

TEACHING with TPR & TPRS

for a COMMUNICATIVE WL classroom



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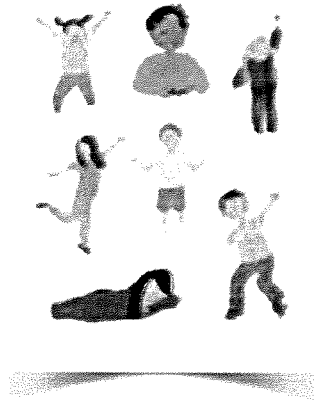
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www.miclasseessuclase.com

jasonslanguageideas.wikispaces.com

TPR

Total Physical Response



James Asher, California

<http://www.tpr-world.com/>

Is a **Language-body** conversation between the teacher and the student(s). "Students suddenly come to life. They get excited because they actually understand everything the instructor is saying."

"It will not solve all your problems, but it will prepare your students for a *successful transition* to speaking, reading and writing."

Steps:

1. Teacher Models
 Delays Model
 Adds 3 New Words
2. Teacher Presents Novel Variations
3. Teacher Assesses

TPR STEPS

Model the action

Assess

1. *Delay modeling*

2. *Remove modeling*

3. *Vary the groups*

- a. _____
- b. _____
- c. _____
- d. _____

4. *Novel commands*

TPR - *cont'd*

- For highly effective TPR...

- Assign groups or teams (countries)

- Use novel commands throughout (*the secret for highly effective TPR*)

- Gradually introduce descriptors:

- fast/slow
- in a circle, triangle
- like a monkey/monster/child

TPR Lesson Template

<i>TPR words</i>	<i>gestures</i>	<i>descriptors</i>
1. _____		
2. _____		
3. _____		
4. _____		

Model - Model the action as you say the word or phrase (students mimic our action)

Assess:

Delay - Say word/delay action **Remove Modeling** - Say words/do not model

Chain commands - 3 commands/no pause

Sample novel commands -

Vary the size of the group

Closed eyes assessment

Diccionario

TPR & TPRS

Transitioning from TPR (Total Physical Response) to TPR Storytelling / Storyasking can be tricky. Here's a story from TPRS teacher / writer Jalen Waltman that can help us all with this process.

The “**BAD BABY**” STORY:

We will be teaching the following vocabulary through TPR:

walk, stop, run, sit, laugh, cry

and through the STORY (TPRS):

there is/are, say(s)

Remember this story could be used at any level to teach multiple time frames and grammatical features (past, future, subjunctive, etc). Adjust the vocabulary and grammar accordingly. For complete, scripted CI lessons such as this one visit: www.waltmania.com

Hints for good CI teaching:

- Establish meaning of new vocabulary
- Teach to the eyes of your students
- GO SLOW!!!

TPR

- Model/gesture
- Delay & remove
- Novel Commands

QUESTIONING TECHNIQUES

- MORE questions than statements
- Check comprehension
 - Yes / No?
 - Either / Or?
 - Have actors replay an action to ask more questions and....

TPR & TPRS

- GET MORE **REPS!!!**

Using the lines below script out the story skeleton (main 8-10 sentences) in your target vocabulary / structures. Circle each target vocabulary item / structure so you can focus on asking questions here to recycle language comprehensibly.

The ***BAD BABY*** Story Skeleton:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Using the lines above script out a "SKELETON" of this story.

The Bad Baby Story



SKELETON

1. There is a baby (There is a mom / dad) at the supermarket (Ralph's).
2. The mom / dad **walks**. (BUT) The baby **runs**.
3. The baby is **bad**
4. The mom **says**...
 - a. "**Walk**, baby, **walk**."
 - b. "**Stop** baby"
 - c. "**Sit** down, baby."
5. The baby does NOT **walk** / **stop** / **sit**.
6. The baby **runs**.
7. The baby **sits** in the...fruit/cereal/chocolate (cognate).
8. The baby **laughs**. The mom **cries**.
9. The mom **says** "My baby is BAD."
10. The bad baby **laughs** and **says** "YES!"

READING

There are a two people: a mom and a baby at a supermarket. The mom walks in the market but the baby runs. The mom says "walk, baby, walk" but the baby doesn't walk. He runs fast. The mom says "baby, stop." But the baby does not stop, he runs fast in circles in the supermarket. The mom says "bad baby. Sit down." The baby stops. He doesn't sit down. He laughs and runs to the fruit and sits in the fruit. The mother says "no baby, not in the fruit!" The baby sits in the fruit and laughs. The mother cries and says "My baby is bad." The bad baby laughs and says...

"Yes, I am bad, very bad."

A version of **The Bad Baby Story** by Jalen Waltman www.waltmania.com
adapted by Jason Fritze – jasonfritze@mac.com

El cuento del bebé malo



BOSQUEJO

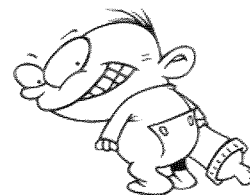
1. Hay un bebé (Hay una mamá / papá) en el supermercado (Ralph's).
2. La mamá / papá **camina**. (PERO) El bebé **corre**.
3. El bebé es **malo**.
4. La mamá **le dice**
 - a. "**Camina**, bebé, **camina**."
 - b. "**Para** bebé."
 - c. "**Siéntate**, bebé."
5. El bebé **NO camina / para / se sienta**.
6. El bebé **corre**.
7. El bebé **se sienta** en la... fruta / cereal / chocolate (cognate).
8. El bebé **se ríe**. La mamá **llora**.
9. La mamá **le dice** "Mi bebé es malo."
10. El bebé malo **se ríe y dice** "¡Sí!"

