

INTERMEDIATE TPRS

MANAGING THE STORY BY:

- FISHING FOR DETAILS
- VERIFYING WITH ACTORS
- PARALLEL CHARACTERS

Craig Sheehy - Idaho

Who am I?



- Blaine Ray's former high school student, 1989
- TPRSer since 2004
- Blaine Ray workshop presenter
- Teach high school and college

Session 1 - Let's try it!

Goals for intermediates (on the road to advanced)

1. Become more proficient in the intermediate TPRS® skills (verifying details, parallel characters, etc.)
2. Create an organic story by using student responses
3. Find your own TPRS style (clown, sincere, grandmotherly, academic, Mr. Magoo, etc.)

Practice 1 – Start with any sentence and verify with your actor

Elena was a girl.

Talk to the class in the past tense.

Ask Elena:

Are you a girl?

Coach her to say:

Yes, I am a girl.

Yes, you are a girl.

Class, Elena was a girl.

Practice 2 – Add a location by fishing for a detail and then verify

Elena was a girl.

Class, where was Elena?

The class suggests answers. Then ask Elena to choose.

Elena, where are you?

Coach her to say:

I am in Illinois.

Yes, you are in Illinois.

Class, Elena was in Illinois.

Talk to the class in the past.

Talk to your student actor in the present.

Verify what she says and then talk to the class.

Practice 3 – Add a more specific detail by fishing and then verify

Elena was a girl. Elena was in Illinois.

Class, in what part of Illinois was Elena?

The class suggests answers. Then ask Elena to choose.

Elena, where are you in Illinois?

Coach her to say:

I am in Chicago, Illinois.

Yes, you are in Chicago, Illinois.

Class, Elena was in Chicago, Illinois.

Talk to the class in the past.

Talk to your student actor in the present.

Verify what she says and then talk to the class.

Practice 4 – Add an even more specific detail by fishing and then verify

Elena was a girl. Elena was in Chicago, Illinois.

Class, in what part of Chicago, Illinois was Elena?

The class suggests answers. Then ask Elena to choose.

Elena, where are you in Chicago, Illinois?

Coach her to say:

I am in the bathroom at Wrigley Stadium in Chicago, Illinois.

Yes, you are in the bathroom at Wrigley Stadium in Chicago, Illinois.

Class, Elena was in the bathroom at Wrigley Stadium in Chicago, Illinois.

Talk to the class in the past.

Talk to your student actor in the present.

Verify what she says and then talk to the class.

Practice 5 – Add a parallel character from the class and repeat the process.

Add a parallel character. Compare and contrast both characters.

Elena was a girl in Happy Valley, Arizona at Panda Express.

Susie was a girl in Blaine, Minnesota, at Starbucks.

Compare and contrast the two characters.

Verify the details with your student actors.



Session 2 : Getting more interest

- ▶ Get in groups of three or four with people who teach your same language



EVENT:

- ▶ TPRS in its best form allows for maximum creativity. Events add tremendously to the creativity of the TPRS classroom. Below are the guidelines that seek to define an event:
- ▶ An event consists of “extra information” that was not part of the original story. The primary objective of an event is to embellish a storyline.
- ▶ Allows us to *show it* rather than just *talk about it*. According to brain research, it's much more interesting and engaging for us to see *the action* rather than just *talk about it*.



Event:

- There are no time limitations for an event. Some events go back in time, others take place in the present time, and they can also take place at a future time. When going back in time, an event often starts by saying something like, “One day . . .” or “Two years ago . . .” or some other time reference. This narrows our focus to a specific time period.
- The goal is to use words they know. Write unknown words on the board.
- Circling is not the focus of the event, but it can take place during an event whenever you sense that the students don't understand.



Event:

- ▶ As the event evolves, new details are added by the teacher telling the details and/or asking the class for details.
- ▶ Dramatize whatever can be dramatized. Add dialogue. Dramatization and dialogue are *high interest*.
- ▶ Events can be planned, improvised, or a combination of the two.
- ▶ Events can get more elaborate as students learn more language. Events are simpler with beginning students because they know less language. A simple event could take as little as 5 minutes. An elaborate event could take as long as 45 or 50 minutes. Other events could take any amount of time in-between.



