now pretend Mato is Maja – what words change in Croatian to describe a girl?
Class #8	Refresh Learned Items		Complete workbook activities  Brainstorm lists of verbs that kids in class know (and like/don't like to do) and talk about how to use them in sentences. Brainstorm some words for what they might want to be when they grow up.

Class #9	N/A	<i>Episode Project:</i> Have students prepare a script introducing themselves in the style of Mato. Record their presentation using a cellphone or computer.(or have them record at home). They should say what they like and don't like to do (play an instrument/play a sport), say their age, and use verbs from the lessons or brainstorming sessions.
Class #10	N/A	<i>Episode Project Presentation:</i> Share recorded presentations in class. (Make sure to save these – for parents and kids to look back on where they started!)

## Warm-up and Episode 2

*This warm-up and episode focuses on vocabulary and grammar related to describing situations.*

There are 6 lessons for this pair of units (approx. 3 hours of study).

### 3<sup>rd</sup> Grade, Semester 2

#### Warm-up for Episode 2

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 2 lessons (lists). Students will likely spend about 1 hour learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn how to say where you're from.
- learn to describe people using common adjectives, like tall, happy, and smart.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	Refresh Learned Items		

Class #2	<p><b>Lesson 07- You All, We, and They</b></p> <ul style="list-style-type: none"> <li>Say where you're from.</li> </ul>	<p><b>"iz" + genitive case (...from a country)</b></p>	<p>Have students say where they are from. Many students will be from the United States, but some might be from other countries.</p> <p>**To teach more countries, you can assign Countries 1, 2, and 3, from the Supplementary lists.</p>
Class #3	<p><b>Lesson 08- Describing People</b></p> <ul style="list-style-type: none"> <li>Describe people using common adjectives, like tall, happy, and smart.</li> </ul>	<p><b>Formal vs. Informal (Ti vs Vi)</b></p> <p>Ti (you): used for friends, pets, and family members</p> <p>Vi (you): used to show respect to older people, also used like "you all", when talking to a group of people.</p>	<p>Have students identify when and with whom they should use the "ti" and "vi" forms of verbs.</p> <p>Have them identify which verbs are conjugated for "ti" and which for "vi". Practice verb conjugation with familiar verbs.</p>
	<p><b>Adjective agreement</b></p> <p>Masculine and feminine nouns (people only)</p>	<p>Practice writing descriptive sentences about people with the correct forms of familiar adjectives.</p> <p>Brainstorm adjectives that kids in class know.</p>	
Class #4	<p><b>Refresh Learned Items</b></p>		<p><i>Show and tell</i> – have students bring in an advertisement from a magazine or newspaper with a picture of someone on it. Students should describe the person (or ask the class to describe) from the advertisement with adjectives taught in this list "She is cool. He is handsome." See if the students can use "very" in these sentences!</p>

## Episode 2: The Crime

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn about a terrible crime - Mato's cell phone has gone missing!
- be able to describe Mato's cell phone and talk about some of the stuff he can do with it.
- learn to say where Mato's cell phone usually is, using location words like "on", "in", and "next to".
- learn to tell what time it is. The clock is ticking - we don't have long!
- ask for help and start helping Mato solve the case.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #5</b>	<b>Lesson 09-The Crime 1</b>	<b>Noun gender</b> Grammar Video: Noun Gender	Have students practice identifying noun gender. The genders of most people should be obvious, but the genders of things, like "mobitel" (cell phone) are not.
<b>Class #6</b>	<b>Lesson 10 -The Crime 2</b>	<b>Telling time – Basic</b> "Sad je... sati." (add a number from 1-12 in the ...)	Practice telling time with a clock or images of a clock. Students should be able to tell "whole hours". (2 o'clock, 5 o'clock, etc.)
<b>Class #7</b>	<b>Refresh Learned Items</b>		If students need additional vocabulary at this point, they can review Cardinal Numbers 1-4 (or just a few of these lists)



Class #8	Lesson 11-The Crime 3	<b>Conjugated verb + Infinitive</b> Mogu... (I can...) Možeš... (you can...) Moram... (I need...) <i>Slati (to send), znati (to know), pronaći (to find), potražiti (to look for)</i>	<i>Episode Project Prep:</i> Have students say that they are missing something and announce it to the class. Help the students name the object. Determine whether it's a masculine, feminine, or neuter noun, talk about where it's usually found (using "on", "next to", "in", etc.) and which case goes with which preposition. Have them say that they want to or need to find it and if they need help looking for it.  Practice prepositional phrases in the classroom. Talk about things that are on top, in, and next to other things.
Class #9	Lesson 12-The Crime 4	<b>Prepositional phrases</b> pored... (next to...) - pored mog kreveta na... (on...) - na mom radnom stolu u... (in...) - u mojoj sobi za... (for...) - vrijeme za ručak	
Class #10	N/A	<i>Episode Project Presentation:</i> Create a "missing" poster with an image of the object, the description from last class. Students should present the poster and their missing description. Record presentations with a cell phone or computer and save for later.	

## Warm-up and Episode 3

*This warm-up and episode focuses on vocabulary and grammar related to describing people and situations.*

There are 10 lessons for this pair of units (approx. 5 hours of study).

### 4rd Grade, Semester 1

#### Warm-up for Episode 3

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 6 lessons (lists). Students will likely spend about 3 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn some useful ways to describe people in Croatian.
- be able to talk about how you're feeling. Are you happy, sad, angry, or confused?
- be ready to talk about what you want to be when you grow up. How about an actor, a police officer, a translator, or a chef?

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	<b>Refresh Learned Items</b>		Review grammar and Episode taught in Episodes 1 and 2.
<b>Class #2</b>	<b>Lesson 13- Talking about Men and Boys</b>	<b>Verb negation of "biti" (to be)</b>	Have students practice negating verbs that they know. How do you say "I am not."?