LECTURA

Hay dos personas: una mamá y un bebé en el supermercado. La mamá camina en el supermercado pero el bebé corre. La mamá le dice "bebé, camina" pero el bebé no camina. Corre rápido. La mamá le dice "bebé, para." Pero el bebé no para. Corre rápido en círculos en el supermercado. La mamá le dice "bebé malo, siéntate." El bebé para pero no se sienta. El bebé se ríe y corre a la fruta. Entonces se sienta en la fruta. La mamá le dice "No bebé, no en la fruta!" El bebé se sienta en la fruta y se ríe. La mamá llora y dice "Mi bebé es malo." El bebé malo se ríe y dice... "Sí, yo soy *muy* malo." **El fin**

Una versión del **Cuento del bebé malo** por Jalen Waltman www.waltmania.com
adaptado por Jason Fritze - jasonfritze@mac.com

L'Histoire « Le Bébé Terrible »



Le plan

1. **Il y a** un bébé (il y a une maman/ un papa) au supermarché.
(Ralphs, Trader Joe's, etc.)
2. La maman/ papa **marche** MAIS le bébé court.
3. Le bébé **est** terrible.
4. La maman **lui dit**...
 - a. « **Marche** bébé, marche »
 - b. « **Arrête** bébé »
 - c. « **Assieds-toi**, bébé »
5. Le bébé **court** en cercles.
6. Le bébé **s'assied** dans les.. fruits/ céréale/chocolat
7. Le bébé **rit**. La maman **pleure**.
8. La maman lui dit « Mon bébé est terrible »
9. La Maman s'assied et pleure.
10. Le bébé rit et lui dit « Oui ! »

Le Bébé terrible

Il y a un bébé. Il y a une maman. Le bébé est terrible. La maman marche au supermarché avec le bébé. La maman marche lentement. Le bébé court vite au supermarché.

La maman lui dit « Marche bébé ! » et Le bébé rit

La maman lui dit « Arrête bébé ! » et le bébé rit et court au supermarché.

La maman lui dit « assieds-toi bébé ! Mais le bébé rit et court en cercles. Le bébé court aux fruits. La maman crie » Arrête bébé ! Le bébé s'arrête et s'assied sur les fruits. La maman crie « Pas sur les fruits ! » « Bébé lève- toi ! » Mais le bébé rit.

Pauvre Maman. La maman s'assied au supermarché et pleure.

La maman crie « Mon bébé est terrible ! » et le bébé lui dit « Oui Maman, je suis terrible ».

Il racconto del bambino disobbediente



schema

1. C'è un bambino (C'è una mamma/ un papà) in un supermercato (Ralph's).
2. La mamma / il papà **cammina**. (MA) Il bambino **corre**.
3. Il bambino è **disobbediente**
4. La mamma **gli dice / grida**
 - a. "**Cammina**, bimbo, **cammina**."
 - b. "**Stai zitto**, bimbo"
 - c. "**Siediti**, bimbo."
5. Il bambino non **cammina / si siede**.
6. Il bambino **corre**.
7. Il bambino **si siede** sulla frutta/sui cereali / cioccolato.
8. Il bambino **ride**. La mamma **piange**.
9. La mamma **dice / grida** "Il mio bambino è **disobbediente**."
10. Il bambino disobbediente **ride** e **dice** "Sì!"

Lettura

Ci sono due persone: una mamma ed un bambino in un supermercato. La mamma cammina nel negozio ma il bambino corre. La mamma gli dice "cammina, bimbo, cammina" ma il bambino non cammina. Corre veloce. La mamma gli dice "bimbo, fermati." Ma il bambino non si ferma, corre veloce nel supermercato. La mamma gli dice "Bimbo disobbediente. Siediti." Il bimbo si ferma. Non si siede. Ride e corre verso la frutta e si siede sulla frutta. La mamma gli dice "No bimbo, non sulla frutta!" Il bimbo si siede sulla frutta e ride. La mamma piange e dice "Il mio bambino è disobbediente." Il bambino ride e le dice "...Sì, sono un bambino disobbediente, molto disobbediente."

A version of **The Bad Baby Story** by Jalen Waltman www.waltmania.com
adapted by Jason Fritze – jason.fritze@mac.com



Nombre _____

[illegible]

Well Fin!

ALL THE WORLD'S A STAGE

From Fluency Fast Language Classes (Karen Rowan)

after and original idea by Elaine Carey

"All the world's a stage" immediately follows "Asking the Story."

Groups of 3 act out the part of character 1, character 2 and "all the props."

The teacher re-tells the story while all of the groups simultaneously act it out. The teachers watches for comprehension, coaches melodramatic acting and provides a steady stream of comprehensible input.

Students who were not in the original story now have the chance to be involved physically and to hear the story again. Change a detail or the ending to keep the story compelling.

(Note: 20 years ago this was called the "Elaine Carey Technique" after the teacher who first shared the idea with us. I have been unable to find her for 20 years, so I started referring to it in several instructions years ago as "All the World's a Stage" and that is what has caught on. You may hear both names.-Karen)

View a Demo on the Facebook page of Fluency Fast Language Classes.
<https://www.facebook.com/FluencyFast/videos/10154287209344464/>

POWERFUL PQA

From Scott Benedict

<https://teachforjune.com/docs/powerfulpqa-handout.pdf>

What is Powerful PQA?

