

TPR & TPRS Lesson Planning

[Dr. Shelley Thomas India/China/ USA workshops]

Lesson plan for any 1 hour class: plan for 50 minutes and allow for 10 minutes of classroom management or unexpected things. Also have one extra activity in case you finish early.

[5 mins]

[25-30 mins]

[15 mins]

Review of previous day's target vocabulary

Action and processing new material

Assessing – 5-10 sentences according to time/ Pop up grammar
[unless students are not yet literate, then the assessment is simply whether they respond with their bodies to commands and verbally with “yes/no” or choices. **Try one word assessments:** listing verbs on board, number, have them match verb with picture. Competition to write verb first and hold up when you say it.

TPR [Total Physical Response] For information on TPR read:
James J. Asher Learning Another Language through Actions

Preparation:

Make stick figure pictures on sheets and laminate for vocab to TPR/ have tape ready to stick them on the board. For examples see Ramiro Garcia's: How to Apply TPR for Best Results and The Graphics Book

1. TPR the words - Use their whole bodies

- a. Model / Hesitate / Stop
- b. No more than 3 words at a time and recycle - combine two commands with “and” and make sure they can do both at the same time, like “touch your head and sing, jump and turn, raise your hand and walk to the wall”
- c. “one hand touches the knee, one hand touches the ear, one hand touches the floor, one hand touches the eye, etc.” – this is really funny the faster you go. The hands are flying everywhere.
- d. Novel commands – consist of words you taught, but in new, unusual combinations that you do NOT model. Example- if they know “touch the head with the pen” and “touch the table”. Now give them “touch the table with the head” but do not model it. The fun is in watching them get it themselves.
- e. Vary size of groups – boys and girls or half the class / 3 people at a time.
- f. Chain commands – these are 3 things that are NOT done at the same time, like ‘walk to the table, pick up the book, put it on your nose” [you will have to teach them to wait until you've finished the 3rd command before they start, especially if you do not speak their language]
- g. Assess- have them close their eyes while you give commands. Try to see who may need help. Decide if you need to teach a little more slowly if less than 80 % of the people are getting it.

Processing activities:

2. **Hold two pics** at a time- one in each hand and call out for one to be pointed to by students – far right or far left. Raise the correct one after.
3. **Call for 5 students** to stand in front of the class each holding one picture. As the teacher calls out the action, the person holding the corresponding picture to raises and lowers correct picture. Increase speed when you're sure they have it to help them hear target language at native speed.
4. **Stick up the pictures** on the board. Number them below and call out the action in the target language for the students to respond through numbers [in their own language until they learn numbers in target language]
5. **Have students compete to draw** quickly on mini-chalk boards when you shout out action and tell them to raise quickly when finished. Erasable boards are good, or have them fold and tear paper for 8 sides to draw on.
6. **In pairs, one student draws a picture and shows** it to his partner and the other says the command.
7. **Tapette** - Divide the class into 2 teams, they select goofy name and motto. Then call for one person from each group. Have 10 pictures taped to the board. Give the two people the fly swatters and call out the picture. The first to hit it gets the point.
8. **Charades** – Write command on slips of paper and students choose, read silently, act out, others guess in target language.
9. **Teacher touches** - one picture and gives choices while teaching “he” and “she” - example “He’s touching or standing up?” “she’s sitting down or he’s sitting down?” Gives students opportunity to start producing, but based on teacher’s model.
10. **Three Ring Circus:** Put three children up front [have male/female mix] each performing a different action, but only ONE action. Be careful that it is an action that is not uncomfortable to repeat, like one person might be touching his head, the other walking to the door and the last one looking at the window. Then **do circle questioning**. Use the children’s names at first then insert “he” and “she” where appropriate.
11. **Structure for Circling Questions** – 4 questions from easy to hard. For beginners, use only inflection in the voice to make the question, keeping the same form used for the statement. New students will unknowingly repeat the question part of the sentence in their answers because they don’t yet understand it is the part of the sentence that creates the question.
12.
 - [+] . He is clapping? – first students answer in target language “yes” and teacher confirms and says, “**Yes**, he is clapping” in target language.
 - [-] . He is jumping? – students answer “no” and teacher confirms, “**No**, he is not jumping, he is clapping.
 - [/_/] . **Choice** – he is jumping **or** he is clapping? “ Students answer “clapping” and teacher confirms, “Yes, he is clapping.” When giving a choice, change only ONE WORD – either the noun, verb, adverb, or subject. For beginners, use the same words you used in #1 and #2.
 - [?] **What** is he doing? [If there is no answer, that means there is no comprehension so you should go back to “choice” repeat step #3 and then try #4 again.

