

Teacher's Manual

Direct Acquisition Lesson Activities

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Direct Acquisition Lesson Activities

A. Recognition Level

1. Say/Listen

Summary: teacher says the word, usually with a visual, while students listen.

ya[˘]ya[˘]t swit ˘a[˘]ntp i[˘]?_sklq[˘]ay[˘]ncut ul p_ĵk[˘]n[˘]ya[˘]?

lut aksq^welq^wilt

lut ksq^welq^wiltmp

everyone look at the picture and listen

don't speak (singular)

don't speak (plural)

2. TPR action/sound

Summary: teacher says the word while making an action or a sound or with a combination of action and sound.

Students listen. A visual can be used as well.

ya[˘]ya[˘]t swit p_yaya[˘]xa[˘]? ul p_ĵk[˘]n[˘]ya[˘]?

lut aksq^welq^wilt

lut ksq^welq^wiltmp

everyone watch and listen

don't speak (singular)

don't speak (plural)

3. TPR Story

Summary: teacher uses the words with actions and sounds to tell a brief story while students listen.

ya[˘]ya[˘]t swit p_yaya[˘]xa[˘]? ul p_ĵk[˘]n[˘]ya[˘]?

lut aksq^welq^wilt

lut ksq^welq^wiltmp

everyone watch and listen

don't speak (singular)

don't speak (plural)

4. Memory (Concentration)

Summary: students use previous vocabulary to ask for matches in a memory game. As words are revealed, teacher says words and shows visuals.

hahuy anwí

hakín anǎmínk?

tí? papút

lut t'ə_papút

k^w_ǎx^wup

it is your turn

which one do you want?

it is the same

it is not the same

you win

5. Tone of Voice

Summary: teacher says word with special inflection of the voice. Inflection may be random, or may reinforce the meaning of the word. The word "patient" is long and drawn out while the word "impatient" is quick and clipped.

ya[˘]ya[˘]t swit p_ǎkníya?

lut aksq^wəlq^wílt

lut ksq^wəlq^wiltmp

everyone listen

don't speak (singular)

don't speak (plural)

6. Half Pictures Listening

Summary: mount halves of several pictures at front of room. A volunteer comes forward and puts the halves together. As each pairing is made, teacher says the word.

ǎa[˘]ǎa[˘]ánt hakín i?_put

˘asíl akskl[˘]am

˘asíl i?_kskla[˘]ntíp

find the parts that go together

put the two parts together (sing)

put the two parts together (plural)

7. Picture Hold Up

Summary: students have small versions of the teachers pictures. When teacher says a word and shows it, students hold up the same picture. Variation- make a comprehension exercise by saying the word, then having students hold up the small version, then showing the teacher picture

kkníya?mnt i?_s?ums

listen to the word (sing.)

kkníya?mntp i?_s?ums

listen to the word (plural)

°ačntp i?_sklqəýncut

look at the picture (plural)

nwisəlxk^w i?_sklqəýncut i?_papút

hold up the picture that is the same (sing.)

nwisəlxstp i?_sklqəýncut i?_papút

hold up the picture that is the same (plural)

8. Picture Elimination

Summary: students are given five small pictures of words being taught. Students place small pictures face down. Students choose one word to flip over. Teacher then shows a picture. If picture matches the one that student flipped, then that picture is eliminated. Student wins if they are first to eliminate all 5 of their pictures.

plkmstíp i?_sklqəýncutmp

put your pictures face down (plural)

plkmstíp naqs sklqəýncut

turn over one picture (plural)

lə_papút asklqəýncut, k^wint itlí? asklqəýncut

if your picture is the same, take away your picture (plural)

B. Comprehension

9. Nod and Clap

Summary: teacher shows a picture and says a word. If word matches the picture the students nod. If it does not match, students clap ONE TIME. Teacher works with one picture until students nod correctly.

kən_ksʔúmaʔx
lə_papút iʔ_sklǫəy̯ncut kʷ_ǫʷətǫsam
lə_papút iʔ_sklǫəy̯ncut p_ǫʷətǫsam
lut lə_papút iʔ_sklǫəy̯ncut ntəqʷnkikstx tə_naqs
lut lə_papút iʔ_sklǫəy̯ncut p_ntəqʷnkikstx tə_naqs
way̯ ixíʔ kʷ_put
way̯ ixíʔ p_put

I will say a word
if the picture is the same nod your head (sing.)
if the picture is the same nod your heads (plural)
if the picture is not the same clap one time (sing)
if the picture is not the same clap one time (plural)
you are correct (sing)
you are correct (plural)

10. Yes/No

Summary: teacher shows a visual and says a word. If the word matches the visual, students respond yes. If the word and visual do not match, students say no. Teacher works with one visual until the answer is yes.

kən_ksʔúmaʔx
lə_papút iʔ_sklǫəy̯ncut cunt ki
lə_papút iʔ_sklǫəy̯ncut p_cut ki
lut lə_papút iʔ_sklǫəy̯ncut cunt lut
lut lə_papút iʔ_sklǫəy̯ncut p_cut lut
way̯ ixíʔ kʷ_put
way̯ ixíʔ p_put

I will say a word
if the picture is the same say yes (sing.)
if the picture is the same say yes (plural)
if the picture is not the same say no (sing.)
if the picture is not the same say no (plural)
you are correct (sing)
you are correct (plural)

11. 1, 2, 3 Sequence Pick

Summary: mount pictures on wall. Point to one picture. Say three words. Students hold up one, two or three fingers to show which word said was that one that matched the picture. Variation- have students say one, two or three to show match.

ʔaənt iʔ_sklǫəy̯ncut

look at the picture (sing.)

