Session 13 at-a-Glance

Learning Activity	Description	Materials to Gather
1: Brief repeat of numbers (TPR)	The Nurturer says, "Show me seven mice. Show me three mice. Show me ten mice..."	Ten drawings of mice or sets of toy mice (or other animals—we happened to have a ton of mice).
record		
2: amount-numbers (TPR)	The Nurturer says: "Kill three mice with the pliers. Kill seven mice with the dustpan..."	Any tools whose names are not yet strongly known. These may be the new ones that were introduced in the previous section.
record		
3: Ordinal numbers (dirty dozen)	The Nurturer says, "Kill the third mouse with the wrench. Kill the seventh mouse with the string. Kill the fourth mouse with the screwdriver..." If the ordinal numbers (1st, 2nd, 3rd, 4th, etc.) are made from cardinal numbers (1, 2, 3, 4, etc.) in a simple manner, it may be possible to go straight into this activity with all of the numbers through ten, rather than adding them one at a time.	
record		
4: Names of countries (dirty dozen)	Use a world map to learn the names of many countries. Concentrate on important neighbouring countries and also the home countries of the GPs. This can also include continents (Africa, South America). Other new words: map, world, country continent, ocean, north, south, east, west.	world map
record		
5: Nationalities (dirty dozen)	The Nurturer asks: "Who is American? Who is Indian? Who is Russian?" etc.	Use drawings of stick figures or triangle people on slips of paper. Head gear can indicate different nationalities: cowboy hat for American, stocking cap for Canadian, turban for an Indian, etc. The drawing representing the host language nationality can be the "normal" one, that is, with no particular head gear. [see resource packet]
record		
6: where they live (TPR)	The Nurturer asks: "Where do the American people live? Where do the Chinese people live?" etc.	See resource packet World map
record		
7: Knowing languages, learning languages, going	GPs respond to five forms of question by pointing to the correct drawing: Who lives in Russia? Who speaks Hindi? Who	Map. Drawings representing people of different nationalities. Have a male and female of each. Place the males in the countries on the map that have been learned,

to countries (TPR)	is learning Russian? Who wants to go to Russia? Who is from India?	but don't put any of them in their own countries. For example, put the Chinese person in America, the Indian person in Russia, etc.
	In the case of "Who wants to go to X?" it will be the female counterpart of the male who is in country X. In the case of the Indian in Russia, it will be correct to point to him as the one living in Russia, as the one who knows Hindi, and as the one who is learning Russian.	Arrange the females along the bottom of the map.
	The GP would answer "Who wants to go to Russia" by pointing at the Indian's wife.	
record		