	<ul style="list-style-type: none"> <li>Describe males using common adjectives. Learn the words for boy, man, and dad.</li> </ul>	<i>Grammar video: Gender Endings - Nouns</i>	How do you say "I do not draw."? You can create a "true or false" questionnaire where students can check off the things that they do and do not do.
Class #3	<b>Lesson 14- Talking about Girls and Women</b> <ul style="list-style-type: none"> <li>Describe females using common adjectives. Learn the words for girl, woman, and mom.</li> </ul>	<b>Feminine Nouns</b>	Continue practicing identifying the gender of the nouns students have learned. Have students describe these objects with the correct form of Croatian adjectives.
		<i>Grammar video: Case Endings for Nominative</i>	
Class #4	<b>Lesson 15-What Is That Person Like?</b> <ul style="list-style-type: none"> <li>Describe people by talking about their hair and eye color.</li> </ul>	<b>Adjective Agreement for Plurals</b> Oni su tužni. (They are sad.) Mi nismo ružni. (We are not ugly.)	Students can say what adjectives (qualities) people with certain jobs have to have. (example: The actor is famous, The writer is creative.) Be sure students have correct adjective and number agreement.
Class #5	<b>Lesson 16-What Do You Want to Be?</b> <ul style="list-style-type: none"> <li>Talk about what you want to be when you grow up. How about an actor, a police officer, a translator, or a chef?</li> </ul>	<b>Željati (to want) + biti (to be)</b> Što želiš biti? Želim biti?...	Find pictures of famous Croatian people, like scientists, singers, and athletes. Students can learn verbs and adjectives to describe the work they do and where they work.
Class #6	<b>Lesson 17-They Want to Be...</b> <ul style="list-style-type: none"> <li>Talk about what other people want to be.</li> </ul>	<b>Verbs</b> glumiti (to act) fotografirati (to take pictures) kuhati (to cook)	Have students compare and contrast celebrities (He is a man; She is not a man, she is a woman, they are rock stars).

<b>Class #7</b>	<b>Lesson 18- Driving Home with Uncle Brian</b> <ul style="list-style-type: none"> <li>• Talk about what your relative does as his profession.</li> </ul>	pjevati (to sing) bori se (to fight) pisati (to write)	Have students describe their parent or other adult in their family. What do they look like? What are their jobs (real or pretend)? Where do they work?
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### Episode 3: Introducing the Suspects: My Parents

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- meet the suspects: Mato's mom, Maria, and his dad, Luka.
- learn how to talk about your family members, what they do for work, and what they look like.
- talk about some of your likes and dislikes. Do you like science or drawing better?
- help Mato track down his mom's and dad's alibis for when his cell phone went missing.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #8</b>	<b>Lesson 19-Introducing the Suspects: My Parents 1</b>	<b>Introduction to neuter adjective agreement</b>	Work with students to list some neuter nouns and describe them with the correct form of the adjectives.
	<b>Lesson 20 - Introducing the Suspects: My Parents 2</b>	<b>Introduction to Accusative Case</b> When you talk about having or owning something, all of the words describe what you have need to be in the accusative case.	Work with students to correctly form the accusative case for items that they have. E.g. "I have..., it is...."
<b>Class #9</b>	<b>Lesson 21- Introducing the</b>	<b>Introduction to past tense with "biti" (to be)</b>	Have the students write sentences describing <u>how</u> people were in the past

	<b>Suspects: My Parents 3</b>	bila/bio/bili	(happy, sad, etc). If they can, describe <u>where</u> they were (at school, at home). **Make sure students know the words for "and", "but" and "that" at this point (not taught in course, assuming 0+ proficiency)
	<b>Introducing the Suspects My Parents 4</b>	<b>Verbs</b> govoriti (to speak) raditi (to work) čitati (to read)	<i>Episode Project Prep:</i> Have students describe their parent or other adults in their family. How many family members do they have? What are their jobs (real or pretend)? Help students brainstorm additional vocabulary if needed. **Students will need help with plurals (if irregular) at this point.
<b>Class #10</b>	<b>N/A</b>	<i>Episode Project Presentation:</i> Students should create a poster of the "suspects" of their missing item (from previous episodes). The "suspects" should have images and descriptions.	

## Warm-up and Episode 4

*This warm-up and episode focuses on vocabulary and grammar related to likes and dislikes.*

There are 8 lessons for this pair of units (approx. 4 hours of study).

### 4rd Grade, Semester 2

#### Warm-up for Episode 4

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 5 lessons (lists). Students will likely spend about 2.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn how to say what grade you're in at school.
- talk about your likes and dislikes. Do you know how to say "I don't like the dentist!" in Croatian?
- learn how to ask about someone's favorite color. What's yours?
- say what color hair and eyes you have.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	<b>Refresh Learned Items</b>		Review grammar, vocabulary, and culture from previous semesters

Class #2	<b>Lesson 23- What Class Are You In?</b> <ul style="list-style-type: none"> <li>Say what grade you're in at school.</li> </ul>	<b>Ordinal Numbers</b> Forming ordinal numbers 1 <sup>st</sup> -4 <sup>th</sup> All unique  Forming ordinal numbers 5 <sup>th</sup> -10 <sup>th</sup> [number] + [-i]	Total Physical Response: Ask students to line up 1 <sup>st</sup> -10 <sup>th</sup> . Each student should state their place.  (Culture) Write down which grades go to a Croatian Elementary school. What grades go to a Croatian high school?
Class #3	<b>Lesson 24- What Do You Like?</b> <ul style="list-style-type: none"> <li>Talk about your likes</li> </ul>	<i>Grammar video: Case</i>	Talk about awesome and scary things! Have students talk about things they like, things they don't like, and things that are scary!
Class #4	<b>Lesson 25-What Don't You Like?</b> <ul style="list-style-type: none"> <li>Talk about your dislikes</li> </ul>	<b>Continued practice with Accusative Case</b> adjectives, possessive adjectives, and nouns	Have students create a poster of a "monster" and label and describe it in Croatian. (Especially good at Halloween!)
Class #5	<b>Lesson 26-Colors</b> <ul style="list-style-type: none"> <li>Ask someone's favorite color.</li> <li>Say your favorite color.</li> </ul>		Talk about favorite colors in the class. Have the students sort themselves according to their favorite color. (Make sure they ask, "What is your favorite color?")
Class #6	<b>Lesson 27-What Do You Look Like?</b> <ul style="list-style-type: none"> <li>say what color hair and eyes you have.</li> </ul>		Guess who it is based on the description (hair color, eye color, etc.) OR Have the students sort themselves according to what color hair (or eyes) they have.

## Episode 4: Introducing the Suspects: My Siblings

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- meet the second set of suspects: Mato's brother, Karlo, and sister, Ema. Where were they when the cell phone disappeared?
- learn some more words for hobbies. Do you like computers?
- learn to say someone is older or younger than someone else.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
Class #7	<b>Lesson 28-Introducing the Suspects: My Siblings 1</b>	<b>Diminutives</b> The ending of diminutives change depending on the ending of the name...e.g. Karlo - Karlek; Petar - Petrić; Marko - Markić, etc...	Two truths and a lie. Have students come up with two truths and a lie about themselves. The lies and truths can be about what they look like, certain adjectives, or things they like to do. (Example: Mato doesn't have long hair, He has blue eyes, He likes spiders.)
Class #8	<b>Lesson 29-Introducing the Suspects: My Siblings 2</b>	<b>Comparatives</b> star/a (old) → stariji/a (older) mlađ (young) → mlađi (younger)	Talk about comparatives in Croatian.  Talk about how to form Diminutives in Croatian.