ʕaʕntp iʔ_sklǫǫy̆ncut

kkníyaʔmnt iʔ_sʔaʔúm

kkníyaʔmntp iʔ_sʔaʔúm

hakín tǝ_sʔum iʔ_put

ʕaʕx̆mtúlt naqs, ʔasíl kǝm kaʔɪnqínkst

ʕaʕx̆mtúltp naqs, ʔasíl kǝm kaʔɪnqínkst

cunt naqs, ʔasíl kǝm kaʔɪs

p_cut naqs, ʔasíl kǝm kaʔɪs

look at the picture (plural)

listen to the words (sing.)

listen to the words (plural)

which word is correct?

show one, two or three fingers (sing.)

show one, two or three fingers (plural)

say one, two or three (sing.)

say one, two or three (plural)

12. Picture Sequence Match

Summary: each student has small set of pictures that match teachers. Teacher says a sequence of words and students place their pictures in that sequence. First with 3 word, then 4, 5 and more. Teacher may speak progressively faster with less repetition.

kkníyaʔmnt iʔ_sʔaʔúms

kkníyaʔmntp iʔ_sʔums

utánt iʔ_sklǫǫy̆ncutn ʕkiñ iʔ_ʔaʔúmǝn

listen to the words (sing.)

listen to the words (plural)

put the pictures in the order that I say

13. Bowling

Summary: clip pictures so that they form a rolled column. Set up the pictures at one end of the room. Say a word. Students try to bowl over that word by rolling (not throwing!) a ball at it. Variations: set up a guard who tries to block balls from hitting the right word or put the words close together and eliminate students who hit the wrong word until only one is left standing.

ʕaʕnt iʔ_sklǫǫy̆ncutn

kkníyaʔmnt iʔ_sʔaʔúm

k^wilknt iʔ_puk^wlaʔ kl sʔaʔúm iscút

look at the pictures (sing)

listen to the words (sing)

roll the ball to the words that I say

ćǎǵxnmínt i?_skǵǵǎǵncut iscut
lut aksćǎǵmínǎm i?_púk^wla?
k^wilknt i?_puk^wla?
lut kscǎǵmínǎm i?_puk^wla?mp

knock over the picture that I say
don't throw the ball! (sing.)
roll the ball! (sing.)
don't throw the ball! (plural)

14. One/Two

Summary: teacher shows two visuals numbered one and two, then says a word. Students say "one" or "two", which ever matches the word said by the teacher. Can be varied by using two colors, two different numbers, or two animals rather than "one" and "two".

kǎn_ks?úma?x
ǵa? cx?it cutx naqs
ǵa? cx?it p_cut naqs
ǵa? ks?asíls cutx ?asíl
ǵa? ks?asíls p_cut ?asíl
wayǵ ixí? k^w_put
wayǵ ixí? p_put

I will say a word
if it is first say "one" (sing.)
if it is first say "one" (plural)
if it is second say "two" (sing.)
if it is second say "two" (plural)
you are correct (sing)
you are correct (plural)

15. Airport

Summary: lay the pictures on the floor or on a table. Give each student a paper airplane (different colors help). Say a word. Students try to land their airplane on the a picture.

kǵkńíya?mnt i?_s?ums
kǵkńíya?mntp i?_s?ums
cqant ant'úx^wt ǵ_sǵǵǵǎǵncut iscut
cqntip i?_t'úx^wtmp ǵ_sǵǵǵǎǵncut iscut
k^wint ant'ux^wt

listen to the word (sing.)
listen to the word (plural)
land your plane on the picture that I say (sing.)
land your plane on the picture that I say (plural)
pick up your plane (sing.)

k^wm̄ant i[?]_t'ux^wtmp
čəq̄mint ant'ux^wt
ʔisk^wlmnt i[?]_t'ux^wtmp

pick up your planes (plural)
throw your plane (sing.)
throw your planes (plural)

16. Red Light - Green Light

Summary: students face teacher in a row. Teacher holds a stack of pictures so that the class can not see them. Teacher says a word. If students believe that the word said matches the picture on top of the stack, they raise their hand. Teacher shows picture from top of stack. If it matches, raised hand students step forward ONE step. If it does not match, raised hand students go back TWO steps. Winner is the first to reach the teacher.

teṛm̄əncút̄x.
teṛm̄əncút̄xwi.
k̄k̄níyaʔm̄nt̄p i[?]_sʔums
k^w_ł̄a nstils papút i[?]_sʔums k̄l sk̄ł̄q̄əȳncut̄ nwəsł̄xikst̄x
lut ł̄ə_papút lut aksnwəsł̄xikstm
k^w_ł̄aʔ_cnwəsł̄xikst̄ naqs aksx^warxn
k^w_ł̄aʔ_cnwəsł̄xikst̄ naqs aksnwiwpxnm
naqs aksnwiwpxnm
tx^warxn̄x t̄ə_naq̄sx̄n
waȳ k^w_ckic̄x
k^w_ł̄x^wup

Line up.
Line up. (plural)
listen to the word (plural)
if you think the word is the same as the picture raise your hand
if it is not the same do not raise your hand (sing)
if your hand is raised take one step forward
if your hand is raised take one step back
step back one step (sing)
step forward one step
you have arrived!
you win!

17. Wild Cars

Summary: put pictures on the floor or along the bottom of the wall. On the floor, make a tape road map with roads leading to each picture. When teacher says a word, student drive a car on the map to arrive at a picture. Students may start in two different places and race to see who get there first, STAYING ON THE MAP.

k̄k̄niyaʔmnt iʔ_sʔums	listen to the word (sing.)
k̄k̄niyaʔmntp iʔ_sʔums	listen to the word (plural)
ksk̄mq̄int anp̄uyxn̄ kl̄ sk̄l̄q̄əȳncut	drive your car to the picture (sing.)
ksk̄mq̄intp iʔ_p̄uyxn̄mp̄ kl̄ sk̄l̄q̄əȳncut	drive your car to the picture (plural)
kʷ_ilíʔ ĩ_xwił	stay on the road (sing.)
p_ilíʔ ĩ_xwił	stay on the road (plural)

18. Search Light

Summary: hang a sheet up with the pictures mounted on the front. One student is behind the sheet with a flashlight and can not see the pictures. Students in front of the sheet direct the student with the light to move the beam until it touches the word said by the teacher. Can direct them with words (up, down, right, left, east, west, etc.) or with sounds that represent directions (up-bark, down-moo, right-meow, left-chirp). Variation- teacher says a sequence of words and students must direct search light through the sequence in the correct order.

xʷuyx̄ kałʔipx̄ ĩ_ntəpsit̄xʷtn	go behind the curtain (sing.)
klʷant iʔ_ćikʷsxn	turn on the flashlight (sing.)
k̄k̄niyaʔmnt iʔ_scuñmaʔs	listen to the signals/directions (sing.)
sił̄lxskʷ iʔ_ćikʷsxn̄ kl̄ t̄l̄ał̄t	move the light to the correct place (sing.)