Powerful PQA is a question and answer format that focuses on getting to know the student through repetitive and progressively-more-detailed questioning that revolves around the vocabulary that is being taught.

How is Powerful PQA different from personal questions in the textbook?

The goal of personal questions in the textbook is to work the vocabulary and the goal of Powerful PQA to talk with students using the vocabulary. The same textbook questions are meant to be asked to many students with the goal of getting the student to respond and then move on. With Powerful PQA, the idea is to maintain a conversation with the same student as long as possible using the vocabulary. The end result is more acquisition of the target vocabulary while personalizing the classroom with the student.

How do I PQA with Power?

1. Have students draw pictures that represent answers to questions. Pictures don't have to be used, but bring in the visual modality for visual learners.
2. Teacher picks one student and asks questions.
3. Any and ALL new vocabulary is written on the board.
4. Teacher "fishes" for details.
This is where Powerful PQA diverges from textbook questions.
5. Teacher then "reports" to class what s/he learned from chat with student.

POWERFUL PQA

Ideally, this should be done after every 2 or 3 questions.

6. Stick with the same student getting even more detailed with the questions. This makes the student feel important.
7. When you think you can't ask any more questions, ask even more.
8. Choose another student and repeat the process.
9. Now compare and contrast first and second student.

Suggested Powerful-PQA themes.

✓ Sports & Activities: includes sports, pastimes, seasons, days of the week, months, weather, parts of the day, present tense, "to play," and "to like."

✓ Animals & Pets: includes animals, descriptions, adjectives, colors, "to be," "to have," "to want," comparisons, and simple numbers.

✓ School & Classes: includes school items, class subjects, ordinal numbers, "to study," "to learn," "to like," "to dislike," time, days, and months.

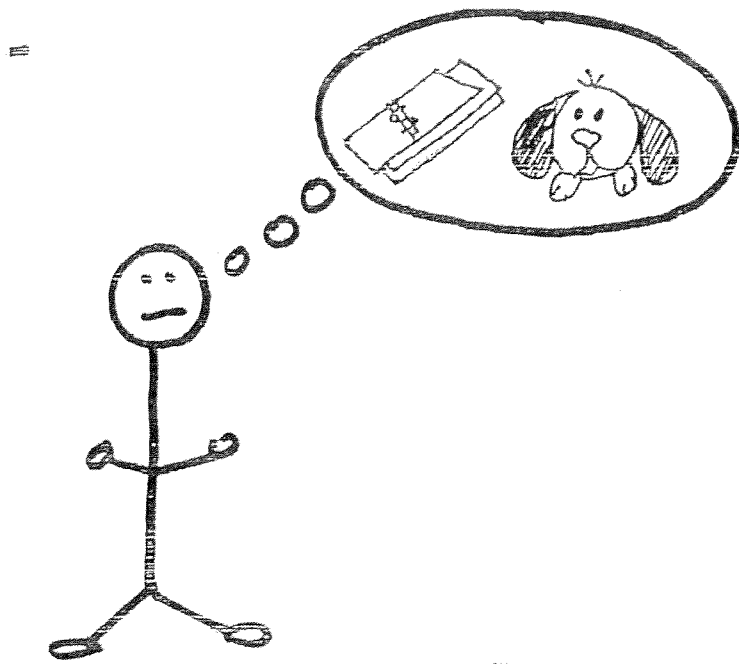
✓ Food & Meals: includes food, beverages, meals, time, "to eat," "to drink," "to like," "to be hungry," and "to be thirsty."

✓ Family: includes family members, age, comparisons, descriptions, adjectives, numbers, and occupations.

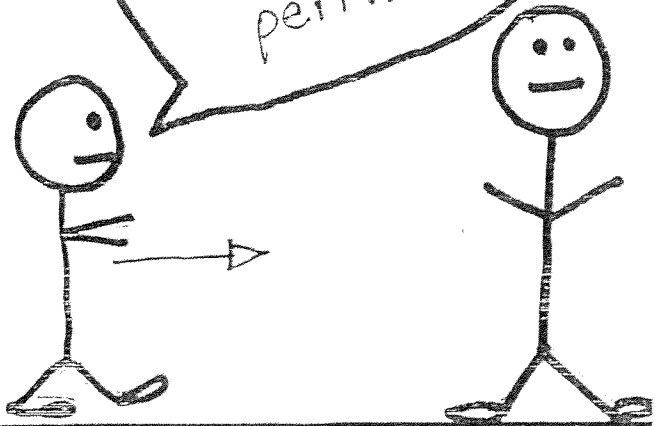
✓ House & Bedroom: includes parts of a house, rooms, furniture, possessions, ordinal numbers, "to have," "to be located," numbers, colors, adjectives, and comparisons.