Class #9	Lesson 30-Introducing the Suspects: My Siblings 3	<b>Possessive Adjectives</b>  <b>Verbs</b> zvati (to call)	Students should describe their families and introduce the "suspects".
Class +10	N/A	Project: Mini-poster presentation: Have students create family tree to present to the class. Alternatively, have the class create mini-posters of each of the "suspects" with descriptions in Croatian.	

## Warm-up and Episode 5

*This warm-up and episode focuses on vocabulary and grammar related to animals. There are 2 lessons for this pair of units (approx. 1 hour of study).*

### 5<sup>th</sup> Grade, Semester 1

#### Warm-up for Episode 5

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 1 lesson (list). Students will likely spend about 0.5 hours learning its contents and an additional 10 minutes on the assessment.

In this unit you will...

- learn the Croatian names for different types of animals.
- be able to say what your favorite animal is.
- practice the sounds that animals make in Croatian.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	<b>Refresh Learned Items</b>  <b>Lesson 31- What Does the... Say?</b> <ul style="list-style-type: none"><li>• Learn the Croatian names for different types of animals.</li><li>• Say what your favorite animal is.</li></ul>	<i>Grammar video: Accusative Case Endings</i>	Students can ask "What is your favorite animal?" and practice saying their favorite animal. Help them identify the gender of the animals as well as their form in the accusative case.

## Episode 5: Could It Be...?

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 1 lesson (list). Students will likely spend about 0.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- meet Mato's family's dog, Aska. She's a Dalmatian.
- learn why Aska is a mischievous dog. Uh oh...maybe she knows something about Mato's cell phone?

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1 (continued)</b>	<b>Lesson 32-Could It Be...?</b>	<b>Gender of Animate Nouns</b>	<p>Dice game: Place 6 animal pictures on the board or around the room. Write a number 1–6 beside each picture. Divide the class into two teams and call up a student from each group. The teacher rolls the dice and the students match the number on the dice to the number on the board. The student who says the correct name and sound of the animal by that number wins a point for the team.</p> <p><i>Extra Credit:</i> Using their own or their parents' cell phones, have students with pets introduce their animals like Mato introduces Aska. Have them include their pet's name, what kind of animal they are, and what color they are. What sounds do they make (in Croatian)?</p>
		<b>Possessive Adjectives (2<sup>nd</sup> person, plural)</b>	
		<b>Verbs</b> zakopavati (to bury) krasti (to steal)	

## Warm-up and Episode 6

*This warm-up and episode focuses on vocabulary and grammar related to talking about friends.*

There are 6 lessons for this pair of units (approx. 3 hours of study).

5 <sup>th</sup> Grade, Semester 1		
<b>Warm-up for Episode 6</b> <ul style="list-style-type: none"><li>• Please refer to the workbook to view the contents of each lesson.</li><li>• This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.</li></ul> <p>In this unit you will...</p> <ul style="list-style-type: none"><li>• introduce your best friend.</li><li>• talk about what languages you speak.</li><li>• learn the names of more sports, like tennis and basketball.</li></ul>		
<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #2</b>	Review Learned Items	

Class #3	<b>Lesson 33- Friends</b> <ul style="list-style-type: none"> <li>• Introduce your best friend.</li> </ul>	<b>Possessive Adjectives: Review</b> Moj/a/o /i (my) Tvoj/a/o/i (your) Njegov/a/o/i (his/her)	Have students introduce their best friend (real or imaginary) to the class. Play a game like "Is this your ___? No, it is <i>his</i> ___." to practice possessive adjectives and grammatical gender.
Class #4	<b>Lesson 34- What Languages Do You Speak?</b> <ul style="list-style-type: none"> <li>• Talk about what languages you speak.</li> </ul>	<b>Conjugation: plurals</b>	<i>Survey:</i> Have students list out the languages that they speak (they may need help if they speak languages other than what's taught in the course). Practice deriving the language name from the country. You can say (in Croatian) "These men are from China. They speak..." and have the students supply the language.
Class #5	<b>Lesson 35-At Practice</b> <ul style="list-style-type: none"> <li>• Learn the names of more sports, like tennis and basketball.</li> </ul>	<b>U + Accusative case (describing location)</b> u školi (at school) doma (at home)	Remember the lesson "Driving Home with Uncle Brian"? (If not, it may be good to review) Can students say who picks them up from school or sports practice? Who do you usually ride with?  <i>Find Someone Who Game:</i> Create a grid Croatian task in each box. (Someone who likes a sport, can speak another language, has a dog, etc.) Have student walk around the classroom asking others in Croatian if they meet that criteria. Once the students find a match, they write the name in the box. This gets students moving and social and speaking Croatian!
		<b>Verbs:</b> znati (to know) ići (to go) nositi (to wear) baviti se (to practice/be occupied with)	

## Episode 6: Tell Me about Yourself

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn how to describe yourself and other people. This could come in handy when you help Mato look for suspects!
- talk about your friends. What are their names?
- learn how to ask if someone has a pet.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #6</b>	<b>Review Learned Items</b>		**Make sure students know how to "Archive" their learned items – it helps to go through and pick out the words and phrases that they don't need to practice anymore.
<b>Class #7</b>	<b>Lesson 36- Tell Me about Yourself 1</b>	<b>Introduction to Instrumental Case: WITH</b> s prijateljima	Grammar: Help students understand the instrumental case and when it's used in Croatian.
<b>Class #8</b>	<b>Lesson 37-Tell Me about Yourself 2</b>	<b>Dual Pronoun</b> Obje/Obojica/Oboje ("we both" – talking about 2 people)	Have students write a few sentences about their friend and draw a picture of him/her. They can label the picture with words that they know (like hair, eyes, shoes, tee-shirt, etc). List what languages they speak; Have them use a dual pronoun to describe things that they both do.

Class #9	<b>Lesson 38-Tell Me about Yourself 3</b>	<p><b>Age</b>          Koliko imaš godina?          Ja imam... godina.  <i>(remember, if you are between 1 and 4 years old, you'll have to use "godine")</i></p> <p><b>Verbs:</b>          reći (to tell)          se zvati (to be called)</p>	<p><i>Prep for Episode Project: Episode Project:</i> Have students interview someone at home and record the interview. Additional work can include writing the transcript of the interview (subtitling) and adding it to the video.</p>
Class #10	<b>N/A</b>	<p>Share Episode Projects with the class.</p> <p><i>Extra Credit:</i> If students still have the recording they made for Episode 1, have them watch their videos and see if they can add anything to their introduction or correct themselves.</p>	

## Warm-up and Episode 7

*This warm-up and episode focuses on vocabulary and grammar related to houses/apartments.*

There are 6 lessons for this pair of units (approx. 3 hours of study).

