

Teaching reading through TPRS

Grade appropriate: K-college

Approximate length of time to complete lesson/unit: may vary—mini-lessons on day-to-day basis.

Objectives or standards to be covered:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics (ACTFL.org)
- Students will use cognates (Spanish words that look like English words) to understand the reading
- Students will transfer their literacy skill in L1 (1st language) to L2

Needed vocabulary: TPR—total physical response

TPRS—teaching proficiency through reading and storytelling

CI—comprehensible input

Lesson starts with TPR. Given words are lee (he/she reads), escribe (he/she writes), hay (there is/there are). Teacher shows the gesture for each word three times. Students then start to gesture. Teacher expands the gestures to include adjectives (grande, pequeno, rapido, lento, etc.) Although students have never seen these words before, they will understand the meaning based on the context. After practicing for a few minutes, teacher asks students to close their eyes to test their knowledge of the words and actions.

Next, a story is placed on the overhead. It is all in Spanish (es obvio!). Teacher reads each sentence aloud and then asks comprehension questions (in Spanish) to the students. Students may answer in English or Spanish. Teacher may gesture to the interrogatives on the board or use one of the TPR gestures if students need help with the meaning.

Students are given different tasks (either translation or illustration) to show understanding of text. A class translation takes place, and at this time, the teacher asks more grammar specific questions. (ex. Why is there an –n at the end of this verb? Why does this adjective have an –s at the end?)

Resources:

TPRS.com

Hola Ninos curriculum by Carol Gaab

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