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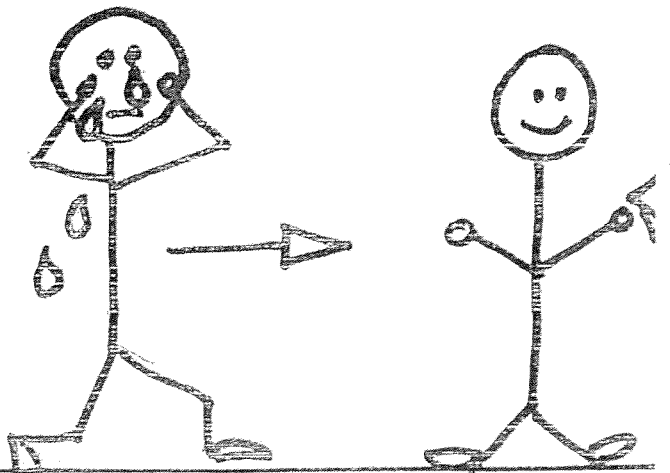
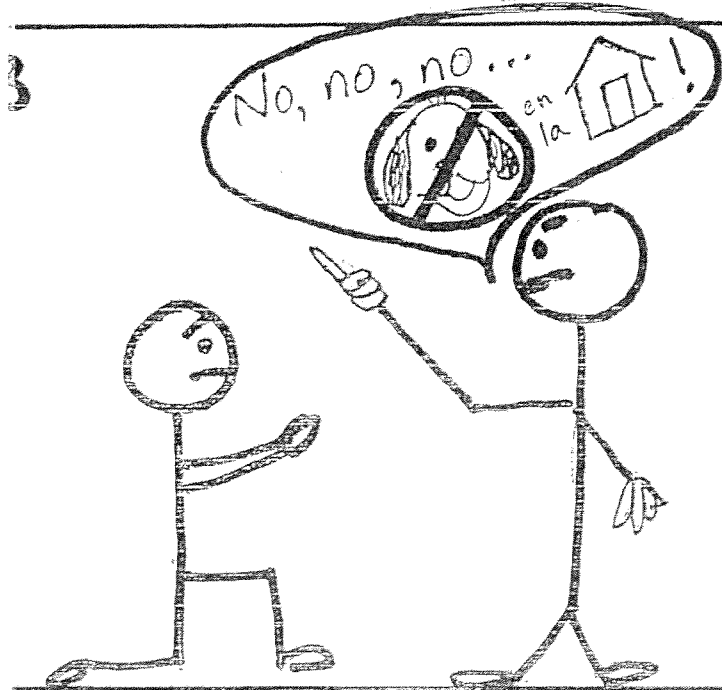
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Yo quiero comprar un perrito.



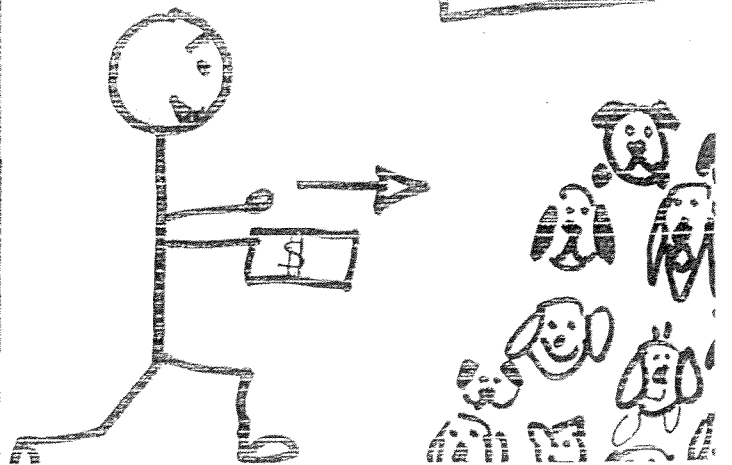
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6



PET.



EL CUENTO DE _____

Hay un niño . Se llama _____. Los amigos de _____
tienen muchos animales. _____ tiene muchos amigos pero no tiene
un animal. Quiere un animal. Quiere un _____.

Un día en la casa va a su _____. Le dice "_____
yo quiero un _____. " Pero hay un problema.
_____ le dice "_____. "
_____ llora porque quiere un _____.

Entonces _____ va a su _____. Le dice
_____, "Yo quiero un animal. Yo quiero un _____. "
_____ le da dinero y _____ le dice gracias. Entonces
_____ va a _____ y _____.

- EL FIN -

Template for Backward Planning from a Reading

----- high frequency vocabulary -----

low frequency
vocabulary

TPR	TPRS / PQA	cognates or vocab to teach in step 3 (reading)	OTHER

BACKWARD PLAN LAS AVENTURAS DE ISABELA, by Karen Rowan www.FluencyFast.com

TPRS / PQA		TPR			
Se llama Viaja Trabaja Quiere ser / quiere tocar / quiere montar / quiere comprar tiene / tiene un problema puede jugar Puede Dibujar Toca / no toques nada Casi se muere Puede / no puedes / ¿por qué no puedes? estoy cansada está contenta no soy normal	soy famosa hace pipí / hace popó está triste le dice: habla no cuesta mucho paga necesita piensa pregunta hay lee	Monta Toca / no toques nada Juega dibuja va Saca fotografías Mira Corre Hace ejercicio Entra / sale se rie compra salta le da Se sienta	pone grita llora camina / camina hacia canta ve se levanta se lava El pelo (Pelo castaño / Pelo rubio) Los ojos (Ojos azules / Ojos cafés) La manos El pie La cabeza El ombligo	La lengua El estómago La boca (El músculo) caballo bano escaleras iglesia bonita Mercado Juguetes Dinero Hijos Zapatos La comida	Los frijoles Helado Panaderia Heladeria Pan Ventana Una hoja de papel El suelo El niño Pulgas Periodico

