

# Show and Tell Activity

## OVERVIEW

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This lesson will engage intermediate learners in an interactive conversation in Anishinaabemowin, focusing on common questions, statements and responses. Learners will have the opportunity to learn about special objects, people or actions. This fun and engaging activity is sure to build up a learner's confidence as they master new words and practice using the words they know, all while staying in the Anishinaabemowin language.

## LEARNING GOALS

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- Learners will hear the pronunciation of phrases from a language speaker.
- Learners will practice saying out loud the words and phrases they already know.
- Learners will acquire new vocabulary.
- Learners will use the language to respond and answer questions in the language.
- Learners will practice staying in the language as much as possible.

## MATERIALS

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- Show and Tell Vocabulary Sheet (optional)
- Objects, people or actions to show and describe (these could be items you bring into a space, pictures, actions you demonstrate verbs or things, people, or activities you encounter on a walkthrough)

## TIME REQUIRED

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20 Minutes

## STEPS TO FOLLOW

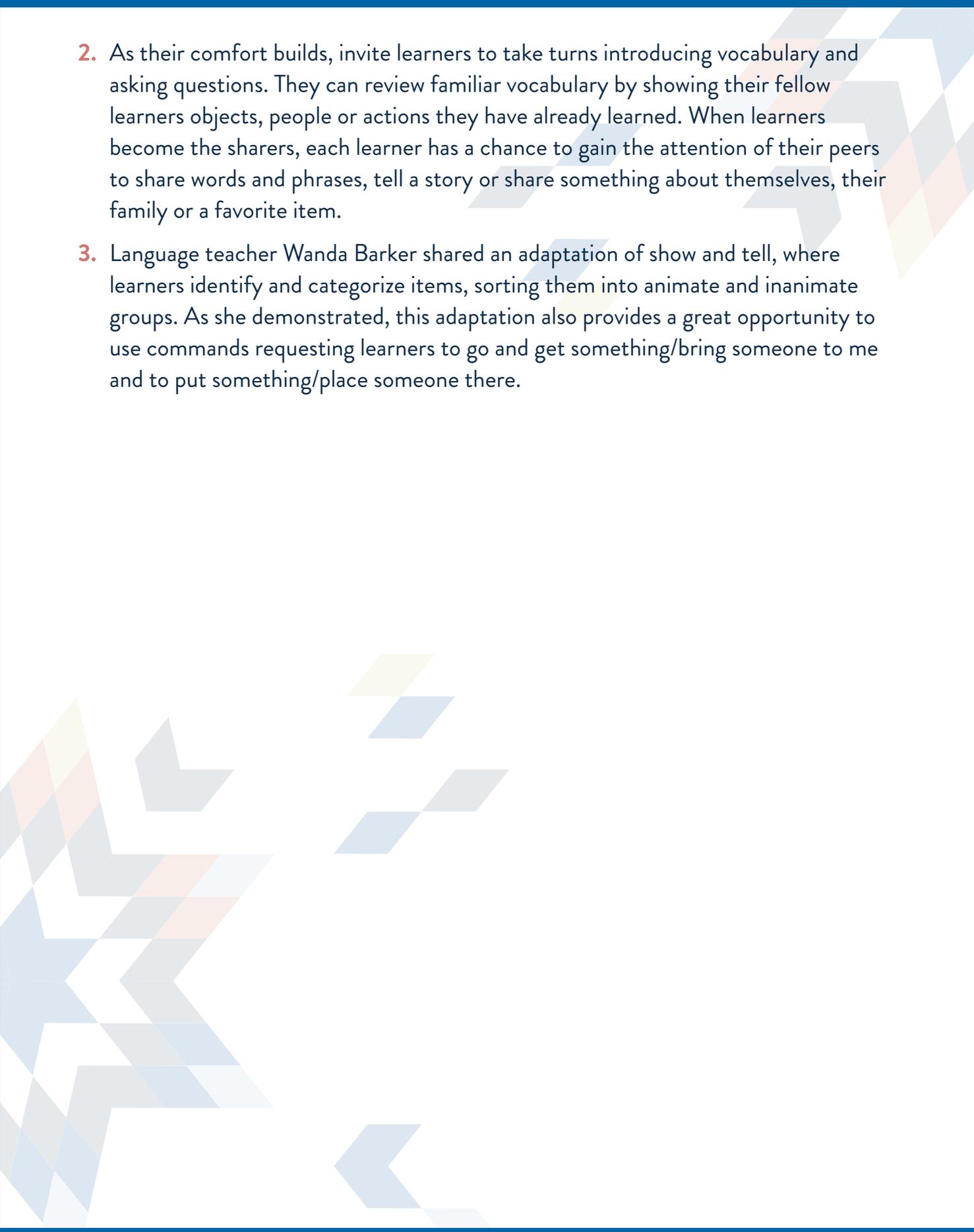
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1. Begin by introducing learners and their families as well as some Anishinaabe language phrases you will be using, such as “this is”, “that is”, “over there”, “what is this?”. This can be done through a lesson or by providing a vocabulary sheet in advance.
2. Introduce learners to new vocabulary by showing them objects, people or actions and telling them the word or phrase in Anishinaabemowin.
3. Have learners respond and repeat the vocabulary after you.
4. Repeat the phrase several times.
5. When you are introducing or reviewing nouns, identify the singular and the plural. This also indicates to the learners which is animate and inanimate that is useful when learners build sentences.
6. Encourage learners with phrases in Anishinaabemowin like “that’s it”, “that’s the way”, and “good job”.
7. Check learners’ comprehension and retention by showing objects, people or actions and asking learners to tell you what they are or to name what is being done.
8. Asking learners as a group, without singling anyone out, is beneficial to everyone. Learners who want to speak get an opportunity to do so, while learners who do not want to speak can think of the answer and compare without speaking out loud. Those who do not know the answer will have an opportunity to learn from their fellow learners.
9. Once groups have been working together for a while and are comfortable taking risks, begin to ask individual learners for answers. Stay positive, offering support and encouragement so that everyone feels successful

## ADAPTATIONS

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1. Over time, build learners’ familiarity with new questions as well as vocabulary. In addition to “This is...” and “What is this?”, introduce statements and questions about the colors of objects, their uses, their characteristics, things that go inside, on top of, underneath, where it goes, where it lives, what it eats, who eats it ect.

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2. As their comfort builds, invite learners to take turns introducing vocabulary and asking questions. They can review familiar vocabulary by showing their fellow learners objects, people or actions they have already learned. When learners become the sharers, each learner has a chance to gain the attention of their peers to share words and phrases, tell a story or share something about themselves, their family or a favorite item.
  3. Language teacher Wanda Barker shared an adaptation of show and tell, where learners identify and categorize items, sorting them into animate and inanimate groups. As she demonstrated, this adaptation also provides a great opportunity to use commands requesting learners to go and get something/bring someone to me and to put something/place someone there.