### 5<sup>th</sup> Grade, Semester 2

#### Warm-up for Episode 7

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn how to ask "Where?"
- practice describing the rooms in a house. Which room could Mato's phone be in?
- talk about what's outside your house.
- learn some useful words for things you do at home, like sleep and brush your teeth. Can you say what rooms you do these activities in?
- learn how to say it's cold outside - brr!

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	<b>Lesson 39- What Is Your House Like?</b> <ul style="list-style-type: none"><li>• Describe the rooms in a house.</li></ul>	<b>Location: asking about and describing</b> Gdje? (Where?) Ovdje je. (It is here.) Ovo je... (This is...)	"My ideal house" Draw and label the rooms and furniture, which rooms belongs to what family member. Where the pets (if any) sleep, etc.



		<i>Grammar Video: Genitive Case Endings</i>	
		<p><b>Introduction to Locative Case - Seasons</b>          "Zimi... "(in the winter)          "U proljeće... (in the spring) was taught in Lesson 35 in the previous Warm-up unit.</p>	<p>Help students understand the Locative Case; when and how to use it and how to recognize it. Explain the difference between "u" + Accusative Case and "u" + Locative Case.</p>
	<p><b>Lesson 40- What's Outside?</b>          • Talk about the outside of your house.</p>		<p>Students can get partners and ask "Where is your [family member]?" Students can then point to the room of the house and say "My [family member] is in [room of the house]."</p>
	<p><b>Lesson 41- Waking Up</b>          • Talk about things you do at home, like sleep and brush your teeth.</p>	<p><b>Capitalization</b>          Months aren't written with capital letters in Croatian.</p> <p><b>Introduction to reflexive verbs</b>          Meaning, identification, and examples</p> <p><b>Verbs:</b>          buditi se (to wake up)          prati (to wash)          se tuširati (to shower)          se odjenuti (to get dressed)          (to sleep)</p>	<p>Practice conjugating the new verbs and describe where in your house you typically do these t In the bag game: Place daily items in a bag. Ask students to pull one out and state "my + object", what action/ verb belongs with it, and which room the activity occurs in in Croatian.          *teachers may need to help with additional vocabulary related to household objects (e.g. toothbrush, fork, pillow, etc.)</p>
<b>Class #2</b>			

## Episode 7: Where Is Everybody?

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- talk about where Mato's family members are. Who's in the kitchen and who's in the backyard?
- learn how to say you're busy watching TV.
- help Mato figure out where he last saw his cell phone this morning, and ask if someone's seen it.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
Class #3	<p><b>Lesson 42- Where Is Everybody 1?</b></p> <p><b>Lesson 43- Where Is Everybody 2?</b></p>	<p><b>Present Tense:</b> the same verb form for habitual and progressive actions</p>	<p>Project: Have students do a mini project (poster or drawing) explaining their typical day in Croatian. They should add vocabulary about rooms in the house and activities from previous lessons.</p> <p><i>Extra Credit:</i> Have students record a tour of the inside of their house (2-3 rooms). They should narrate what room they are filming, who is (or was!) in it, and what they usually do here.</p>
		<p><b>Introduction to past tense</b> biti → bio (masc.)/ bila (fem.)/"bili" (plural) <i>from earlier lesson</i></p>	<p>From the mini-project, have students form past-tense sentence about what they did yesterday morning from the verbs they listed in their poster or drawing. Present projects in class.</p>

**Lesson 44- Where Is  
Everybody 3?****Verbs:**

pisati (to write)

približiti se (to come closer)

gledati (to see/watch)

vikati (to yell)

## Warm-up and Episode 8

*This warm-up and episode focuses on vocabulary and grammar related to houses/apartments.*

There are 7 lessons for this pair of units (approx. 3.5 hours of study).

### 5<sup>th</sup> Grade, Semester 2

#### Warm-up for Episode 8

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- practice counting up to 100 in Croatian.
- talk about the time, and say where people are. Is it early or late?
- learn some useful words for going out to eat at a restaurant.
- describe a meal with your family.
- figure out what's in that weird casserole they always serve.
- learn how to say "Yuck!" in Croatian.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #5</b>	<b>Lesson 45-Numbers 20-100</b> <ul style="list-style-type: none"><li>• Count up to 100.</li></ul>	N/A	Who can count the highest in your class? Can you have a race to see who can count the fastest?  Have students count by evens, odds,

			<p>etc. Have students state their phone numbers, zip codes, etc.</p> <p>Play Bingo!</p>
	<p><b>Lesson 46-What Time Is It?</b></p> <ul style="list-style-type: none"> <li>• Talk about the time: Is it early or late?</li> </ul>	<p><b>Time Expressions</b></p> <p>u osam sati (at... o'clock)</p> <p>rano (early)</p> <p>kasno (late)</p>	<p>With the group, talk about where people are and what they're doing at different times of the day.</p>
Class #6	<p><b>Lesson 47-Eating Out</b></p> <ul style="list-style-type: none"> <li>• learn some words for going out to eat at a restaurant.</li> </ul>	<p><b>Describing food with the genitive case</b></p> <p>čaša soka od jabuke (a glass of apple juice)</p> <p>To je vrsta... (It's a kind of...)</p> <p>Ima puno... (it has lots of...)</p> <p>umak od rajčica (tomato sauce)</p> <p>malo vode (some water)</p>	<p>Practice some food words. What do students like and dislike? Have the students make a list of the “yukkiest” foods in the class.</p> <p>Brainstorm a list of common ingredients in the class.</p> <p>Have students describe their favorite meal or a Croatian meal that their family makes. What ingredients are in it?</p>
	Class #7		
		<p><b>Verbs:</b></p> <p>moći (to be able to)</p> <p>dobiti (to get/have/obtain)</p> <p>spremati (to make)</p> <p>večerati (to eat dinner)</p>	

