

January 28, 2013, First day of class. First 45 minutes went over course outline and student responsibilities and expectations. Last 30 minutes of class was spent on first skill set. Students got through all of skill set 1, 38 words and several additional introductory phrases, in 30 minutes.

January 30, 2013, Second day of class. Three new students showed up today so I had to get them caught up to where the students got to on their first day. About 20 minutes was spent to get this done then another 15 minutes was spent to move the entire class through 20 verb phrases in skill set 2. In the **first week** students received 70 minutes of classroom instruction in the language.

February 4, 2013, Week 2, Class 3. Reviewed skill set 1. The newer students were not as confident with the material as the students who started on day one so I spent a little more time with them than I had planned. After about 30 minutes we moved onto skill set 2 and reviewed what they had learned from Jan 30. The last 20 minutes of class was spent on the last 20 verb phrases in the skill set. In addition to the skill sets they have been asked a number of different questions in the language that they are responding to, as well as a number of commands.

Feb 6, 2013, Class 4. Continued with skill set 2, which at this point consists of over 50 verb phrases that I am exposing students to. The students who have not missed a class have been doing very well. The students who have missed are showing signs of struggling. The last 35 minutes of class introduced class to prepositional phrases. In **week 2**, students received 105 minutes of classroom instruction in the language.

Feb. 11, 2013 Week 3, Class 5. Students are scheduled to take their first exam on Wed Feb 13, but as is my custom with this class I begin testing them the class before without them knowing as it appears to be just another class lesson hence no stress. Students are tested orally one at a time. Managed to get through half the test with most of the class.

Feb 13, 2013 Class 6, First official test day. Continued testing students, results from Feb. 11 looks like all students are on track to receive 100%. One student got through entire test and got everything correct. Due to testing, students received no classroom instruction in the language.

Feb 18, Presidents Day, no class.

Feb. 20, 2013, Week 4, Class 7. Finished testing last two students. All students got 100%. Last **35** minutes of class was spent working with skill set 2 and added remainder of prepositional phrases. Presently the class has been exposed to 38 words and 96 phrases. After **week 4**, students received 45 minutes of classroom instruction in the language.

Feb 25, 2013, Week 5, Class 8. Prepped all three skill sets, approximately 34 words and 100 phrases of varying complexity. An example of some of these include; "A woman is riding a horse jumping over a fence and stream." "Two cats are sleeping in a bowl." "A dog is sitting between a man and a woman." "A mother and her baby are smiling." "A man is sitting on a chair reading a paper inside a white house." "A young man and woman are walking on a road holding hands." "A boat is floating under that bridge." "A young woman is walking across a bridge." "A little dog laughed when the cow jumped over the moon." "Elephants are walking." "Horses are running through snow." "A woman is riding a horse in the ocean." The last half hour of class students were exposed to 20 new plural speech forms. Students received 68 minutes of instruction.

Feb 27, 2013, Class 9. Continued working on Monday's class lessons. During the last half hour of class students went through 20 pluralized forms of various words and phrases. At the end of 5 weeks, students have received 270 minutes of language instruction (4.5 hours) and have learned 40 words and over 140 different phrases. They are presently on a learning curve that has them learning to understand a new phrase every 2 minutes of instruction.

March 4, 2013, Class 10. Class started at 8:35 am. Students were worked through first three skill sets. Had some students say all they could in the language. Students' pronunciations have noticeably improved. Said a few popular English phrases to them in Arapaho to see how they would interpret them. One such phrase literally translated from Arapaho to English as I think because I am. When I said this in Arapaho, two students burst out laughing they understood what I had said the way I meant it to be understood; "I think therefore I am." The last part of class I introduced them to 10 more plural forms. They now are able to understand over 165 ways of expressing/talking about a variety action (verb and prepositional) phrases as well as 23 names of objects. Class received 55 minutes of instruction

March 6, 2013, Class 11. Class began at 8:30 with having students say what they could in Arapaho. A few students are now able to say 20 words and 40 phrases in Arapaho. I continued working students through new language material. I've noticed progress has been slower than last year due to a number of students missing class and then me having to catch them up, which has resulted in slowing the class. Class ended at 10:30 giving them 60 minutes of instruction.

March 11, 2013. This was the first test day for the Mid Term exam. The Mid Term is an oral exam. Students are tested one at a time, which on an average takes a student 80 minutes to complete, and had to demonstrate that they knew how to say 20 words and 40 phrases in Arapaho. This was followed by them translating 20 phrases from Arapaho to English, and then demonstrating cognition for another 20 phrase in Arapaho.

March 13, 2013. Second test day for the Mid Term exam.

March 15 (Friday). Class does not meet on Fridays. Due to the test's format, however, the extra day was needed to finish testing students. After finishing the third test day of the Mid Term exam, all students received an A, with only two students falling short of getting 100% correct on the exam by losing 2 points.

March 18, 2013. A number of students were absent; they will have to catch up with whatever was missed. Had students go over verb phrases telling what they could in Arapaho. Most of the students in class could get through almost all of the sentences on their own in Arapaho. Students were introduced to several different types of fruit and their associated colors.

March 20, 2013. A number of students were absent again. Spent 40 minutes working with students speaking phrases from the verb phrase skill set in Arapaho phrases. Last 20 minutes were spent going over foods.

March 25, 2013. A number of students were again absent. The first 35 minutes of class began with students individually saying as many phrases as they could in Arapaho. For these students, who have been attending class regularly, they are showing good progress in what they are able to now say in Arapaho. After this students were moved on to talking about various food items.

March 27, 2013. Last class before Spring Break; more than half the class absent. First time in nine years this class has had such absences. From 8:30 to 9:10 worked on plurals sentence structures and sentences that dealt with various foods, consumption and preparation. After this worked on students learning a story.

April 1 – 5, Spring Break.

April 8, 2013. First class after Spring Break, two students absent. Students went through what they know how to say in Arapaho, and showed that they can say over 110 phrases in Arapaho. These are not random phrases but phrases that reflect things that could potentially come up in conversations. Things like certain actions; swimming, running, praying, laughing smiling, walking, singing dancing, holding objects, as well as locating objects relative to other objects or people. After assessing what they were able to say in Arapaho, we spent about 20 minutes learning a story.

April 10, 2013. Had two students briefly review verbs and prepositional phrases in Arapaho, then moved on to food names, preparation and consumption with phrases that included acts of boiling, frying, cooking over an open fire, plus items that one drinks and eats. Also included with this were actions of babies that are nursed and nurse fed. For the last 20 minutes of class students worked on the story.

April 12, 2013. An extra class was held on Friday to work with students on the story. About half of the students can tell just about the entire story now. The class was also used to decide how students would organize their panel discussion.