COGNATES				
abandona música actriz no importa adicción Normal adoptar Obsession autobús Oficina aventuras Opinion	bailarina Perfecto bebé Persona cámara Pirate chile Practico depende Prefiero difícil Prepara	entra Presidente entra Respirar estudiantes (es = s) Responde expresión Ridículo familia Super famosa Tortilla	fotografías (ph) tostada fruta Universidad guitarra Veterinaria mamá visito mango vomito México Minutos	
QUESTION WORDS		POSSIBLE SUB PLAN IDEAS:		
¿Quién?-----Who? ¿Qué?-----What? ¿Dónde?-----Where? ¿Cuándo?-----When? ¿Cómo?-----How? ¿Cuánto?-----How much? ¿Cuántos?-----How many? ¿Por qué?-----Why? Porque -----because		Create postcards that they would send to someone back home from a trip to Guanajuato (Fritze) / Re-read a previously taught chapter with a partner. / Research taking a trip to Guanajuato. / Draw chapters of the story while re-reading it. / Write a one semester of Spanish Spanish love song using only words they know. / Sesame Street video on Pan Dulce		

Name

School



European Language Portfolio – Junior version: Revised edition



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE
European Language Portfolio
Portfolio européen des langues

Portfolio Européen des Langues: modèle accrédité N° 70.2006
European Language Portfolio: accredited model No. 70.2006
Accordé à / Awarded to CILT, the National Centre for Languages