## Episode 8: Have You Seen It?

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 3 lessons (lists). Students will likely spend about 1.5 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- find out whether or not Mato's mom has seen his phone.
- learn the Croatian words for some chores around the house.
- learn to say it's not your turn to do the chores!
- discover what Mato's dad is doing. What's he making for lunch?
- learn to say "I forgot." and offer to help someone do something.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
Class #8	<b>Lesson 49- Have You Seen It 1?</b>	<b>Should + infinitive verb</b> Mogao bi..." (You should...) + infinitive verb	Brainstorm a list of things everyone "should" using "Mogao bi..." and review how to say "I already did...", "I didn't...", or "I will..." in Croatian. Divide students into two groups – one group gets to say the "You should..." statement, and the other group gets to respond if they have, haven't, or will do that thing. Rotate through student pairs so everyone gets to ask and to respond.
	<b>Lesson 50- Have You Seen It 2?</b>	<b>Past tense: Negation</b> Nisam ga vidjela." (I didn't see it.)	
Class #9	<b>Lesson 51- Have You Seen It 3?</b>	<b>Future tense: 1<sup>st</sup> person, singular</b> ću (I will) + infinitive verb  <b>Verbs:</b> kazati (to say) kuhati (to cook) zaboraviti (to forget) pomoći (to help)	

N/A

*Project:* Have students create a dinner menu for a restaurant. List out 4-5 foods that will be served at the restaurant and what is in them.

*\*\*For additional food-related words, students should look through the Supplementary Vocabulary lists: Common Foods, Beverages (contains words for wine and beer!), Dairy, Desserts, Fruit, Meat.*

## Warm-up and Episode 9

*This warm-up and episode focuses on vocabulary and grammar related to household objects*

There are 8 lessons for this pair of units (approx. 4 hours of study).

### 6<sup>th</sup> Grade, Semester 1

#### Warm-up for Episode 9

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn the words for meals in Croatian.
- learn to say what you like to eat for breakfast.
- talk about some of the things you do at home. Do you do homework? Or set the table?
- learn how to say you take the school bus to school.
- learn some words for winter clothes.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	<b>Refresh Learned Items</b>		Learn more about Croatian foods! What do people in Croatia usually eat for breakfast, lunch, and dinner?



	<b>Lesson 52-Meals</b> <ul style="list-style-type: none"> <li>Learn the words for meals in Croatian.</li> </ul>	N/A	
	<b>Lesson 53-Breakfast Foods</b> <ul style="list-style-type: none"> <li>Say what you like to eat for breakfast.</li> </ul>	<b>Describing food with the instrumental case</b> tost s maslacem (toast with butter) kajgana sa sirom (scrambled eggs with cheese) tjestenina s umakom (pasta with sauce)	Brainstorm food and other words that have to do with the instrumental case. How is instrumental case talked about in English?
Class #2	<b>Lesson 54-At Home</b> <ul style="list-style-type: none"> <li>Talk about some of the things you do at home. Do you do homework? Or set the table?</li> </ul>	<b>Imperative/Commands</b> Infinitive verb, remove the "-ti"	Pretend to be a parent and boss your partner/teacher around. Can you tell them to do something? Don't forget to say "please"! (you can also pretend to be at a restaurant and order food)  <i>Grammar note: "misterij" (mystery) is</i>
		<b>Future tense: 1<sup>st</sup> person, plural</b> ćemo + infinitive verb	

Class #3	<p><b>Lesson 55-Leaving for School</b></p> <ul style="list-style-type: none"> <li>• Say you take the school bus to school.</li> <li>• Say some words for winter clothes.</li> </ul>	<p><b>Describing mode of transportation with the instrumental case</b></p> <p>Ide autom u školu." (I go to school by car.)  Idem autobusom u školu. (I take the bus to school.)</p> <p><b>Verbs:</b>  piti (to drink)  postaviti (to set)  sjesti (to sit)  obući (to put on)</p>	<p>written as a masculine noun, but said as "misterija", a feminine noun.</p> <p>Project: Create a daily routine chart: Have students create a daily routine chart to include chores, school, food, etc.</p>
	<p><b>Episode 9: Did You Take It?</b></p> <ul style="list-style-type: none"> <li>• Please refer to the workbook to view the contents of each lesson.</li> <li>• This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.</li> </ul> <p>In this unit you will...</p> <ul style="list-style-type: none"> <li>• find out where Mato's sister Ema is and what she is doing.</li> <li>• learn how to say something is stupid.</li> <li>• learn how to tell someone to hurry.</li> <li>• say you and Mato found a clue!</li> </ul>		
	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>

<b>Class #4</b>	<b>Refresh Learned Items</b>		Have students write dialogues for a conversation with their siblings. Have them ask their siblings a few questions and write down how they would respond. Students can perform their dialogues with a partner.
	<b>Lesson 56-Did You Take It 1?</b>	<b>Introduction to perfective and imperfective verbs</b>	
<b>Class #5</b>	<b>Lesson 57-Did You Take It 2?</b>	<b>Practice with past tense</b>	Practice forming other sentences using this unit's new verbs in the past tense. Make sure that boys and girls pay attention to the forms they use!
<b>Class #6</b>	<b>Lesson 58-Did You Take It 3?</b>	<b>Verbs:</b> gnjaviti (to be annoying) uzeti (to take) istražiti (to investigate) požuriti (to hurry) vratiti (to return/to go back) pogledati (to look) naći (to find)	Project: Have students record themselves finding a "clue" to their missing item. Where were they? What is the clue? How do they feel about it? Where is the clue? Who does the clue belong to? What did they have to do to find the clue?
	<b>Lesson 59-Did You Take It 4?</b>		

## Episode 10

*This episode unit focuses on vocabulary and grammar related to finding an object.*

There are 3 lessons for this unit (approx. 1.5 hours of study).

### 6<sup>th</sup> Grade, Semester 1

#### Episode 10: It's Ringing!

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- talk to Mato's brother Karlo about where the missing cell phone could be.
- learn how to say "Sorry".
- investigate the backyard, where Karlo is playing. Mato hears something. What could it be?
- trace the clue back to its source.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #7</b>	<b>Refresh Learned Items</b>		Have students ask for help finding something of theirs. The other students will refuse and make excuses. (Phone is dumb, doing homework, I'm going outside, etc.)
	<b>Lesson 60-It's Ringing 1</b>	<b>Location vs. Direction</b> izlazim u dvorište (to go to the yard) On je u dvorištu. (He is in the yard)  <b>Review: Reflexive verbs</b>	Grammar lesson

		igrati se (to play/entertain oneself) ljuljati (to swing)	
Class #8	Lesson 61-It's Ringing 2	<b>Verbs</b> izaći (to go outside) dati (to bring) dolaziti (to come from) zagrliti (to hug) čuti (to hear) zvoniti (to ring) pustiti (to drop/put down)	Daily Routine chart in Croatian. Include chores, school, food, times, etc.
Class #9	Lesson 62-It's Ringing 3		
Class #10	N/A	<i>Episode Project:</i> Students can continue their own investigation for a missing object. They can describe where they went to look for their object and where it was located.	

