

Strategy: Total Physical Response (TPR)

DESCRIPTION

TPR requires actionable verbs which are stated with gestures for students to imitate. It includes the I do, We do, You do approach. The teacher gradually decreases the gesture prompt. It is a popular strategy for teaching listening comprehension.

STEPS

1. Select 4 of the action words from the book to teach at each setting.
2. For each word on the list make a word card with a large enough font so it can be read by all the students.
3. (I do) Say the word and do the gesture at the same time. Use the intonation of a command with appropriate gestures and facial expressions. For example, '*sit down*' saying it and doing it.
4. (We do) Say it and do it with the students.
5. (You do) Say it without doing the action yourself and watch the students do the action.
6. When all the action words in a book are presented, read the text.

BOOKS

Ayres, K. & Westcott, N. D. (2008) *Up, Down and Around*. Candlewick.

- All grades. ELL Stage: early beginner AD290L

Barton, B. (2016). *My Bike*. Greenwillow Books.

- Early elementary and preschool. ELL Stage: early beginner

Barton, B. (2015). *My Bus*. Greenwillow Books.

- Early elementary and preschool. ELL Stage: early beginner

Barton, B. (2003). *My Car*. Greenwillow Books.

- Early elementary. ELL Stage: early beginner. 240L

Bridwell, N. (1998). *Clifford Makes a Friend*. Cartwheel Books.

- Early elementary. ELL Stage: early beginner. 130L

Carle, E. (1997) *From Head to Toe*. HarperFestival

- Early elementary. ELL Stage: early beginner. 80L

Cronin, D. (2009) *Stretch*. Atheneum.

- Elementary grades. ELL Stage: intermediate beginner. AD260L

Davis, K. (2001). *Who Hops?* HMH Books for Young Readers.

- Elementary grades. ELL Stage: beginner. 320L

Ehlert, L. (2006) *In My World*. Clarion Books.

- Early Elementary and elementary grades. ELL Stage: intermediate beginner
- Also for Vocabulary

Fleming, D. (2002). *Mama Cat has Kittens*. Square Fish.

- Early Elementary. ELL Stage: early beginner. AD280L

Harter, D. (2011) *Walking through the Jungle*. Barefoot Books.

- Early Elementary. ELL Stage: early beginner

Hubbell, P., Halsey, M. and Addy, S. (2008) *Airplanes : Soaring! Diving! Turning!* Marshall Cavendish.

- All grades. ELL Stage: advanced beginner. AD400L

Kerley, B. (2006). *A Cool Drink of Water*. National Geographic Kids.

- All grades. ELL Stage: intermediate beginner

Page, R. & Jenkins, S. (2016) *Flying Frogs and Walking Fish: Leaping Lemurs, Tumbling Toads, Jet-Propelled Jellyfish and More Surprising Ways that Animals Move*. HMH.

- All grades. ELL Stage: advanced beginner. AD900L
- Also use with: Compare and contrast

Page, R. & Jenkins, S. (2006) *Move!* HMH.

- All grades. ELL Stage: multilevel. AD450L
- Also use with: Vocabulary visuals

Pashkis, J. (2020) *Where Lily isn't*.

- All grades. ELL Stage: intermediate beginner

Reisman, D. (2008). *Cows Can't Jump*. Jumping Cows Press

- Early elementary. ELL Stage: early beginner. AD160L

Rubin, S. (2008) *Matisse Dance with Joy*. Chronicle Books.

- All grades. ELL Stage: early beginner
- Board Book

Stewart, M. & Jenkins, R. (2017) *Can an Aardvark Bark?* Beach Lane Books.

- Upper grades. ELL Stage: multilevel text. 720L

Sweeney, L. B. (2015) *When the Wind Blows*. Putnam and Sons.

- All grades. ELL Stage: early beginner. 240L
- Also use with: Chanting

Thompson, L. (2012) Hop, Hop, Jump! Margaret K. McElderry Books

- Early elementary and preschool grades. ELL Stage: early beginner

Walsh, M. (2002). *Do Donkeys Dance?* Lawrence, KS: Mammoth/Egmont.

- Early elementary grades. ELL Stage: intermediate beginner

LESSON PLAN

ANCHOR BOOK

Carle, E. (1997) *From Head to Toe*. Harper Festival. 80L

OBJECTIVE

1. SWBAT demonstrate the meaning of each of the spoken action verbs.
2. SWBAT demonstrate the meaning of each of the nouns for parts of the body, and the animal names.
3. SWBAT exchange words in a patterned sentence with correct meaning, "I am a ____ and I ____ my ____."

PREPARATION

- Select the action words from the book and also list simple commands that can teach the TPR technique, such as *sit down*, *stand up*.
- Teach the basic commands or ubiquitous action words: "with your finger underline, circle, put an X on... "
- For each word on the list, make a word card with a large enough font so it can be read by all the students. If you have electronic resources these can be projected on the wall.

INTRODUCE THE ENGLISH

- Demonstrate the meaning of one word by saying it and gesturing at the same time. Use the intonation of a command with appropriate gestures and facial expressions. For example, '*sit down*' saying it and doing it.
- Next, have students do the actions as they watch you.

Note: For early elementary age and beginners of all stages only teach 4 words in each session.

PRACTICE

- Say command or action without doing the action yourself. Have them do the action.
- When you finish the introduction of the words, have them do the actions of each as you say them in random order. Call on students to be the teacher and use the written cards or give oral commands to other students.

- READ THE BOOK AND STOP periodically to have students demonstrate their new skills, such as with your finger draw an X on the WAVE, circle the BEND, or underline the word 'stomp' or reenact a scene being read without looking at the pictures. Teacher will have word cards to substitute with the 12 sentences in the same pattern. Students can switch the verbs. For example from "I am a giraffe and I _bend ___ my neck" or "I am a giraffe and I _wiggle my neck" and others.

INTERACTIVELY READ THE TEXT

- After all the action words in a book are presented, read the text together.
- Have half the class be the animals and the other half answer their questions.
- WRITE the sentence structure in the following pattern:
 "I am a ___ and I ___ my ___."
 Children substitute the names of 12 animals, "I am a ___."
 Children substitute the names of 12 verbs, "And I ___."
 Children substitute the names of 12 body parts, "My ___."

ASSESSMENT

- Give students a sheet of paper with the drawings of the action words.
- Give commands for them to do on their papers, such as draw an X on the boy. Put a circle around the cat, etc.
- Make a checklist of the student roster and all the verbs in the text. Assess students individually by giving them a sheet with the drawings of the actions. Give them commands.
- Score the sheets.