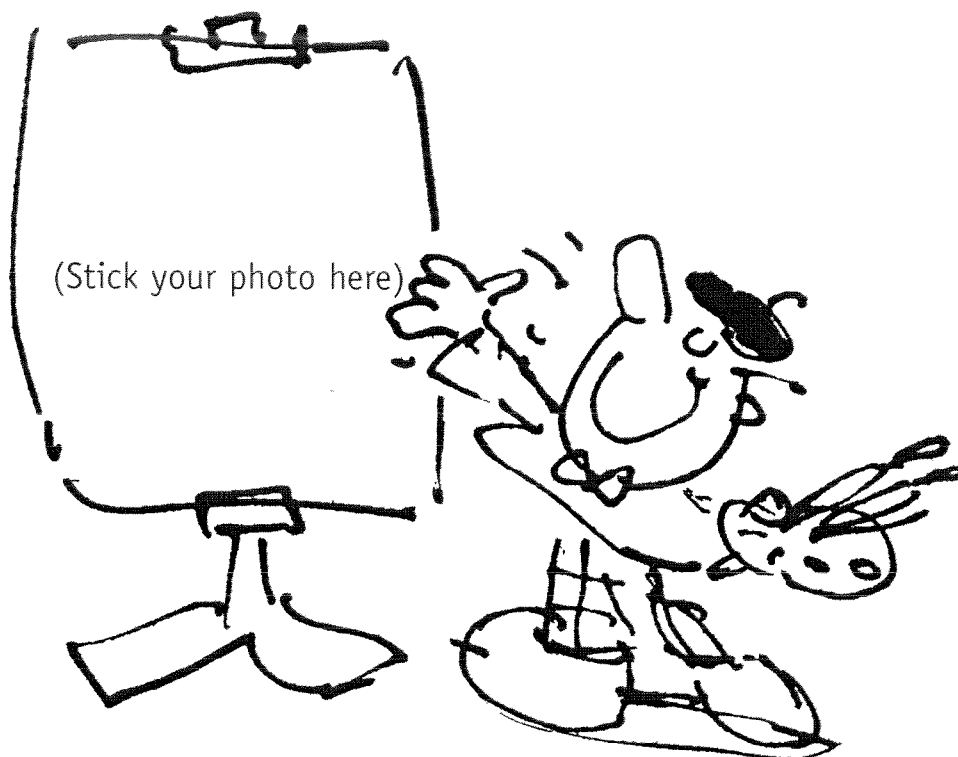
CILT The National
Centre for
Languages

Ce modèle est conforme aux Principes et Lignes Directrices

COMITE DIRECTEUR DE L'EDUCATION –
COMITE EUROPEEN DE VALIDATION

This model conforms to common Principles and Guidelines

STEERING COMMITTEE FOR EDUCATION –
EUROPEAN VALIDATION COMMITTEE

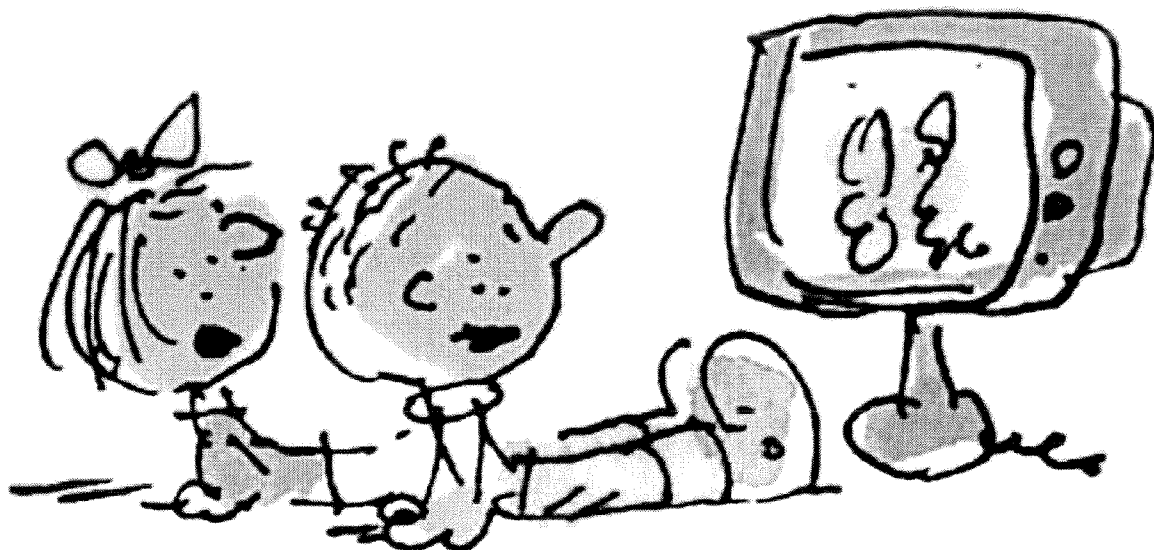


MY PORTRAIT

Name _____

School _____

Age _____



THIS PORTFOLIO IS FOR YOU

- to keep a record of your progress in learning languages
- to record how you learn languages
- to keep some examples of work you've done in languages
- to show which languages you know
- to show what you know and can do in languages

**my language
BIOGRAPHY** 🖐

**my language
DOSSIER** 🖐

**my language
PASSPORT** 🖐

YOUR ELECTRONIC PORTFOLIO

You can fill in parts of your Portfolio electronically. Go to **www.nacell.org.uk** then click on Resources and then European Language Portfolio to download the file.