## Warm-up and Episode 11

*This warm-up and episode focuses on vocabulary and grammar related to family and travel.*

There are 8 lessons for this pair of units (approx. 4 hours of study).

### 6<sup>th</sup> Grade, Semester 2

#### Warm-up for Episode 11

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- talk about the time difference between the United States and Croatia. When it's 10:00 here, what time is it there?
- practice useful words and sentences to tell your Croatian family about a typical day at school. What classes do you have? What do you eat for lunch?
- talk about what you're studying at school.
- say who you are related to.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #1</b>	Refresh Learned Items		

Class #2	<p><b>Lesson 63-What Time Is It in Croatia?</b></p> <ul style="list-style-type: none"> <li>• talk about the time difference between the United States and Croatia. When it's 10:00 here, what time is it there?</li> </ul>	<p><b>Time Expressions</b>  izjutra (in the morning)  petnaest do... (quarter to.../15 to...)  time zone</p>	<p>Explore the time zones of the world! If students have an internet connection or a map, ask what time is it in certain countries (this can be tricky, it may be easier to stay within 1-2 time zones)  **For more practice about countries, students should learn at least one of the Supplementary Vocabulary Lists: Countries 1, Countries 2, and Countries 3.</p>
		<p><b>Prepositional Phrases +</b>  "in/at + a location"  u Hrvatskoj (in Croatia)</p>	
	<p><b>Lesson 64- Extended Family</b></p> <ul style="list-style-type: none"> <li>• Say who you are related to.</li> </ul>	<p><b>Contextual genitive case practice</b>  "S/he is the X of Y."  Moj tetak je brat moje majke. (My uncle is the brother of my mom.)</p>	<p>Help students notice patterns when talking about family members. How do the names of relatives change when talking about someone on their mother's side of the family? How about their father's side of the family?</p> <p><i>Take-home project:</i> Make a Croatian family tree with names and labels for family members.</p>
	<p><b>Lesson 65-Talking About School 1</b></p> <ul style="list-style-type: none"> <li>• Talk about what you're studying at school.</li> </ul>	<p><b>Adverbs of Time</b>  moj prvi sat je...(my first class is...)  sljedeći (next)  poslije (after)</p>	<p>Talk about types of classes that students go to at school. What classes do they take? What is their favorite? What class is easy?</p> <p>Have students write down their school schedules and what time they have them. Do they have lunch at the same time (before/after)? Do some people</p>
<p><b>Lesson 66-Talking About School 2</b></p> <ul style="list-style-type: none"> <li>• Tell your Croatian family</li> </ul>	<p><b>Verbs:</b>  (to teach)  (to give)</p>		

	about a typical day at school	(to get)	have the same classes but at different times?
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## Episode 11: Talking to Grandma

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- talk to Mato's grandma in Croatia. Good thing she called!
- give Grandma an update about your favorite classes at school.
- find out what Mato's grandpa has been up to.
- hear about life on the farm.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
Class #3	<b>Lesson 67- Talking to Grandma 1?</b> <b>Lesson 68- Talking to Grandma 2?</b>	<b>Review: present tense verbs, Accusative case, prepositions of location</b>	Have students role play the part of the grandmother and grandchild, talking about school. Add a wig to make it real and engaging!
Class #4	<b>Lesson 69- Talking to Grandma 3?</b> <b>Lesson 70- Talking to Grandma 4?</b>	<b>Practice with past tense</b>	Have students make a chart or graph in Croatian of the difference between their lives and their grandparents' lives. Ex: In the student side: cell phone, pets, etc. Grandparent side: farm animals, garden, reading, etc. Share with the family for added school-home involvement.



	<p><b>Verbs:</b> živjeti (to live) uzgajati (to raise)</p>	<p>Class activity: Read a Croatian fairy tale about people on a farm (Suggestion: Djed i Repa: a farmer that grows a turnip so big that everyone on the farm has to help him pick it). This can be a "read aloud to the class" activity. Ask students about the sounds that Croatian animals make and what they would grow on their farms.</p>
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## Warm-up and Episode 12

*This warm-up and episode focuses on vocabulary and grammar related to a family vacation.*

There are 6 lessons for this pair of units (approx. 3 hours of study).

### 6<sup>th</sup> Grade, Semester 2

#### Warm-up for Episode 12

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- ask and answer the question "What month is it?"
- talk about your aunts, uncles, and cousins.
- learn some useful phrases for when you talk to your Croatian family, just in case they talk too fast! Practice saying, "What does... mean?" and "I don't understand."
- prepare for a trip by planning what you will bring with you on the plane.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
Class #5	<b>Lesson 70-Months</b> <ul style="list-style-type: none"><li>• ask and answer the question "What month is it?"</li></ul>	<b>Contextual Genitive Case</b> "It is the X of Y." Ex. Njezin rođendan je sedmog lipnja. (Her birthday is the 7 <sup>th</sup> of June)	Talk with the class about the names of the month and how they relate to the natural phenomena or farming processes that happen during the given month.

Class #6			Have students identify which holidays occur in which months.
	<b>Lesson 70-Trip to Croatia 1</b> <ul style="list-style-type: none"> <li>• Talk about your aunts, uncles, and cousins.</li> </ul>	<b>Contextual genitive case practice</b> "S/he is the X of Y." Moj tetak je brat moje majke. (My uncle is the brother of my mom.)	Grab a partner and pretend to be a friend or family member who talks too fast – what would you say to them to slow them down?
	<b>Lesson 71-Trip to Croatia 2</b> <ul style="list-style-type: none"> <li>• Learn some useful phrases for when you talk to your Croatian family, just in case they talk too fast! Practice saying, "What does... mean?" and "I don't understand."</li> </ul>		
<b>Lesson 72-Trip to Croatia 3</b> <ul style="list-style-type: none"> <li>• Prepare for a trip by planning what you will bring with you on the plane.</li> </ul>	<b>Prepositional Phrases + Genitive Case</b> od (from) + Genitive Case do (to) + Genitive Case zbog (about) + Genitive Case	Make a packing list for a trip to Croatia. <u>Where</u> are they going? What <u>clothes</u> should the students bring <u>in their suitcase</u> ? <u>What will they pack</u> for a weekend trip?	