19. Thumbs Up TPR

Summary: teacher says a word, then makes an action. If the word and action match, students give thumbs up sign. If not, thumbs down. Teacher says same word until it is thumbs up.

kʷu_yaʔyał̄áʔnt̄ ul̄ k̄k̄niyaʔx̄	watch me and listen (sing.)
kʷu_yaʔyał̄áʔntp̄ ul̄ p_k̄k̄niyaʔ	watch me and listen (plural)
nwis̄əlx̄st̄ astuñk̄st̄ ł̄ə_pap̄út̄ is̄ćkʷul̄	put your thumb up if what I say matches what I do (sing.)
kanw̄ist̄ iʔ_stuñk̄st̄ ł̄ə_pap̄út̄ is̄ćkʷul̄	put your thumb up if what I say matches what I do (plural)

kay^wut astumkst lut tə_papút isčk^wul
kay^wut i?_stumkst lut tə_papút isčk^wul

put your thumb down if what I say doesnt match what I do
put your thumb down if what I say doesnt match what I do (pl)

20. TPR Quiz

Summary: teacher says a word, students make the action or sound that matches the word.

kən_ks?úma?x
xilx čkiñ iscút
p_xiləm čkiñ iscút
way ixí? k^w_put
way ixí? p_put
xlapx.
xlapwi

I will say a word
do the action that matches what I say (sing.)
do the action that matches what I say (plural)
you are correct (sing)
you are correct (plural)
stop it
stop it (plural)

21. Picture Backs

Summary: tape or clip a picture to each student's back. Teacher says a word. Everyone make a circle around the person who has that word on their back.

kkníya?mntp i?_s?ums
ktyiñtíp swit ha?kl s?um

listen to the word (plural)
make a circle around the person who has the word (plural)

22. Pass it

Summary: teacher distributes visuals or objects to students while saying the corresponding words. Teacher then tells students to pass the visuals or objects to certain other students or back to the teacher. Example, "Pass the corn to Bob". "Pass the potato to me".

k^wu_tx^warlt i?_qayíkstñ

pass me the pencil (sing.)

tx^warłt Susan i[?]_qayıkstñ
ixí[?] put
k^wu_łctx^warłt i[?]_qayıkstñ
łtx^warłt i[?]_qayıkstn kł Susan

pass the pencil to Susan (sing.)
that's correct
pass the pencil back to me (sing.)
pass the pencil back to Susan (sing.)

23. Say-and-Lay

Summary: teacher lays down visuals or objects in front of students. Teacher says a word, students point to the corresponding object or visual, first as a group, then as individuals. Teacher has certain students pick up a particular visual or object. Teacher then asks student to pass her the objects one at a time.

caq^wnt i[?]_sk^wək^wiw
tqant i[?]_sk^wək^wiw
k^wint i[?]_sk^wək^wiw
k^wu_cx^wiçłt i[?]_sk^wək^wiw
x^wiçłt i[?]_sk^wək^wiw kł Susan

point to the tomato
touch the tomato
pick up the tomato
give me the tomato
give the tomato to Susan (plural)

24. Stick Game Pointers

Summary: teacher shows visuals or objects in a row with a maximum of five. Teacher says a word, and students indicate which visual or object matches using stick game style pointing.

ya^çya^çt swit p_kkniya[?]
caq^wnt i[?]_sk^wək^wiw
łcaq^wnt
łcaq^wntp
caq^wnt ka schikst
caq^wnt ka skçik^wa[?]
caq^wnt l^çiws

everyone listen
point to the tomato
point again (sing.)
point again (plural)
point right
point left
point middle

čaq^wnt paŋqísa?
ixí? put

point outside
that's correct

25. Swatters

Summary: teacher places visuals on board in front. Two students, armed with fly swatters, approach the visuals. The teacher says a word and the students compete to be the first to swat the visual that matches.

cx^wuyx akla?
cx^wuywi akla?
spant i?_s?um iscút
spantp i?_s?um iscút
łx^wup Susan
naqs kl Susan
?asił kl Susan
kasıləm łx^wup
t'i? papút
lut stiń
?amútx
k^willwi

come here
come here (plural)
hit (sing.) the word that I say
hit (plural) the word that I say
Susan wins
one for Susan
two for Susan
it's a tie
it's a tie
nothing
sit down.
sit down. (plural)

26. Bingo

Summary: students draw pictures of words on bingo cards (with words if desired). Teacher calls out words in succession and students cover words shown on their cards.

p_ąayıkstəm l anqəymín
kłx^wípna?ntp i?_s?a?úm iscút
?a?úmnt as?a?úm

draw pictures on your paper (plural)
cover the words that I say (plural)
read your words (singular)

kən_λx^wup
swit i?_λx^wup ?
anwí k^w_λx^wup
axá? asλx^wup
kłx^wk^wan^tp i?_māmscutnmp
axá? anpíns
k^wu_cx^wiçłt anpíns
k^wu_cx^wiçłt anmāmscutn
k^wu_cx^wiçłt^p i?_māmscutnmp

I win
who won?
you won
here is your prize
clear your cards (plural)
here are your beans
give me your beans
give me your card (sing.)
give me your cards (plural)

27. Bean Bag Toss

Summary: teacher says a word. Students toss a bean bag onto the picture or object for that word. Variation: give students different colored bean bags and compete to see who hits the picture or object first.

kəkníya?x.
p_kəkníya?
kłçəqmínt i?_pins λaqna? ĩ_s?a?úm ascnícł
kłçəqmínt^p i?_pins λaqna? ĩ_s?a?úm i?_scnícłmp
anwí k^w_cx?it çəqntix^w
k^w_λx^wup

listen
listen (plural)
throw a bean bag onto the word that you hear (sing)
throw (plural) a bean bag onto the word that you hear
you hit it first (sing)
you win (sing)