LANGUAGES I KNOW



Languages I know

Language	How long I've been learning this language	Where I learn this language. At school? At home?	In this language I'd like to be able to ...
English			
Spanish			

Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

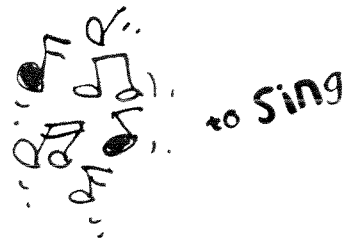
Language

I use the language

I meet people who speak this language
sometimes ☐ often ☐

at home

at
School



to sing

to talk

to write

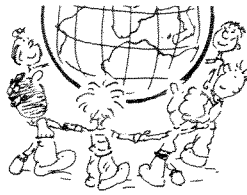


to read

with my
friends

with
my family





I can understand and speak in several languages – I am plurilingual.
The languages are

I watch TV programmes, films or see magazines or books in the
language/s

sometimes

☐

often

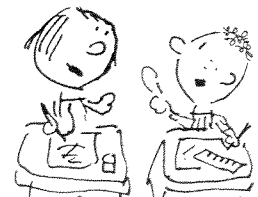
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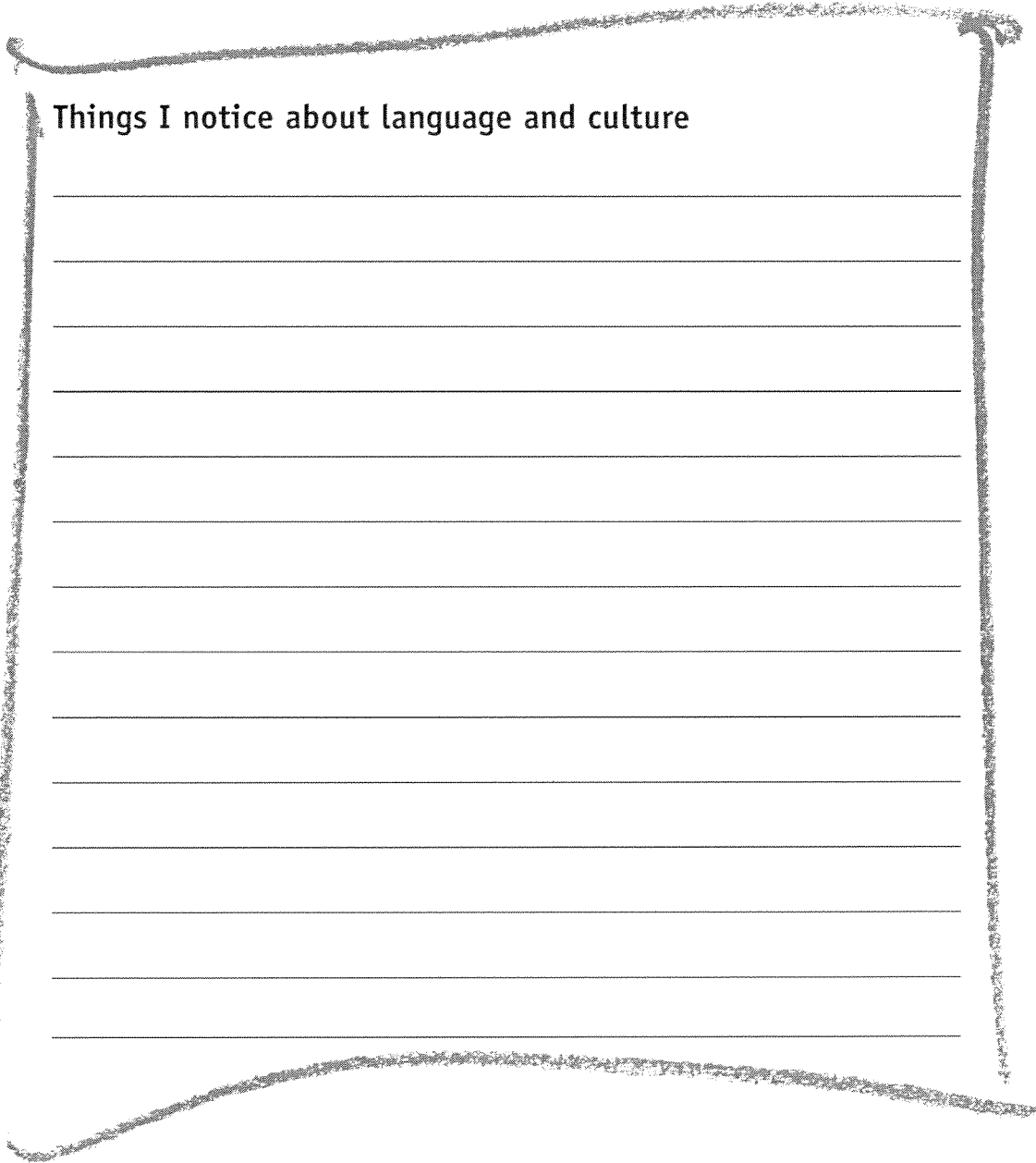
I have made these contacts, e.g. penfriend, e-mail or visited these countries