## Episode 12: I Can't Wait for Summer!

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 2 lessons (lists). Students will likely spend about 1 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn how to say you're excited about something.
- hear how Mato feels about the long flight to Croatia.
- talk about who Mato will visit on his trip.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #7</b>	<b>Lesson 73- I Can't Wait for Summer 1</b>	<b>Future Tense 1</b> I will/ću, You will/ ćeš , We will/ćemo (visit) posjetiti → ću/ ćeš posjetiti (go) idti → ću posjetiti (have fun) zabaviti se → ćemo se zabavit (bring) ponijeti → ponijet ću	Practice future verbs: Have students form two concentric circles or two lines facing each other. Each student has a future sentence in English. The facing student will tell the Croatian and make a sentence. one minute, the outside circle or one line moves to the right so that students have new partners.
	<b>Lesson 74- I Can't Wait for Summer 2</b>	<b>Verbs:</b> znati (to know) ponijeti (to bring/take) razumjeti (to understand) zabaviti se (to have fun) posjetiti (to visit) pokupiti (to pick up)	Have students plan a surprise trip for them and their parents (or sibling, or best friend). Where will they go? What will they bring? Why are they going? What will they see? What will they eat? How do they feel about it? Who will pick them up at the airport?

## Warm-up and Episode 13

*This warm-up and episode focuses on vocabulary and grammar related to celebrations and events.*

There are 6 lessons for this pair of units (approx. 3 hours of study).

### 6<sup>th</sup> Grade, Semester 2

#### Warm-up for Episode 13

- Please refer to the workbook to view the contents of each lesson.
- This Unit contains 2 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.

In this unit you will...

- learn some important dates in Croatian.
- find out how to ask "What is the date today?"
- say when your birthday is and wish someone a happy birthday.

	<i>Vocabulary</i>	<i>Grammar</i>	<i>Classroom Activities/Teacher's Notes</i>
<b>Class #8</b>	<b>Lesson 75-Dates and Holidays</b> <ul style="list-style-type: none"><li>• learn some important dates in Croatian.</li><li>• find out how to ask "What is the date today?"</li></ul>	<b>Future tense 2</b> I will/ću, You will/ ćeš , We will/ćemo (make) napraviti → ćemo napraviti (eat) jesti → Ti ćeš jest (celebrate) slaviti → slaviti ćemo	Have students talk about their birthdays: <u>When</u> is it? What <u>will</u> you do? <u>Who will be</u> there? What do <u>you want</u> for your birthday?

	<p><b>Lesson 76-It's My Birthday</b></p> <ul style="list-style-type: none"> <li>say when your birthday is and wish someone a happy birthday.</li> </ul>	<p><b>Review past tense</b></p> <p>(find) naći -&gt; našao/našala          (help) pomoći -&gt; pomogao/ pomogla          (lose) izgubiti → Izgubio/ Izgubila</p>	<p>Talk about Holidays in Croatia What's their favorite <u>holiday</u>? <u>When</u> is it? What <u>will they do</u>? What do your parents say to get you to help prepare for holidays? (e.g. "Do the dishes!" "Go outside!")</p> <p><i>Group Birthday/Holiday Celebration:</i>          What do you want for your birthday? Get a partner and do a drawing of what they want for their birthday. Give drawings as gifts. Eat cake or some festive food. Sing the Croatian birthday song.</p> <p>Make a classroom birthday chart. Add family members birthdays so that the class can make them a card in Croatian!</p>
<p><b>Episode 13: Thanks for Helping!</b></p> <ul style="list-style-type: none"> <li>Please refer to the workbook to view the contents of each lesson.</li> <li>This Unit contains 4 lessons (lists). Students will likely spend about 2 hours learning its contents and an additional half hour on the assessment.</li> </ul> <p>In this unit you will...</p> <ul style="list-style-type: none"> <li>talk about some of the cool things Mato will do in Croatia. What will he celebrate while he's there?</li> <li>help Mato tell Grandma about the mystery he solved! Whew, good thing this case has a happy ending!</li> <li>thank Grandma for her help in figuring out what happened.</li> <li>say you can't wait to see her soon.</li> </ul>			
	<p><i>Vocabulary</i></p>	<p><i>Grammar</i></p>	<p><i>Classroom Activities/Teacher's</i></p>

			<b>Notes</b>
<b>Class #9</b>	<b>Lesson 73- Thanks for Helping 1!</b> <b>Lesson 74- Thanks for Helping 2!</b> <b>Lesson 75- Thanks for Helping 3!</b>	<b>Imperative/ Have to</b> "I have to..." "Do...!" "Go...!"	Have students interview someone in Croatian (grandparent) who has lost an item. Have the students list the item, how it was lost, how it was found, and who helped them. Ask students to share!
	<b>Lesson 76- Thanks for Helping 4!</b>	<b>Introduction to Perfective vs. Imperfective verbs</b> "napisati" is related to "pisati"	List verb pairs (perfective and imperfective).  <i>Final Activity:</i> Share videos created by students about different parts of their search for the lost item
<b>Class #10</b>	<b>Final Project/Activity</b>	<b>Verbs:</b> (to celebrate) (to visit) (to make –perfective) (to lose) (to find) (to wait)	

## To Prepare for Class

1. Review scope and sequence
2. Review vocabulary students have been assigned in previous class, they will know how to use these phrases.
3. Review grammar they have read about in the courseware, in the assigned lessons.
4. Review suggested classroom activities in Scope and Sequence and add any others that you want to plan for the group.

## General Teaching Exercises and Suggested Activities

While every class is different, the strategies suggested here can be useful in a variety of situations. Most classes will follow the same general pattern:

- Ice-breaker activities
- Main exercises: Skill-targeted, topic-specific, and/or discussion exercises
- Review and conclusion

Each of these sections is covered in more detail below.

Another thing to keep in mind, throughout all the stages of a class, is the importance of making sure that all students contribute and have the opportunity to interact, both with you and with each other. This balance may be accomplished by including activities which require students to work in pairs or groups, as well as those that require individual effort.

### Ice-breaker Activities

It is often a good idea to begin the class with one or more quick ice-breaker activities to get students into the right mindset and to assess whether students have actually done the required preparations. If you use more than one ice-breaker activity, organize them from least cognitively burdensome to the most (easiest to most difficult). Try to keep the activities quick and fun.

Some suggested ice-breaker activities:



- Have students identify vocabulary from images related to the lesson they studied before class, or have them match images to word clusters or phrases.
- Have students practice vocabulary usage by producing meaningful sentences using words from the lesson.
- Ask students to make a mind map of main themes of the lesson they studied.
- Show students a series of pictures or a short video without sound and ask them to tell you what the presentation was about, in the language they are learning.

