

Session 4 at-a-Glance

| Learning Activity | Description | Materials To Gather: |
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| 1: places and actions from earlier session (TPR) | The Nurturer describes situations, and the GP arranges the pictures accordingly: the man is sitting by the window, the woman is running to the door, etc. As always, a portion of this activity containing all of the commands should be recorded. | Pictures from Session 2: a man, or a woman, boy or girl who is standing, walking, lying, running or sitting. Additional pictures have a door, window, bed, couch, and a house (new word). |
| record | | |
| 2: actions with old vocabulary (here and now) | <p>The new action, "holding" is introduced. (As always, this will depend on the language. There is usually a word that translates as "holding", but it might be that another type of expression is used.) Each person holds one or more of the objects. At times the Nurturer and another person together hold a single object, or two GPs together hold a single object.</p> <p>The Nurturer, at each round, describes the entire situation to one or two of the GPs: "You are holding a table, he is holding a knife, and we are holding a dog"; "They are holding a chair, I am holding the garbage, and you are holding a frog."</p> <p>Activities such as this one are aimed at providing lots of exposure to the use of first, second, third person pronouns, action forms, etc.</p> <p>(See also the suggestions in the introduction for using digital pictures, and puppets.)</p> | The toys or drawings used for learning the names of animals, furniture, people, etc. |
| record | | |
| 3: review old vocabulary (TPR) | Once vocabulary has been introduced, if possible, it needs to be encountered repeatedly in new contexts. Avoid leaving earlier vocabulary behind. In this activity, use the same materials as in Activity 2a. Now the Nurturer instructs the GPs to take the objects, put them down, or point at them, or asks where they are. The commands can be given in singular and plural forms "You take the horse. You guys take the cow." "You show me the door." "Where is the wall?" | |
| record | | |
| 4: new objects (dirty dozen) | Often it turns out that a session does not include enough new vocabulary without a special activity which has new vocabulary as its only aim. A collection of new objects can be added to the vocabulary: tree, broom, comb, mirror, a toy elephant, sink, toilet, flower, etc. Stick to words for the most basic objects of everyday experience, plus a few words that all four-year-olds know, like elephant (in some cultures). The four-year-old words are fun, and will come in handy when the GPs start using children's picture story books as a learning resource. They | objects or pictures: tree, broom, comb, mirror, a toy elephant, sink, toilet, flower, etc |

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| | become part of the little world that the Nurturer and GPs are creating as they communicate about it. | |
| record | | |
| 5: Putting things in places (TPR) | The Nurturer tells the GPs to place matches (let's say) on, under, in front of, behind, beside, in the stationary object (say, a toy sofa or clock). | Pick an object that has a natural front and back. A ball is a poor choice, as it has no natural front or back. A toy sofa is a good choice, as is a clock. It should be an object that has space underneath it. Also bring a box or bag of small objects such as matches or candies. |
| record | | |
| 6: locations, old and new objects (TPR) | Continuing on in the same activity instead of just matches, all previous objects are used, either as objects to put into locations, or as locations relative to which objects are put: "Put the pencil under the frog", etc. | |
| record | | |
| 7: greetings, leave-takings (Lexicarry) | Continue on the first page, emphasizing differences in greetings, leave-takings, "how-are-you's" and "I'm-fine-how-are-you's" based on the relative ages of the speakers in the pictures. You have to make arbitrary choices of who is saying "hello" vs. who is saying "how are you". | |
| record | | |