Practice 1 – Tell the why of the following

- A boy wants to eat pizza in the middle of the jungle.
- Two people want to buy the same car.
- A mom has a dirty baby so she can't go shopping.
- A boy dances the samba with Beyonce in Baltimore.
- A girl wants to celebrate her horse's tenth birthday.
- A girl has a collection of watches from Bolivia.
- A boy doesn't have any shoes for his grandma.
- A girl has the perfect gift for her boyfriend.



Session 3

A little reading and a little variety



DEMO and reflection – Hour 1

Reading demo

Reading debrief

Capítulo uno

Ana es una chica con problemas. Tiene muchos problemas. Tiene problemas con sus amigas y su familia. Es una chica normal pero tiene muchos problemas.

Tiene quince años. No es muy alta. Tiene el pelo largo. Tiene ojos azules y pelo castaño.

Ana vive en Hermosa Beach, California. Tiene una familia normal. Tiene papá y mamá y un hermano y una hermana. La familia vive en una casa azul. La casa no es grande. No es pequeña. Es una casa normal. Ana asiste a una escuela en California. La escuela es grande. Se llama West Torrance High School. Ana está en el año nueve de la escuela.

Su padre se llama Robert. El trabaja en un hospital. Se llama Mercy Hospital. Es cocinero. Su madre se llama Ellen. Trabaja en el hospital también. Es secretaria en el



hospital. Es la secretaria de cinco doctores. Su hermano se llama Don y su hermana se llama Patty. Don tiene catorce años. Patty tiene once años.

Ana tiene problemas con su madre porque su madre grita mucho. Cuando pone un libro de la escuela en el suelo, la mamá le grita:

—¡Ana, levanta el libro! ¡No pongas el libro en el suelo!

Cuando Ana come chocolate, la mamá le grita:

—¡Ana, no comas chocolate! Come una manzana. Come fruta. La fruta es buena. El chocolate es malo. Tú necesitas fruta pero no necesitas chocolate.

Ana tiene problemas con su padre. Quiere dinero. Quiere ropa y comida. Ana le dice a su papá:

—Papá, quiero dinero. Quiero ropa. Quiero comer en un restaurante.

El papá le responde:

—No tengo dinero. Soy pobre. Tú tienes ropa y tienes comida. No necesitas dinero.



Novels – What I do

- ▶ 2-3 pages per day (daily reading)
- ▶ My philosophy – students hate reading, I want them to think it is not work
- ▶ Step by step scaffolded reading until they become independent readers
 - ▶ I translate
 - ▶ Narcolepsy
 - ▶ Volunteers translate
 - ▶ Stop whenever they want
 - ▶ Others jump in
 - ▶ I read only in Spanish
 - ▶ Students snap me when they don't know a word
 - ▶ Accountability quiz
 - ▶ They read in Spanish



Pre-reading


➤ Where were we?

➤ Review

➤ Characters

➤ Predict, what would they do?

➤ Connect, What would you do?



During reading

➤ Readers theatre

- Act out the good stuff
- Student actors read and dramatize dialogue

➤ Discipline and rules

- They must follow along
- If I think they don't know where we are I ask, John, what is the next word?
- 100 word essay to make up lost participation points



Post reading

- Connections
 - Discuss
- Predict
 - What do you think will happen next?
 - What do you WANT to happen?
 - How should it take place?
- Quiz
 - 5 hardest words – open note



Hour 2 Amazing classes

ÁGUILA	eagle
ARAÑA	spider
BAJITA	little shorty
BALLENA	whale
BICHO	bug
BONITA	pretty
BURBUJA	bubbles
CALABAZA	squash
CARACOL	snail
CARIÑA	love
CARIÑO	love
CARIÑOSA	caring girl
CARIÑOSO	caring boy
CELESTE	heavenly
CHAMACA	girl
CHAMACO	boy
CHAPARRA	shorty
CHICA	girl
CHICO	boy
CHIQUILLA	little girl
CHIQUILLO	little boy
CHIQUITA	little girl
CHIQUITO	little boy
CHULA	cutie
CHULITA	cutie
CHULO	cute boy
CIELITO	little heaven
CIELO	heaven
CIPOTE	litte girl
COMPA	buddy