## Skill-targeted Teaching Exercises

These activities focus on the four main skills related to language learning: listening, speaking, reading, and writing. The material used in them may or may not be directly related to the main subject of your lesson, but these exercises can help students practice and hone their abilities. Depending on the needs of your students, you may choose one or more of these skills to focus on in each class.

### Listening

Listening activities help students hone their comprehension, build vocabulary, and increase their understanding.

Possible listening activities include:

- **Follow along:** Read a passage aloud to your students, and have them follow along. Pick a subject and a level of difficulty that is appropriate for your class. For example, you might choose a topic related to the main theme of your lesson, or you may choose an article that deals with an issue in current events.
- **Pre-recorded Sound:** Play a pre-recorded sound file, either from a different Transparent Language lesson or from another source, such as SoundCloud (<https://soundcloud.com/>). Again, pick a passage or a video which is interesting and relevant to your students. Lesson Authoring can be used to provide audio sounds both for live classes as well as asynchronous courses.
- **Video:** Play a video with foreign language sound from YouTube or any other source. Ask questions afterwards to confirm the students' understanding of the subject.
- **True/False:** Show your students a visual (or series of visuals), then make statements in the target language. Students must then indicate whether the statements they hear are true or false.
- **Choice:** Show your students a visual representations (authentic documents, images, etc.), then say several descriptive sentences in the foreign language. For each sentence, students must choose the correct item.
- **Information Gap:** Show a passage in the foreign language, with some of the key words omitted. Read the passage out loud, so that students can listen for and fill in the missing words.

## Speaking

Speaking skills are critical to practice during class time. The more chances students get to speak aloud, the more confidence they will gain and the better their pronunciation will become.

Some suggested general speaking activities:

- **Modeling:** The goal of this activity is correct pronunciation. You model the pronunciation of words or phrases, and each student repeats it in succession.
- **Picture Identification/Description:** Show your students a visual (or series of visuals), then have them practice vocabulary by identifying each object out loud in the foreign language.
- **Ranking:** Provide your students with chunks of information in the target language (for example, job ads), then have students manipulate them on the whiteboard and discuss the ranking of the items.
- **Round Robin:** This activity has several variations, but the main objective is to have each student say one thing (or phrase) in the target language. The next person builds upon that and the flow continues until everyone has participated. For example, you might present a category (such as "Names of Mammals") for discussion, then have students take turns going around the group and naming items that fit the category.
- **Compare & Contrast:** Give your students two similar documents or images, then have them state the differences in the target language.
- **Images:** Two students each hold an image. Student A explains the image in target language while student B draws the likeness in the white board and vice versa. Instructors might consider finding images in advance that are relevant to the topic taught during that class session.
- **Line Dance:** Have your students form two concentric circles or two lines facing each other. You ask a question (on any content) and students discuss the answer with the student facing them. After one minute, the outside circle or one line moves to the right so that students have new partners, and you pose a second question for them to discuss. Continue with five or more questions.
- **Numbered Heads Together:** Group students into four person teams, and ask the students in each group to number off from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students with that number to stand and answer the question. Recognize correct responses and elaborate through discussions.

- **News Reports:** Ask your students to read a newspaper or magazine before coming to class, then report to the class in the foreign language what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.
- **Interviews:** Students are given a topic on which to find an expert to interview or they are given a type of person to interview. An alternative is the 'pretend' interview in which the student writes up what an interview with a particular interview might be like, such as interviewing a famous person in the target culture.
- **Comic Strip:** One student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing 'distractors,' images that don't belong to the storyline. Thus, the listener must determine which events (images) belong to the story, manipulate them, and arrange them in the proper order in which they occur.
- **Role Play:** Set up a situation, and have students take turns acting out different roles in the dialogue. Depending on the level of your students, you may or may not decide whether to provide a full or limited text of the conversation as support.
- **Debates:** Pose a topic, and have students conduct a debate about the issue. You can have individual students present their opinions, or organize the class into teams assigned to specific sides.

## Reading

Reading activities help students practice comprehension, familiarize themselves with spelling conventions, and prepare to write their own thoughts, as well as opening up vast new worlds of information, from traditional literature to modern websites and text messages.

Ideas for reading activities might be:

- **Read Aloud:** Give your students a simple passage in the target language, and have them read aloud to the class. Additionally, have students take turns identifying key words and phrases.
- **Forms:** Given authentic text (forms, signs, headlines, etc.), students will read aloud key words and main ideas. Additionally, students should be encouraged to fill out the forms.
- **Tweet Analysis:** Show students a list of Twitter tweets and have them rate them favorite to least favorite and give reasons why, or have them verbally compare and contrast two Twitter tweets on the same topic. Remember that you can use Twitter to find real time conversational phrases. <https://twitter.com/search-home>

- **Text Analysis:** Have students read a short text, such as an advertisement or a set of news headlines, then have them verbally identify key vocabulary, summarize the main ideas, or pick out the strongest and weakest statements, depending on their level and experience.
- **Authentic Document Analysis:** Give your students an authentic document in the target language, then have them ask and answer questions in the target language about it. Alternatively, have them come up with synonyms/antonyms for the vocabulary in the document.
- **Jigsaw:** Assign each student in a team one fourth of a page to read from any text (for example, a social studies text), or one fourth of a topic to investigate or memorize. Each student completes his or her assignment and then teaches the others or helps to put together a team product by contributing a piece of the puzzle.
- **Graphic Organizer:** Ask your students to read a text, then fill out a graphic organizer based on it, similar to the one shown below.

## Writing

Writing exercises are often done as homework, but can also be done in class, particularly when combined with speaking or listening activities. Some writing activities work well for individuals, while others lend themselves to group interactions.

Possible writing exercises could include:

- **Information Gap:** Students are given a written task to accomplish, such as filling out a chart or a family tree, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision.
- **Binomials:** Write or type the first half of a common pair of words, such as "Bread and..." Have your students quickly write the first word that comes into their heads (in this case, "butter"). Continue with other "halves" of binomials, but slowly widen the scope so that there may be more than one choice.
- **Stories:** Show students an image or series of images, and have them write short stories based on the pictures. Encourage them to incorporate the vocabulary and grammar that they have been studying. For example, you might ask them to write the story in a specific tense, or include a certain number of words from their vocabulary list.
- **Brainstorming:** Give your students a topic, set of topics, graphic organizer or chart, and have them write in vocabulary words related to each subject, as shown in the example chart below.

Fruit	Vegetables	Meat	Dairy products	<i>Some or Any</i>
cherries	onion	fish	yogurt	pasta
apples	beans	hot dogs	milk	turkey
fruit	chili pepper	beef	butter	green beans
orange	potato	chicken	ice cream	rice
banana	squash	sausage	cheese	hamburgers