13. First stick to one picture for **all the 4 questions** and then go ahead with the other pictures. For more advanced questioning, **mix the 4 levels** among many pictures.

14. **Can also be used with stick figures once the real humans have been used** “John is touching his head, yes or no? He is touching his nose

Variation for teaching “my” and “your” ☺ - After the students touch their own body parts, chairs, tables, words, etc. The teacher teaches “my” and tells the students to “touch MY arms, or MY stomach, or table, etc.” and the kids rush up together to touch the teacher. It is adorable.

Assessment:

Write out words that have been TPRed. **First “one at a time”** – like just 1 verb or 1 object - not in sentences. If they show mastery of the following routine with one word, then continue with whole sentences. See if they can tolerate little new additions like plurals, negatives, and narrative instead of commands.

- a. Number the words/sentences and write them on the board in the target language.
- b. Read in the target language out of order, they shout out the number
- c. Call out in English out of order, they shout out the number
- d. They translate aloud one by one after you say “who thinks they can tell me what #1 means?” etc.
- e. Pop up grammar - introduce them to it – give them grammar according to the meaning and context, not grammatical terms.
- f. **Homework:** have them keep a picture dictionary in the form of index cards to make flash cards. Each action and noun should have a stick figure drawing they do themselves. Encourage using different colors.

TPRS Phase [Teaching Proficiency through Reading and Storytelling] For more information see : Blaine Ray's Fluency thru TPR Storytelling

Preparation – ADD BRAIN BREAKS when attention lags after about 30 minutes. [brain break lasts about @ 15 seconds] For information on brain breaks, see “Brain Gym” by Dr. Paul Dennison.

- Choose **3 high frequency**, practical phrases that contain the grammar they need to learn. For a beginner class it might be - “there is, he wants, he goes” Story should consist of 3 locations, have BEP [bizarre, personal, exaggeration] one problem. All necessary vocabulary should be known by the student or should have already been TPRed or is defined on board in native language. For beginning stories, make a list of **ALL POSSIBLE COGNATES**, well-known places [Berlin], and names [the president], brand names [Coke].
 - Bring **Props & comic** of story and written story. Create a fill in the blanks “cloze” exercise, true /false sentences and WWWWW questions.
1. Write up and **gesture** the 3 phrases / after 1 minute – have them close eyes and assess if they can get it when you say it/ pairs – one gestures, the other says the phrase in the target language.
 2. Put up 1-3 positive and 1-3 negative **emotions** in the target language and practice having them emotive to different situations which you give in their own language so there is 100% comprehension.
 3. Teach **“Time out” signal** for those who do not understand. Say, “My responsibility is to make everything comprehensible, yours is to stop me when I don’t. When you stop me, you are making me a better teacher and you are helping your classmates who are too shy to stop me.” Practice **THANKING** them when they stop you by saying “thank you! good question!” **Interesting side notes for them:** two reasons trial and error are good – a) Trial and Error - grow dendrites /make you smarter- tell them about experiments on rats finding cheese in the maze: rats who are shown where the cheese is and who find it quickly do not grow as many dendrites as rats who try, make mistakes, back track, try new paths b) In a safe environment like the classroom, there are no negative consequences, so T and E prepare you for the real world - example of cubs play fighting in the wild. They are not killed for making mistakes in playing.
 4. **Pick actors** from the class and get their consent. You will have already worked with these 3 phrases the previous day asking P Q A – personal questions/answers – directing them at students, using their names, creating funny mini- situations. Example for : there is, she wants, she goes. “Class! Oh, no! There’s an elephant on Jane’s head!” Then circle question: There is an elephant on Jane’s head, class?” yes, no, choice, WWWWW. Then you might say, “she wants an elephant on her head?” circle... Then “ she goes to a special elephant doctor at the Mayo Clinic?” circle ...