28. Spider Web

Summary: students sit in a circle with pictures or objects. Teacher is also seated in the circle. Teacher has a ball of yarn. Teacher says a word and tosses the ball of yarn to the student holding that picture/item, holding onto the end of the string. Teacher says another word, student with yarn tosses it to the student with the new word, holding onto their spot in the yarn. Continue saying words and tossing the yarn with students holding onto it to form a spider web. Variation: after getting started, students, rather than the teacher, choose the new word, then say it and toss the yarn.

k^wu_ksk^wu^la[?]x ta[?] tupəl cq^was
kkníya[?]mntp i[?]_s[?]ums
ck^wisk^wəst i[?]_strar uł čəq[?]milt swit a[?]_ks[?]um
[?]umnt i[?]_s[?]um uł čəq[?]milt i[?]_strar swit a[?]_ks[?]um
ck^wisk^wəst i[?]_strar
ck^wisk^wəstp i[?]_strar
lut aksłuníkst
lut ksłuníkstmp

we are going to make a spider web
listen to the word (plural)
hold the yarn and toss it to the person who has the word (sing)
say a word and toss the yarn to the person who has that word
hold onto the yarn! (sing.)
hold onto the yarn! (plural)
don't let go! (sing.)
don't let go! (plural)

29. Half Pictures

Summary: mount halves of several pictures at front of room. A volunteer comes forward. Teacher says a word and the volunteer selects the correct halves and puts them together. As the pair is made, teacher repeats the word. Variation- two volunteers come forward. When teacher says a word, the volunteers connect the two halves with a piece of string or yarn. Variation 2- a team must make matches in a certain sequence as teacher says words.

ʎačnt i[?]_skłqəy[?]ncut
ʎačntp i[?]_skłqəy[?]ncut
nk^wak^wint [?]asíl i[?]_s[?]ums
nk^wak^wintmp [?]asíl i[?]_s[?]ums
nčəp[?]q[?]síwsnt tə_st[?]rar
nčəp[?]q[?]síwsntp tə_st[?]rar

look at the picture (sing.)
look at the picture (plural)
choose the two parts of the word (sing.)
choose the two parts of the word (plural)
connect the two parts with the string (sing.)
connect the two parts with the string (plural)

30. Tissue Drop

Summary: student each have a picture. They begin walking around in a circle. Teacher says a word and at the same time, throws a tissue into the center of the circle. The student who has the picture for the word said must catch the tissue on their picture before it hits the floor.

yirncútwi
p_x^wist ĩ¹_syirncutmp
kən_ʔumm mi čəq̄min iʔ_nʔap̄qstn
lə_ʔumłstn asʔum mi kłk^wincent iʔ_nʔap̄qstn ĩ¹_askłq̄əȳncút

form a circle (plural)
walk in a circle (plural)
I will say a word and throw the tissue
if I say your word catch the tissue on your picture

31. Hand Fan Race

Summary: put pictures or objects at the front of the class. Student each have a balloon and a hand fan. Teacher says a word and students must move their balloon to that pict or object using AIR only.

kłkńiyaʔmnt iʔ_sʔums
kłkńiyaʔmntp iʔ_sʔums
yirmínt asnpúx^w kł skłq̄əȳncut
yirmíntp iʔ_snpux^wmp kł skłq̄əȳncut
lut akstqám iʔ_aʔ_cnpux^w
lut kstəqntip iʔ_aʔ_cnpux^w
tə_słəx^wncut yirmínt iʔ_aʔ_cnpux^w
tə_słəx^wncutmp yirmíntp iʔ_aʔ_cnpux^w

listen to the word (sing.)
listen to the word (plural)
push your balloon to the picture (sing.)
push your balloon to the picture (plural)
don't touch the balloon (sing.)
don't touch the balloon (plural)
use air to push the balloon (sing.)
use air to push the balloon (plural)

32. Run to the Word

Summary: put pictures or objects around the room. Teacher says a word and students run to the word said. Variation: make it a knock-kneed race by having them hold a ball between their knees when they run.

kłkńiyaʔmnt iʔ_sʔums
kłkńiyaʔmntp iʔ_sʔums
qícəlxəx kł sʔum ascńíxəl̄
p_qícəlx kł sʔum iʔ_sńíxəl̄mp

listen to the word (sing.)
listen to the word (plural)
run to the word that you hear (sing.)
run to the word that you hear (plural)

ck^wisk^wəst i[?]_puk^wla[?] ta anka[?]ka[?]qínxn
ck^wisk^wəstp i[?]_puk^wla[?] ta ka[?]ka[?]qínxnmp

hold the ball with your knees (sing.)
hold the ball with your knees (plural)

33. Crossover

Summary: students form two lines facing each other. Each line has a set of pictures, such that there are two pictures of each word, with one copy of each word in each line. There is one student who does not have a picture and is standing between the two lines. Teacher says a word and the two students who have that picture must swap places, running to each others space in their respective lines. The student in the middle tries to steal one of the open spaces. The person who does not make it to one of the open spaces is now in the middle. Person in the middle never has a picture.

te^rmncútwi tə[?]asla^lq^w
kkníya[?]mntp i[?]_s[?]ums
lə[?]nixəlmnt as[?]um qicəlxəx kl nəqsalq^w
n[?]aksux^wúsmnt

form two lines (plural)
listen to the word (plural)
if you hear your word run to the other line (sing)
try to take the open space

34. Twister

Summary: use a clear shower curtain. Make 16 pockets for pictures on one side of the curtain. Put 2-3 copies of each picture in random pockets. Have slips of paper in a bag that say left foot, right foot, left hand, and right hand. Have slips of paper in another bag that say the word that match the pictures. On each turn, draw out a hand/foot paper and a picture paper and say the words. Students must place the appropriate body part on the appropriate picture without falling or touching any other picture.

utánt ascxikst l[?]_sk^wək^wi^w
utánt askc[?]ík^wa[?]kst l[?]_shayk^w
utánt askcxikstxn l[?]_ntəxúla[?]x^w
utánt askc[?]ík^wa[?]xn l[?]_s[?]λuk^wəm
lut akstqám itlí[?] i[?]_stim

put your right hand on the tomato
put your left hand on onion
put your right foot on cookie
put your left foot on carrot
don't touch anything else

lut aksəʃəlˈxikstm
lut aksəʃəlˈxxnam

don't move your other hand
don't move your other foot

35. Laser Pointers

Summary: students have laser pointers. Pictures of all words are on the board where all can see. Teacher says a word. Students point to the word with their laser pointers. When all are on the correct word, teacher says another word.

yaˈyáˈt swit ˈaɪnt iː ˈskɪlqəɪncut ul p_kkniya?
lut aksɪnt.
lut ksɪntəmp.
ɔːqˈnt iː ˈskɪlqəɪncut ɪscút.
ɔːqˈntp iː ˈskɪlqəɪncut ɪscút.

