**Oral Language Development Activities**



**Oral Lang Part 2, Activity 1**



**Total Physical Response (TPR)**

**Total Physical Response** (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through short-term physical (motor) activities.  It is meant for young English learners (ECE-Grade 2).

There are a number of ways to do Total Physical Response. In general, the teacher gives a command, demonstrates the command, and then students respond physically to the command. Because students are actively involved and not expected to repeat the command, the focus is on comprehension rather than production. Hence, they demonstrate comprehension before their speaking skills emerge.

**Informal Strategies**

TPR can easily be used in everyday classroom routine either **formally or informally.** For example, **informal activities** would be using everyday natural occurrences that lend themselves to TPR. For example, the teacher can encourage the children to recognize and respond to simple classroom instructions and gestures, such as hands up, stand up, sit down, pass your papers to the right, give me the book, wave goodbye, smile, etc. The teacher can also make visual associations with words that the children can learn and mimic, especially descriptive words. For example: big, happy, small, sad.

**Planned Strategies**

It should be kept in mind that children like to mime or act out professions, animals, vehicles, weather conditions, etc. One activity is to pick out several vocabulary words that you want to teach your students by acting them out. These can come from the same category (such as vehicles, sports, etc.) or a mixture of words.

**Directions for Activity 1**:

1. Please watch the short video entitled, “TPR.mp4.” This video demonstrates a short language development activity using TPR. The instructor has picked out four words that he wants children to demonstrate with the use of vocabulary cards.
2. Note the five steps the instructor used to accomplish his goal with the *TPR Lesson Directions* sheet found below.
3. Then plan a short 15-minute lesson using the same technique to work on four vocabulary action words you would like to teach. Use the lesson planning template provided. If picture prompts are not readily available, download images from the computer from the Internet. Here are some helpful websites with free pictures:

http://www.pics4learning.com/

<http://morguefile.com/> (donated by photographers)

<http://www.school-clip-art.com/>

**Total Physical Response**

**Lesson Directions**

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| **Preparation: a.** Select 4 action words you would like to teach.  **b.** Gather pictures of four pictures that will help teach these words.  **c.** Plan the actions that will be used to model the actions. | | |
| **Step 1:** Pre-Teach Key Words  **Example:** Show picture of plane and say, “*Plane . . . Plane . . . Plane*.” | | |
|  | | |
| **Step 2:** Teacher models sentences while doing an action. Students imitate actions.  **Example:** “*Fly your plane. Fly your plane*.”  • Adapt teaching pace to students’ pace of learning.  • Introduce sentences gradually and one after the other. Repeat previous sentence before introducing new one.  • Keep to the order the sentences were presented in. | | |
|  | | |
| **Step 3:** Teachersays the actions sentence by sentence. Students listen and do what is asked without a model. Sentences are said in the same order. | | |
|  | | |
| **Step 4:** Teachersays the actions sentence by sentence. Students listen and do what is asked without a model. This time, the sentences are said in random order. Repeat several times. | | |
|  | | |
| **Step 5:** Conduct a quick assessment using the sentences just learned. Use pictures if available. Students mark each picture in the order it was said with 1, 2, 3, or 4 or with dots.  • If pictures are not available, have the students fold a piece of paper into 4 sections and then unfold. Number each square in the corner as 1, 2, 3, and 4. Then say one sentence that belongs in each one of the squares. Students draw the picture in the square.  **Example:** “In Square 1, draw ‘hug your teddy.” (give time). “In Square 2, draw ‘drive your car.” Continue until all four sentences have been drawn. As an added activity, ask the students to say their sentences to a partner or say the sentences to their parents for homework.  2  **1**  4  **3** | | |
| **Example Preparation:** Toys Lesson | | |
|  | | |
| **Target Word** | **Picture** | **Sentence** |
| fly | airplane | Fly your plane. |
| drive | car | Drive your car. |
| hug | teddy | Hug your teddy. |
| Kiss | doll | Kiss your doll. |

**Total Physical Response**

**Lesson Plan Template**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Theme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Preparation: a.** Select 4 action words you would like to teach.  **b.** Gather pictures of four pictures that will help teach these words.  **c.** Plan the actions that will be used to model the actions. | | |
| **Step 1: Pre-Teach Key Words**  Show picture of first object and model the sentence | | |
|  | | |
| **Step 2: Model sentences while doing an action. Students imitate actions.**  • Adapt teaching pace to students’ pace of learning.  • Introduce sentences gradually and one after the other. Repeat previous sentence before introducing new one.  • Keep to the order the sentences were presented in. | | |
|  | | |
| **Step 3: Say the actions sentence by sentence**. Students listen and do what is asked without a model. Say sentences **in the same order**. | | |
|  | | |
| **Step 4: Say the actions sentence by sentence**. Students listen and do what is asked without a model. This time, **say the sentences in random order**. Repeat several times. | | |
|  | | |
| **Step 5:** Conduct a quick assessment using the sentences just learned. Use pictures if available. Students mark each picture in the order it was said with 1, 2, 3, or 4 or with dots.  • If pictures are not available, have the students fold a piece of paper into 4 sections and then unfold. Number each square in the corner as 1, 2, 3, and 4. Then say one sentence that belongs in each one of the squares. Students draw the picture in the square.  2  **1**  4  **3** | | |
| **Target Words for Lesson:** | | |
|  | | |
| **Target Word** | **Picture** | **Sentence** |
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