

Session 10 at-a-Glance

This activity may add little or no new vocabulary. There continues to be a need for experience with forms for "your, my, etc." Thus the Nurturer now asks, "Where is my shirt, where are your glasses, etc." Second and third person plural possessors should be included, "Where are you guys' hats?" A small number of new clothing items or body parts might be thrown into this activity. It is often easy to pick up two or three new vocabulary in the context of a lot of old vocabulary.

Learning Activity	Technique	Materials to Gather
1: review earlier vocabulary, with different possessors(TPR)	TPR; examples: my boots, our elbows, the bee's wing, the pot's lid.	some earlier objects
record		
2: (Lexicarry)	Lexicarry: Finish new expressions on p. 3	
record		
3: Various actions	<p>At this early stage, it is important to learn a healthy number of actions for the most fundamental human actions and experiences. Actions can readily be learned through TPR, and then combined with objects and locations that are already known.</p> <p>A rather heterogeneous set might be added, related to various kinds of actions and objects learned earlier: listen, read, turn, chew, play, work, write, sleep, wake-up, swallow, draw, erase. The GPs are attempting to include the words for the most basic actions, experiences and objects of everyday life during their first 600 words. Eventually, it becomes hard to find large groups of such basic words that naturally group together. Learning words in natural groups (such as a group of words for kinds of animals or for kinds of trees) would mean learning more specific, less basic words. Therefore, at this stage, there may need to be sessions in which groups of unrelated, but very basic, words are learned together. (In fact, the value of learning words in related sets has been debated.)</p>	
record		
4: Combine new actions with old places and objects	Sleep on the floor, write on the large red paper, chew the fish, swallow the milk, draw with the pen on the book, etc. using all of the new actions repeatedly with a variety of old objects and places.	a variety of objects from previous sessions
record		
5: From, to, without actions (input-based grammar-highlighting)	TPR: Place some familiar objects, animals, dolls on the table. Each GP has a small supply of, for example, candies, matches, buttons. Each animal, doll or other object on the table has a few of these same items. The Nurturer gives commands such as "Give a candy to the elephant. Take a candy from the class. After	

	the GPs are familiar with these forms, the Nurturer gives the commands in an abbreviated form by omitting the actions: from the horse; to the mother. Before the actions are omitted, the GPs don't need to pay close attention to the indicators of "to" and "from". With the actions gone, those bits become crucial.	
record		
6: singular/ plural objects (TPR)	Set up a row of single, individual objects (for example a dog, a cat, a chicken...), and a second row of the same kinds of objects in small groups (dogs, cats, chickens...). The Nurturer can ask questions such as "Where is the dog?" and "Where are the dogs?"	Any known objects, such as animals or pieces of fruit
record	possibly take a digital picture to accompany recording and have a permanent record of what items you used.	