Everyone look at the pictures and listen.
Don't speak (singular)
Don't speak (plural)
Point (singular command) to the picture that I say.
Point (plural command) to the picture that I say.

36. Mexican Tag

Summary: place three pieces of tape on the floor, one on each side of the room and the other evenly between the other two. The lines on the side are "safety" lines; the line in the middle is the "toe" line. Teacher places a visual next to the toe line, as well as behind each safety line. For example, a picture of a cow is at the toe line, a picture of a cat is behind the left safety line, and a picture of a crow is behind the right safety line. Two students face each other across the toe line, both with their toe on the line. Teacher says a word, either "cow", "cat" or "crow". If cow is said, students must remain still. If they move their foot from the line, they are out. If cat is said, the student on the same side as cat must run to their safety line while the other student (on the crow side) tries to tag them. If crow is said, the student on the crow side must run to their safety line before the student on the cat side tags them.

utánt astúmɪn ɪ_aː_ɔːlɔːp.
utántp iː ˈstɪtɪmɪnəmp ɪ_aː_ɔːlɔːp.
p_ʃæcmncut !
kən_ɔː_cɪt pʊs, kəlkiɪnt.

Put your toe on the line. (singular command)
Put your toes on the line. (plural command)
Get ready! (plural)
If I say "cat", you chase her. (singular command)

kilnt kən_łə_cut ʃ˘aʃ˘á.
kən_łə_cut stm˘alt, p_tkasílm tí? p_ílí?
p_łilmi?st kən_łə_cut stm˘alt.

Chase her if I say, "crow". (singular command)
If I say, "cow", you both stay.
Don't move (plural) if I say, "cow".

C. Limited Production

37. Choral Repeat

Summary: teacher says a word, students repeat after the teacher as a group.

k˘u_cunt.
p_ya˘a˘t k˘u_cunt

Tell me __. (repeat)
Tell me __. (repeat) (plural)

38. Shot Gun

Summary: put a piece of paper with many holes in it over a picture. From what can be seen, students must tell what word is being shown. Make it easier by giving clues or asking questions. For example, say 2-3 words, one of which is correct, or ask, Is it ___?

˘a˘nt i?_skłqəy˘ncut
˘a˘ntp i?_skłqəy˘ncut
stim tə_s?a?um kał?ípəms i?_qəy˘mín ?
?umnt i?_s?a?úms ł_sklqəy˘ncut
?umntp i?_s?a?úms ł_sklqəy˘ncut

look at the picture (sing.)
look at the picture (plural)
what word is behind the paper?
say the word shown in the picture (sing.)
say the word shown in the picture (plural)

39. Sequence

Summary: teacher says two words, then three, then four in sequence while touch the pictures or objects. After each

sequence (2 word, 3, 4, etc.), students must say and touch the same words in the same sequence. Variation: students say the sequence, with each student repeating the previous sequence and then adding a word to it (like the name game).

kkníya?mnt i?_s?a?úm

listen to the words (sing.)

kkníya?mntp i?_s?a?úm

listen to the words (plural)

?a?úmnt c̣x̣iḷ tə_sqəỵạys

say the words in the same order (sing.)

?a?úmntp c̣x̣iḷ tə_sqəỵạys

say the words in the same order (pl.)

lcunt i?_s?a?úm uḷ nix^w ktx^want tə_s?um

repeat the words and then add another word (sing)

40. Either/Or

Summary: teacher shows visual or object and says two words, one of which matches the visual. Students repeat the word that matches the visual or object.

?asilen iks?a?úm

I will say two words

l?umnt i?_s?a?úm ascwík ḷ_skḷqəỵncut

repeat (sing.) the word that you see in the picture

l?umntp i?_s?a?úm i?_scwíkəmp ḷ_skḷqəỵncut

repeat (pl.) the word that you see in the picture

41. Either/Or Charades

Summary: the teacher or a student volunteer acts out a word. Teacher says two words, one of which matches the acting. Students repeat the word that matches the acting.

cx^wuyx akla?

come here.

ʿac̣nt i?_skḷqəỵncut

look at the picture (sing.)

ncəẉcəẉíksnt i?_skḷqəỵncut

act out the picture (singular)

?asilen iks?a?úm

I will say two words

cunt i?_s?um i?_papút kḷ stím a?_ckists Susan

say the word that matches what Susan is doing (sing.)

cuntp i?_s?um i?_papút kl stiṁ a?_ckists Susn
?amútx

say the word that matches what Susan is doing (sing.)
sit down.

42. Either/Or Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. Teacher says two words, one of which matches the drawing. Students repeat the word that matches the drawing.

cx^wuyx akla?
°acnt i?_sklqəyñcut
klqəyñant i?_sklqəyñcut
?asilen iks?a?úm
cunt i?_s?um i?_papút kl stiṁ a?_sklqəys Susan
cuntp i?_s?um i?_papút kl stiṁ a?_sklqəys Susan
?amútx

come here.
look at the picture (sing.)
draw the picture (singular)
I will say two words
say the word that matches what Susan is drawing (sing.)
say the word that matches what Susan is drawing (plural)
sit down.

