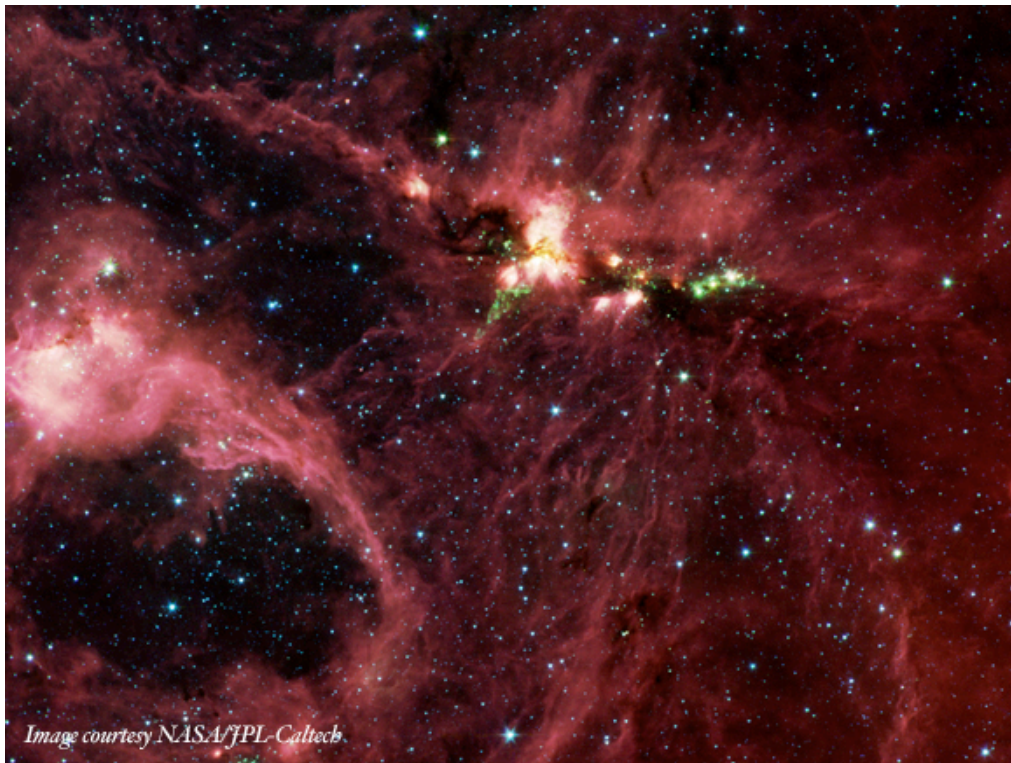


EVOLUTION OF TPRS

From “Total Physical Response Storytelling”



to

“Teaching Proficiency through Reading and Storytelling”

NTPRS
Denver
July 2007

EVOLUTION OF TPRS

The method changes, evolves...

Stage one: TPR to Gestures (Blaine Ray)

Started out by discovering that TPR works! Application of TPR in Gouin series, skits, narrations. Blaine's breakthrough: Third person singular instead of command forms!

Do TPR and gestures produce fluency? What's the MAIN THING?

Stage two: Telling stories



Is the secret in the story? What's a good story for teaching relative pronouns?

1. Is it necessary to be bizarre? To travel on a duck?
2. What about actors?
3. How long should it take? What do I do next?
4. What if the kids don't pay attention or don't like the story?
5. What if the kids try to sabotage or take over?
6. What if I don't finish the story?
7. Repeat the same story 2 - 4 times in one class period?
8. Retell from POV, to partner, as homework, draw the story, write the story
9. What's the MAIN THING?

Stage Three: Personalization

How do you do PQA?

How do you personalize a story and still teach what you need to teach?

How do you control the vocabulary and still personalize?

How do you stay in the language and still personalize?

How do you personalize when there is a district curriculum/syllabus/textbook?

How do you keep everyone involved?

Stage Four: Questions

Circling: How to keep students interested while questioning? How to stay awake while questioning?

Open-ended: How to stay in the language when questioning? How to keep control of the story while questioning?

How to ask enough questions? Why ask so many questions? What kinds of questions are best? How to maintain focus in class?

What's the MAIN THING?

Stage Five: Reading

How to find reading that is comprehensible and engaging?

Is translation reading?

How to keep everyone on task?

What about questions after each chapter, projects, quizzes, activities, graphic organizers, book reports?

What's the MAIN THING when reading?

EVOLUTION OF A TPRS TEACHER

Stages and changes....

Stage one: I'm afraid to try TPR Storytelling® because I might not do it right.

Stage two: I tried it and the kids loved it but I had to go back to the book because I wasn't sure they were getting everything they needed.

Stage three: I tried it and the kids did great. But when I went to the next workshop I found out that I was doing it all wrong.

Stage four: I thought I was doing it right and following the steps, but when I went to the next workshop, the method had changed!

Stage five: I think I get it, but after this workshop I still need to work on a few things to be a better teacher next year.

Stage six: Doesn't exist. Stage five is as good as it gets!

As long as you keep the MAIN THING the MAIN THING,

It's fun to teach when you use
CI+P