5. **Teacher Tells the story** - State the story line by line for the main actor with 4 levels of questions [circle questioning] and encourage emotions.
6. **Hand out 6 or more squares of comic** of story – describe story out of order and have students call out the number of the square you are describing. Make sure you have the students edit the comics according to how their own version of the story turned out in class. I already have a comic ready to hand them, but I encourage them to produce as many of the facts as they want after they learn more target lang. They enjoy editing the comic to reflect their choices.
7. **Teacher retells** original story with funny mistakes, but totally acting like she's serious. Students naturally shout out corrections as the mistakes are made by the teacher. They love this!
8. **True or false** statements – just 10 quick statements. Then grade. (80% or better – have them exchange papers/correct/raise hand to indicate who got 80 or better)
9. **Choral reading and Translate** – Teacher reads a sentence in the target, students repeat chorally – no more than 4 syllables at a time. Then ask students to translate each sentence - one sentence per students at first.
15. **Pop up grammar** – have your questions prepared concerning subject/verb agreement, plurals, etc. and compare their language with new language.
16. **Oral** – Ask about 10 Q & A of **WWWWW** questions. Once they get them orally, do them in written form together in pairs or alone. Use the board and correct together to give them quick feedback.
17. **Extended reading** – This is a larger story using the same vocabulary but in a more difficult format. Still – it is a BEP story. Teacher reads a couple of sentences in target language, students translate one by one. Ask some **WWWWW** questions which you give them for homework.
18. **Fill in the blanks – cloze** exercise created directly from the story just told.
19. **Timed writing** – The purpose is to produce as much of the target language as possible in 5 minutes based on the TPRS story they acted out. It is simply another form of processing. Not for a grade. Tell them - do not worry about grammar. Native speakers can produce 100 words in 5 minutes with no errors. Beginners usually do 25-50 words. Have the **guide words** on the board [a verb for each comic square] “ go!” after 5 minutes, they count the number, put it at top of paper, I collect and tell them the average of the class while they do partner retell. They are super encouraged about getting the feedback so quickly and when they see how much they could produce.
20. **running dictée** – take about 6 sentences, type them out big, tape at least 2 copies outside classroom, depending on size of class. Get in pairs. 1 person runs and gets sentence in their head and brings it back orally to the other who writes it. At first people can't remember anything and keep having to run back and forth. It's funny and fun. Tell them partner "A" will run and do first three sentences and partner "b" will run and do last three. First couple done wins, then we check for correctness. In a small class I can check each one. In a large class I simply put it on board and do

either swap and circle errors or honors system and check own. Since it's all just for fun, there's usually no problem.

21. **Partner retell** – one uses the picture and guide words on the board; the other keeps a poker face and does not react. **Make concentric circles of students.** Either stand or sit. Inside students stay put and listen. I use the weakest students to sit inside first to hear the story more times. Outside students tell story until teacher says [you can make the instructions in the target language once they understand what they are] “ Stop, move to next person, continue telling story” Teacher tells them to move on to the next person every 25 or so seconds.
22. **Teacher moves around** room listening subtly in order to ID a “star” student – a student who volunteers to narrate the story in front of the class. Teacher - No correcting. Just listen and give appropriate positive reactions to story line. Big applause. Ask for one more volunteer to see if anyone else can do it.
23. **Homework:** a) Tell students to tell their new story to a friend/ parent and report back their reaction. It's fun for them to show off their new skill b) Tell students who feel ready to retell with comic to two people at home and have them sign a paper saying they've listened. It's fun. They just write “I listened to ...” c) Write and draw a new version of the story. Pair retell of new stories. d) Teams create new stories and act out for the class. e) Type up student stories and handout to classmates. Students like to read their own work. f) Teach new vocab. by asking students to insert new vocab into the stories they create. e) New perspective – have students rewrite stories as if THEY are the main character