43. Either/Or TPR

Summary: teacher makes an action or sound, then says two words. Students repeat the word that matches the action or sound.

k^wu_ya?yaǎá?nt ul kknिया?x
k^wu_ya?yaǎá?ntp ul p_kknिया?
kən_ksti?ǎíla?x
?asilen iks?a?úm
?umnt stiṁ a?_čkistn

watch me and listen (sing.)
watch me and listen (plural)
I will do an action
I will say two words
repeat the word that matches my action

44. Simple Ask-n-Answer

Summary: teacher asks students a question to which they can answer with a single word from those being studied. After asking, teacher says list of possible answers while showing visuals.

k^w_iksíwəm
lə_wi?síwntsn mi łcəncúnłtsn.
łcunt stiṁ anṁmínk

I will ask you a question
after I ask I will say some answers
say the answer that you want

45. Sequence Swap

Summary: put up pictures where all can see. Say the word for each picture. Students close their eyes. Teacher swaps the positions of TWO pictures. Students open their eyes and tell which two pictures were swapped by saying the two words.

ʎacnt i?_skłqəýncut
ʎacntp i?_skłqəýncut
kkníya?mnt i?_s?a?um
kkníya?mntp i?_s?a?um
ncípçəpsx
p_ncípçəpsx
nk^wəłk^wəłusx
p_nk^wəłk^wəłusm
stiṁ a?_ckł?is ?
stiṁ a?_ct'ix^wləm ?
?umnt ?asíl s?um i?_siṁəlx
?umntp ?asíl s?um i?_siṁəlx

look at the pictures (sing)
look at the pictures (plural)
listen to the words (sing.)
listen to the words (plural)
close your eyes (sing.)
close your eyes (plural)
open your eyes (sing.)
open your eyes (plural)
what has been changed?
what is different?
say the two words that have been moved (sing.)
say the two words that have been moved (plural)

46. What's Missing?

Summary: teacher shows a few visuals or objects that are being studied. Teacher has student close their eyes. Teacher secretly takes one of the visuals or objects from the group. Students open their eyes and say the word that matches the object that is missing. Teacher may say a list of possible answers while showing visuals. Teacher may simplify the activity by asking, "Is ___ missing?" Students would say "yes" or "no".

ʰaʰnt iʰ_sklʰqəyʰncutn

look at the pictures (sing)

ʰaʰntp iʰ_sklʰqəyʰncutn

look at the pictures (plural)

nʰiʰpʰəpsx

close your eyes (sing.)

p_nʰiʰpʰəpsx

close your eyes (plural)

nʰkʰəʎkʰəʎusx

open your eyes (sing.)

p_nʰkʰəʎkʰəʎusm

open your eyes (plural)

ʰakʰin iʰ_sklʰqəyʰncut aʰ_ʰkʰtxas ?

which picture is missing?

ʰnʰiʰpʰəpsx

close your eyes again (singular)

p_ʰnʰiʰpʰəpsəm

close your eyes again (plural)

47. Ignore-the-Question

Summary: teacher models the answer, then asks students a question. Student says the answer that the teacher modeled; students do not offer their own answer, just repeat the answer modeled by the teacher.

incá mi ʰumn iʰ_təʰtaʰt

I will say the answer

kəʎníyaʰmntp iʰ_scunmaʰs

listen to the answer (plural)

incá mi siwn

I will say the question

ʰcun stiʰm iʰ_sksiwplaʰs

answer the question (sing.)

ʰcuntp stiʰm iʰ_sksiwplaʰs

answer the question (plural)

48. Laser Hunt the Word

Summary: teacher puts a group of pictures up on the board where all can see. Teacher points to a picture and says a word. If the word and picture match, students repeat the word. If the word and picture do not match, students remain silent and teacher points to a new picture and says the word again.

ya^ˈyá^ˈt swit ˈačnt iʔ_sklǫəy̯ncut ul p_kkńiyaʔ
ńńwɪs čaǫ^wn iʔ_sklǫəy̯ncut ul ʔumn.
lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, ncawćínt.
lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, ncawćíntp.
lut lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, k^w_kawcn.
lut lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, p_kawcn.
č'ix^wlm tə_sklǫəy̯ncut ikscčǫ^w.

Everyone look at the pictures and listen.
I will point to a picture and say a word.
If the picture and word are the same, repeat the word.
If the picture and word are the same, repeat the word.
If the picture and word are not the same, stay quiet.
If the picture and word are not the same, stay quiet.
I will point to a different picture.

49. Laser Sequence Say

Summary: pictures of all words are placed on the board where all can see. Teacher points to one word with a laser pointer and begins to say words. When the teacher says the word that matches the picture, students repeat the word.

ya^ˈyá^ˈt swit ˈačnt iʔ_sklǫəy̯ncut ul p_kkńiyaʔ
ńńwɪs čaǫ^wn iʔ_sklǫəy̯ncut ul kən_ʔaʔum.
lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, ncawćínt.
lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, ncawćíntp.
lut lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, k^w_kawcn.
lut lə_papút iʔ_sklǫəy̯ncut naʔl sʔúm, p_kawcn.

Everyone look at the pictures and listen.
I will point to a picture and say some words.
If the picture and word are the same, repeat the word.
If the picture and word are the same, repeat the word.
If the picture and word are not the same, stay quiet.
If the picture and word are not the same, stay quiet.

50. Dissappearing Pictures

Summary: teacher places a sequence of pictures up on the board where all can see. Teacher says the words and students repeat after each word. Teacher says the whole series in a row. Teacher calls on individuals to say the sequence of words in a row on their own. Teacher then takes down the first picture, leaving only a blank box where it used to be. Teacher says the sequence of words again, starting with the picture that is missing. Teacher then calls on a different student to say the sequence, starting with the missing picture. This process continues, with one picture being removed each time the teacher says the sequence. Eventually, teacher and students say the whole sequence with NO pictures visible.

ya^oya^ot swit ^oa^ont i^o_skl^oq^oncut ul k^wu_n^oawcint.

^oa^ont i^o_skl^oq^oncut ul ^oam^oumnt ya^oya^ot i^o_s^oums.

^oa^ontp i^o_skl^oq^oncut ul ^oam^oumntp ya^oya^ot i^o_s^oums.

n^on^owis k^win i^o_naqs skl^oq^oncut.