I have friends or family who come from these countries and speak these
languages

In the future I would like to go to

and I would like to learn these languages





HOW I LEARN LANGUAGES

Things I like doing in language lessons

Things I am good at

Things I find difficult

I learn best when

I use a game or rhyme to help me remember words



I learn several words or phrases in a given time



I say words to a rap or a beat



I ask someone to speak more slowly



I use gesture or mime to show I understand



I think of something funny to remind me of a word



I work with a friend to make up a role play or sketch



I look at the face of the person speaking to me and listen attentively



I record myself to hear whether my pronunciation is good



I practise new words by saying them under my breath





MY PROGRESS IN
LEARNING LANGUAGES

Language: _____

Colour in the speech bubbles when you can do these things

I can understand
the teacher's
instructions



I can do actions
to a story or poem
as I hear it



I can play
'Simon says'



I can understand
questions about
myself



I can recognise
important words
in a story
or song



I can understand
a range of
different
stories



I can match
words which I
hear with
pictures



I can follow a
short story



I can act out
the meaning of
sentences



I can follow
someone else's
conversation

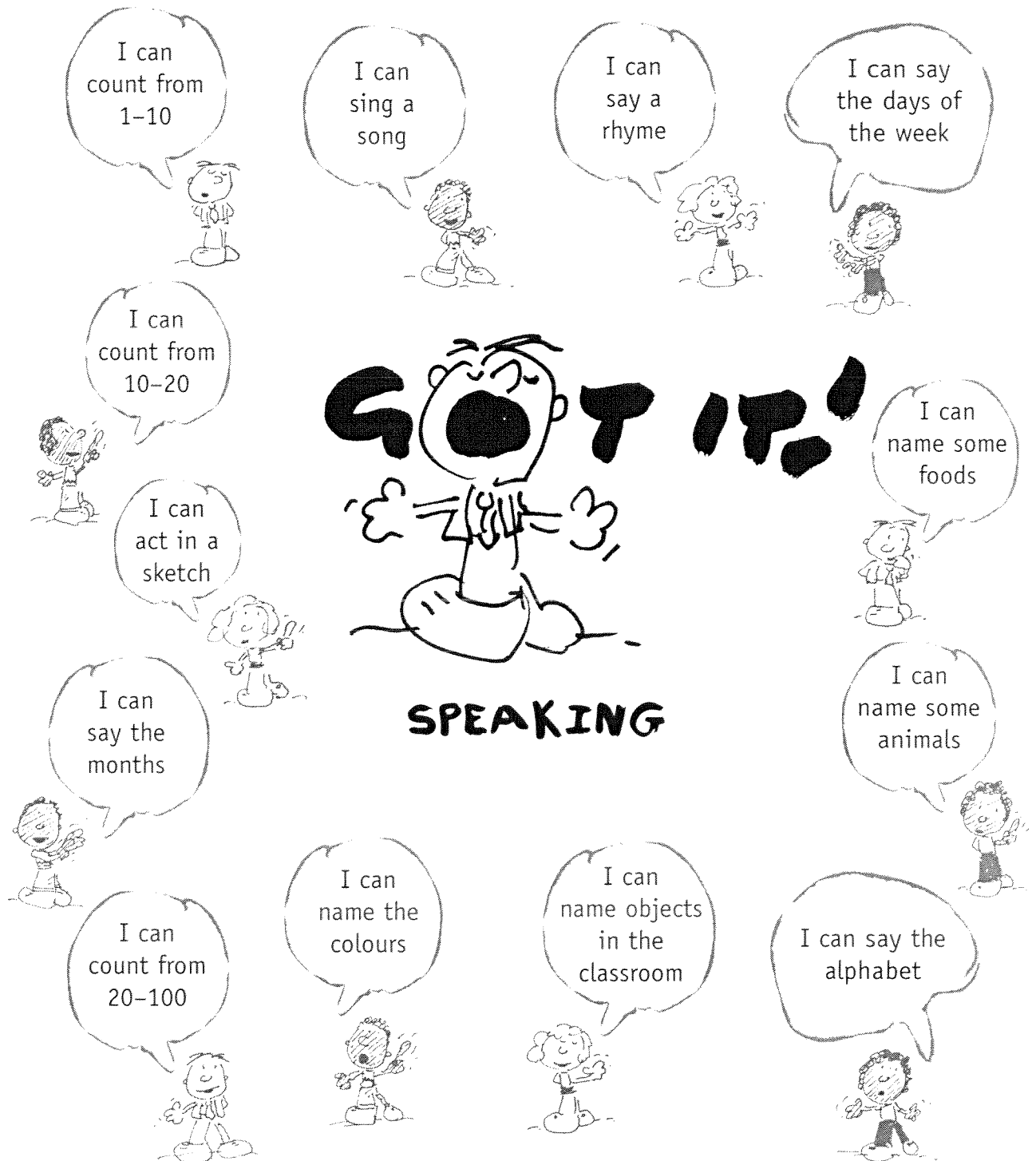


LISTENING

I can also

Language: _____

Colour in the speech bubbles when you can do these things



I can also

Language:

Colour in the speech bubbles when you can do these things



I can also

Language: _____

Colour in the speech bubbles when you can do these things



I can also

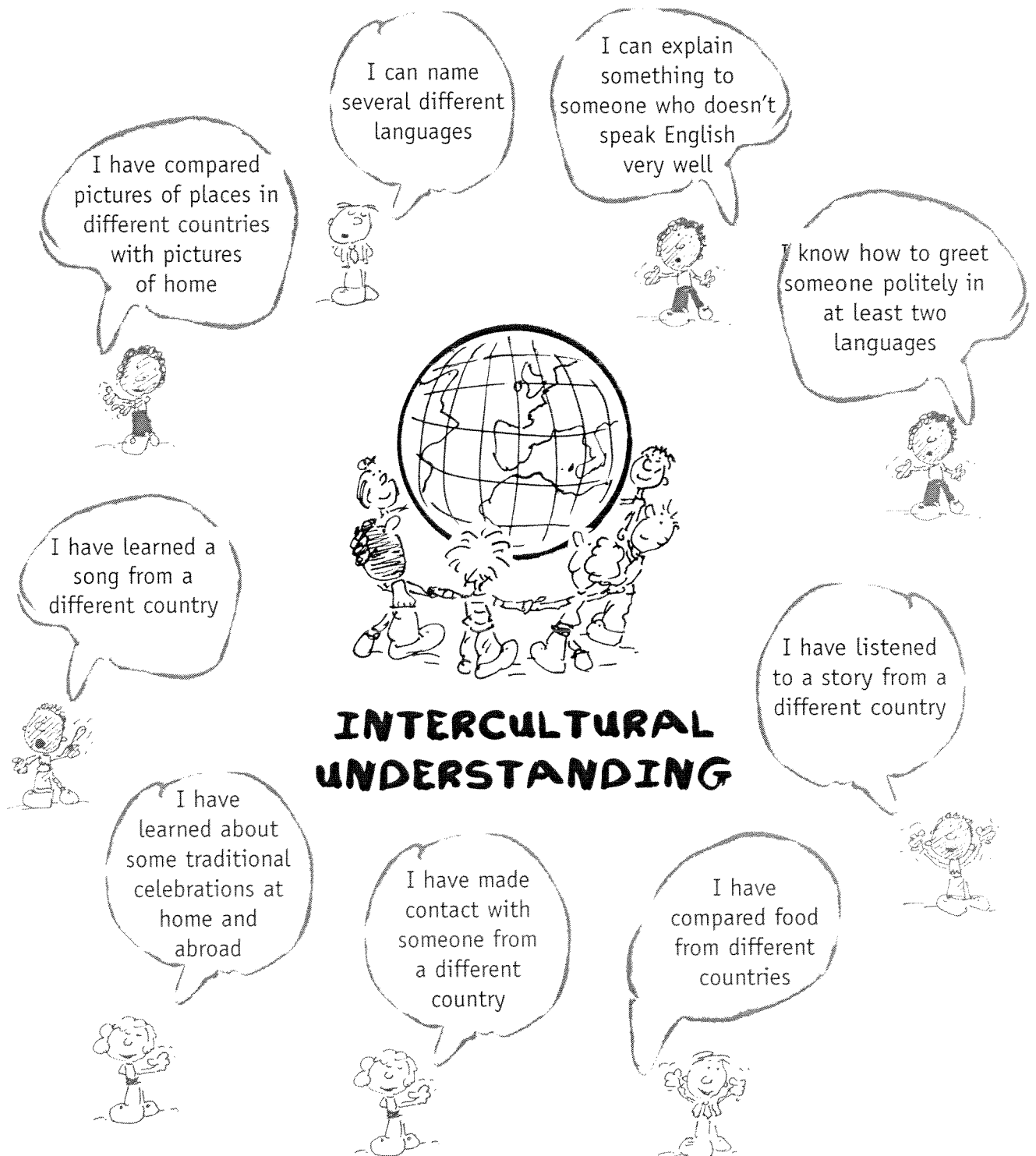
Language:

Colour in the speech bubbles when you can do these things



I can also

Colour in the speech bubbles when you have done these things



I can also
