

Session 2 at-a-Glance

Two Goals of Each Session

Each session has two goals: To reinforce material from earlier sessions, and to introduce new material. A helpful pattern is to begin with a heavy emphasis on new material, and begin with the more stationary activities. Following a period of stationary activities (thirty to sixty minutes—less if younger children are involved), turn to more lively activities, such as TPR. Try to end with an activity that combines vocabulary from previous days with vocabulary from the current day.

Learning Activity	Description	Materials to Gather
1: initial basic inanimate objects (dirty dozen style)	<p>This activity will emphasize some of the most basic household and office/schoolroom objects, and objects that can be used as locations for other objects.</p> <p>Learn the new items, combined with some of the items that were more weakly learned in the previous session. If there is more than one GP, each one can help decide which previous items are weak for him or her personally.</p> <p>Once the GPs know the names of several objects commands can be given which us and or: “Where is the book and the spoon?” “Where is the glass or the cup?”</p>	<p>Book, paper, pencil, pen, knife, fork, spoon, glass, cup, bowl, mixing bowl.</p> <p>Furniture—either toy furniture (recommended), actual furniture, or drawings of furniture. E.g. table, chair, bed, couch, furniture. (plus all those from session one)</p> <p>The GPs might learn a generic word meaning “thing” in this session, if such a word exists.</p> <p>There might be a good and bad exemplar of some items to learn words for those concepts. (E.g., a good pencil and a bad pencil)</p>
record	Don’t forget to record, once all of the objects have been introduced into the activities.	
2: descriptions of drawing (listen/point)	<p>This activity is aimed at strengthening the here-and-now-activity (or here-and-now-state) forms of the actions learned in the previous session.</p> <p>The Nurturer describes drawings randomly, and the GPs point to the picture being described. “The man is running, the baby is lying down, etc.”</p>	<p>Drawings, such as stick figures or triangle people, depicting, men, woman, boys, girls, babies, etc. engaged in sitting, standing, lying, walking, etc. (See the graphic resource packet.)</p>
record		
3: object manipulation (TPR)	<p>This activity combines objects from Sessions 1 and 2, using the book, paper, cup, bowl, etc. and furniture as the places where all of the animals and people (toys or drawings) and other inanimate objects are to be put.</p> <p>The Nurturer gives instructions such as “put the pencil in the bowl; put the horse on the paper; put the cat on the bed”, etc.</p>	objects from Session 1
3X (optional):	To illustrate “put” and the prepositions, the Nurturer can use a puppet to obey the commands.	Puppet or stuffed animal

	Example: Nurturer says to the puppet, “Put the pencil in the bowl.” “Put the horse on the couch.”	
record		
4: object manipulation (here and now descriptions of us)	One of the GPs performs the activity of taking the various objects and putting them in the various places as in the previous activity. The Nurturer tells the GP what he is doing (“You are taking the spider and putting it into the cup.”).	
optional: video record		
5: beyond greetings (Lexicarry)	Continue with the three strips on the first page. Are there some expressions beyond greetings which express interest in the other person? E.g. "How are you?" "I'm fine. How are you?" The middle strip might be used for such expressions at this point, combined with the expressions used for the first strip (greeting and leave-taking).	Lexicarry
record		