CONDORITO	little condor
CUCARACHA	cockroach
CULEBRA	snake
ENANA	midget
ENANO	midget
FLACA	skinny
FLACO	skinny
GALLO	rooster
GATA	girl cat
GATO	boy cat
GORDITO	fattie
GORDO	fat
GRINGA	american girl
GRINGO	american boy
GUAPA	good looking
GUAPÍSIMA	best looking
GUAPÍSIMO	best looking
GUAPO	handsome
HERMOSA	beautiful
HORMIGA	ant
LEÓN	lion
LINDA	pretty
LINDÍSIMA	best looking
LOCA	crazy
LOCO	crazy
LORENZO	Dagwood
MANO	"bro"
MONA	monkey
MONO	monkey
MORENA	dark complected

MOSCA	fly
MUÑECA	doll
NENA	baby girl
NENO	baby boy
OSA	girl bear
OSO	boy bear
PÁJARA	girl bird
PÁJARO	boy bird
PATO	duck
PELÓN	baldy
PESCADO	fish
PEZ	fish
POLLO	chicken
PRECIOSA	precious
PRINCESA	princess
RATA	rat
RATÓN	mouse
RATONCITA	mousey
RATONCITO	mousey
REINA	queen
REY	king
ROJO	red guy
SIMPÁTICA	nice
SONRISA	smile
TIBURÓN	shark
TIGRE	tiger
TRIBILÍN	goofy
VATO	dude
ZORRO	boy fox



The story

- There was a handsome guy named Luke N Forluff.
- He wanted to have a girlfriend named Anita Mann.
- He went to Chicks R Us and found her.
- She liked him and he was very happy.



A Little Variety – Amazing classes

▶ Listening

1. Profe el Director Loco – retell the story and the kids have to act it out in a certain style (Cowboy, angry Italian, kung fu movie)
2. Charade retell (I tell it, they charade it)
3. Silly Profe - retell wrong, students correct
4. Artista Magnífico – Drawing - 1 box, 4 boxes, 6 boxes
5. La secretaria perfecta - Dictation
6. Rewind - Retell backwards
7. Retell with no questions
8. Fact or Crap - Verdad o tontería
9. Dream, Dream, Dream – I retell, they dream (visualize)
10. Sleep Talker - retell with ?s with eyes closed.



The story

- There was a handsome guy named Luke N Forluff.
- He wanted to have a girlfriend named Anita Mann.
- He went to Chicks R Us and found her.
- She liked him and he was very happy.



A Little Variety – Amazing classes

► Reading

1. Speed Dating/Wagon wheel – Inner Circle pairs with outer circle.
2. Silly Profe –teacher translates wrong, student corrects
3. Narcolepsy/Amnesia
4. FBI decoder - Sentences out-of-order (Textivate?)
5. Papas Calientes or Pass the Buck
6. Readers theater (dramatize)
7. SSR with dictionaries
8. Translation tennis
9. Speed translate
10. Speed read



The story

- There was a handsome guy named Luke N Forluff.
- She wanted to have a girlfriend named Anita Mann.
- She went to Chicks R Us and found her.
- She liked him and he was very happy.



A Little Variety – Amazing classes

► Speaking/writing

1. Around the world in 80 words (word, sentence, paper)
2. Retell charades (I charade, they retell)
3. Telling (adding or subtracting detail, redux, addux)
4. Sing off – Rap off – Story off
5. What do you remember?
6. Unnatural selection retell
7. Repeat last sentence and add the next sentence
8. Balderdash
9. Talk to the hand – Habla a la mano (Canta a la mano)
10. Tell to wall/walking in a circle



The story


- There was a handsome guy named Luke N Forluff.
- She wanted to have a girlfriend named Anita Mann.
- She went to Chicks R Us and found her.
- She liked him and he was very happy.



My class cycle – Hour 3


What do I do in my class on a daily basis

Any final questions




What does my class look like? Day 1 - PQA

1. Read novel – Quiz
2. Song activity
3. Students write vocab translations
 1. I ask for job volunteers
4. Establish meaning with explanation
5. Gesture structures
 1. Students guess (non-linguistic representation)
 2. Practice then shut eye quiz
6. PQA (50-75 reps per structure)
7. True or false quiz at the end



What does my class look like? Day 2 - Story

1. Read novel – Quiz
2. Song activity
3. Review structure meanings and gestures
4. Ask the story
5. Retells
6. True or false quiz at the end



What does my class look like? Day 3 - Reading

1. Read novel – Quiz
2. Song activity
3. Review story
4. Read embedded read 1
 1. Translate and discuss and clarify
5. Embedded read 2
 1. Student activity
6. Any other activity prepping for RW or FW
 1. 1 point / word
 2. csheehy@boisestate.edu