^oam^oumnt ya^oya^ot i^o_s^oums.

^oam^oumntp ya^oya^ot i^o_s^oums.

Everyone look at the pictures and repeat what I say.

Look at the pictures and say all of the words. (singular)

Look at the pictures and say all of the words. (plural)

I will take away one picture.

Say all of the words. (singular)

Say all of the words. (plural)

51. Word Halves

Summary: students have small cards of each word, but cut in half and shuffled. Teacher shows a visual of a word. A volunteer tells what word it is. All students search their word halves and hold up the assembled word. Choral repeat word, once all are holding up the assembled word.

^oa^ont i^o_skl^oq^oncut.

ya^oya^ot swit ^oa^ont i^o_skl^oq^oncut.

susan, ^oumnt i^o_s^oum.

la^ola^oant i^o_suksukt^owsms i^o_s^oa^oum.

la^ola^oantp i^o_suksukt^owsms i^o_s^oa^oum.

cap^oqs^owsnt i^o_s^oum.

Look at the picture.

Everyone look at the picture.

Susan, say the word.

Find the two halves of the word. (singular command)

Find the two halves of the word. (plural command)

Put the word together. (singular command)

čəp̌q̌siwsntp iʔ_sʔum.
nwisəlxst iʔ_sʔum.
nwisəlxstp iʔ_sʔum.
yaʔyáʔt swit kʷu_nʔawcint.

Put the word together. (plural command)
Hold up the word. (singular command)
Hold up the word. (plural command)
Everyone repeat after me.

D. Full Production

52. Ask-and-Answer

Summary: teacher models the pattern of possible answers, then asks students the question. Students answer using the pattern modeled by the teacher, but may customize their answer to show personal preference.

incá mi ʔumn iʔ_təftaʔt
kəkniyaʔmnt iʔ_scunmaʔs
kəkniyaʔmntp iʔ_scunmaʔs
kəkniyaʔmnt stiḿ iʔ_siws
kəkniyaʔmntp stiḿ iʔ_siws
ɬcun stiḿ iʔ_sksiwplaʔs
ɬcuntp stiḿ iʔ_sksiwplaʔs

I will say the answer
listen to the answer (sing.)
listen to the answer (plural)
listen to the question (sing.)
listen to the question (plural)
answer the question (sing.)
answer the question (plural)

53. Ask-the-Teacher

Summary: teacher models the question to students, then individual students ask the teacher the question. The teacher answers the question using words that are being studied.

kəkniyaʔmnt stiḿ iʔ_siws
kəkniyaʔmntp stiḿ iʔ_siws
kʷu_siwnt

listen to the question (sing.)
listen to the question (plural)
ask me the question

incá mi cun i?_sksiwpla?s

I will answer the question

54. Ask-each-Other

Summary: students ask each other a question and answer with the phrase and words being studied.

kəkníya?mnt stiḿ i?_siws

listen to the question (sing.)

kəkníya?mntp stiḿ i?_siws

listen to the question (plural)

kłpa?xánt i?_scuts

think about the answer

Susan, siwnt Tom

Susan, ask Tom the question

Tom, cunt i?_sksiwpla?s

Tom, answer the question

55. Heads Up 7 Up

Summary: a group of students are selected to come up front. Each is given a visual or object from the lesson. Other students put their heads down and put their thumbs up. Each of the students up front selects one of the "thumbs up" students by touching their thumb. When their thumb is touched, they put it down. When all the up front students have touched a thumb, "heads up" is called. Those students whose thumbs were touched must guess who touched them by asking a question that uses the words represented by the visuals being held by the up front students. Example: food with like and dislike is being studied. A student up front is holding a picture of corn. If a student whose thumb was touched wants to guess that the corn holder is the one who touched them, they ask, "Do you like corn?". If the corn holder was the one who touched them, they would say, "Yes, I like corn." If they were not the one, they would say, "No, I don't like corn". Correct guessers get to go up front in place of who touched them.

cx^wuyx kł nxa?cínəḿ.

come to the front (sing.)

cx^wuyxwi kł nxa?cínəḿ

come to the front (plural)

nmaḥmaḥqínwi uł nwisəłxs astəḿtúḿkst

heads down and thumbs up (plural)

lut aks^ʰácəḿ

don't look

lut aksq^wíləḿ

don't cheat (sing.)

lut ksq^wiləmp

kət^wkat^wqnm̩p.

tɪlxəx lə^w_təq^wtums astum̩kst

ʔumnt swit i^w_təq^wncis

ha put ?

way^w ixí^w k^w_put

ʔamútx

k^willwi

don't cheat (plural)

heads up (plural)

stand up if they touched your thumb (singular)

tell who touched you (sing.)

is s/he correct?

you are correct (sing)

Sit down.

Sit down. (plural)

56. Class Mixer

Summary: teacher distributes visuals or objects to students such that all students have one. Students are given a question and possible answers to the question. For the mixer, students circulate in the classroom asking the question and responding according to the visual or object that they have. At the end of each question-answer exchange, participating students exchange visuals. Students keep mixing and asking/answering questions until the teacher says to stop

q^wəlq^wilst i^w_k^wiłt i^w_sqilx^w

ʔačx̩mtuł askl̩q̩əy̩ncut uł siwnt st̩m̩

cunt i^w_scsəw̩t̩l̩ns

n^wayx^wi^wsmnt i^w_skl̩q̩əy̩ncut

tə^w_k^wuk^wa^w sqilx^w mi q^wəlq^wilstx^w

ni^wí^wp p^w_q^wa^wq^wal

way^w p^w_kwap

talk to other people

ask them a question using your picture

answer their question

swap pictures

talk to a different person (singular)

keep talking (plural)

okay, stop talking (plural)

57. Go Fish

Summary: in small groups, students play go fish with cards that show pictures of the words being studied. The object is to match pairs of words. Pairs are laid down when they are made. The winner is the person with the most pairs laid down when someone runs out of cards. To ask for a card, students use the phrase being studied. For example, if food

with like and dislike is being studied, a student would ask for a word by saying, "Do you like corn?". If the person being asked has a corn card in their hand, they say, "Yes, I like corn" and pass the card over. If not, they say, "No, I don't like corn".

nkhiwsnt i?_mamscutn

milnt i?_mamscutn

k^winx mamscutn i?_xminktət ?

cilkst mamscutn i?_xminktət

x^wuyx ləft'am

ck^wnix tə_mamscutn

kən_klɔpɔt

kən_ʃx^wup

swit ʃapna? ?

incá ʃapna?

anwí ʃapna?

Susan ʃapna?

nix^w k^wu_ɪʔicæckn

way incá kən_way

sʃ^wic!

kən_ʃaláp

lut nix^w iksʔickn

mix up / shuffle the cards (sing.)

pass out the cards (sing.)

how many cards do we need?

we need 5 cards

go fish

pick up a card

I have a pair/match

I win

whose turn is it?

is it my turn

it is your turn

it is Susan's turn

let's play again

I quit

crap!

I lost

I don't want to play again

58. MasterMind

Summary: a group of up to 10 words is used to play. The teacher chooses three of the words and secretly writes them in a sequence on a paper. The students must guess which three words are on the paper and in what order they are written. Students guess by saying three of the words in sequence. After each guess, the teacher tells how many of the guessed words are included in the secret list, and which of them are in the correct position in the sequence. Each three-

word guess and the teacher's feedback are recorded on a chart at the front of the room so that student can use the information from the previous guesses to improve their next guess.

kaʔhɪlɛn ɪ inqəymín.

p_yaʔyaʔt kʷakʷanmaʔnt iʔ_snstilsmp.

kʷakʷanmaʔnt çkin tə_stʰakʷs

swit mi kʷakʷanmaʔs

kʷakʷamʔnt iʔ_kaʔhɪs sʔum

naqs sʔum tɪ ʃast

ʔasil sʔum tɪ ʃast

naqs sʔum iʔ_təltəft

ʔasɪl sʔum iʔ_təltəft

kʷ_təltəft

kʷu_ʃʔickənx

ixiʔ put

I have three words on my paper,

you all must guess the three words

you must guess what order the words are in

who wants to guess?

guess the three words (sing.)

one word is good

two words are good

one word is in the correct place

two words are in the correct place

you are correct

let's play again

that is all

59. Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. If a student knows the meaning of what is being drawn, they use the studied phrase and word to guess. Example: volunteer draws a picture. The student guesser says, "Do you like corn?". If corn is being drawn, drawer says, "Yes, I like corn". If corn is not being drawn, then artist says, "No, I do not like corn".

aʔ_cməyayaʔm mi kʷqəyam

nwəslɪkɪstx ʔaʔ cmistɪxʷ iʔ_sʔum

cxʷuyx kɪ tqiʔalqʷtən

kʷqəyant axáʔ tə_sʔum

Susan, stɪm iʔ_skləqeys ?

a student will draw a picture

raise your hand if you know the word (sing.)

come to the board

draw this word

Susan, what did s/he draw?

ixí? put
?amútx
axá? i?_təpmin
iksłtx^wk^wam a?_ckłqay

that is correct
Sit down. (sing.)
here is a pen
I will erase the drawing

60. Charades

Summary: the teacher or a student volunteer acts out the meaning of a word. If a student knows the meaning of what is being acted, they use the studied phrase and word to guess. Example: volunteer does an action. The student guesser says, "Do you like corn?". If corn is being acted out, actor says, "Yes, I like corn". If corn is not being acted out, then artist says, "No, I do not like corn".

i?_knaqs mi ncəwəcəwıks i?_s?um
nwəsłxikstx ła? cmistıx^w i?_s?um
Susan, cunt stım a?_cncəwəcəwıksts
ixí? put
łncəwəcəwıksx
?amútx

a student will act out a word
raise your hand if you know the word (sing.)
Susan, tell what s/he acted out
that's correct
act again
sit down

61. Dialog

Summary: teacher writes out the first letter in each word of the dialog on board. Teacher models and translates each line of the dialog. Later, students repeat each line after the teacher. Then, teacher takes part A in the dialog and students take turns doing part B with the teacher. Later, students alternate taking part A while another student takes part B.

kəkniya?mt i?_s?a?úms
łcunt i?_s?a?úms
cx^wuyx akła?

listen to the sentences
repeat the sentences
come here (sing.)

cx^wuywi akla?
incá ?a?úmn a?_cx?it
anwí ?a?úmntx^w itlí?
anwí ?a?úmnt a?_cx?it
Susan mi ?a?úms itlí?
?amútx
k^willwi

come here (plural)
I will say the first part
you will say the second part
you will say the first part
Susan will say the second part
Sit down.
Sit down. (plural)

62. Question Circle

Summary: using a set of picture or objects, teachers asks one student a question using the picture or object. Student answers the teacher and take the object or picture. Student turns to another student and asks the same question about the pict/object. The second student answers and takes the pict/object, and then asks a third student the question. Meanwhile, teacher has asked the first student about the next pict/object, student answers and then asks second student. Process continues with all objects/pictures being asked about and passed among all students. Teacher can go to the last student in the sequence to be asked the question and receive the object/picture back.

k^wu_kssəwnwíx^wa?x
tx^warntəm i?_sklqəyñcut lə_wi?s cuntəm
kəkniya?mnt i?_scunma?s
kəkniya?mntp i?_scunma?s
kəkniya?mnt stim i?_siws
kəkniya?mntp stim i?_siws
lcunt i?_sksiwpla?s
lcuntp i?_sksiwpla?s
k^wint i?_sklqəyñcut tl incá
siwnt Susan
Susan mi cus i?_sciws

we are going to ask each other questions
we are going to pass the pictures when we answer
listen to the answer (sing.)
listen to the answer (plural)
listen to the question (sing.)
listen to the question (plural)
answer the question (sing.)
answer the question (plural)
take the picture from me
ask Susan the question
Susan will answer the question

tx^warłt Susan i?_skłqəyñcut

k^wu_siwnt

k^wu_tx^warłt i?_skłqəyñcut

pass Susan the picture

ask me the question

pass me the picture