

Teacher Training Materials

Tri-State TCI

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Hearts For Teaching

Laurie Clarcq

lclarcq@yahoo.com

www.heartsforteaching.com

www.embeddedreading.com

Input and Output: *(and how they affect what we do)*

Input precedes output.

Input creates patterns.

Comprehensible Input connects to emotions.

Comprehensible Input establishes meaning.

Comprehensible Input provides for Language Acquisition.

Input without Comprehensibility is only sound.

Output creates confidence.

Output cements acquired patterns.

Output measures, but does not increase, acquisition.

*The purpose of communication
is to put a picture in the mind
and/or heart of another person.*

The Three Steps of TPRS®

Establish meaning

Ask a story

Read and discuss

Introduce Embedded Vocabulary

Interact via a Storyline

Incorporate Literacy

TPRS® Component Skills

1. Creating and Maintaining an Interactive Classroom

Identify the Procedures

Identify the Behaviors

Use the Procedures

Practice the Behaviors

Revisit the Procedures

Revisit the Behaviors

When necessary:

Identify the Rules

Enforce the *Rules*

Revisit the *Rules*

Always:

Look for *Success!*

Identify *Success!*

Celebrate *Success!*

Success Motivates.

Success Builds Rapport.

Success Heals.

Success Has No Better Replacement.

Success Can Be Shared.

TPRS® Component Skills

2. Personalizing

- Incorporating information about the students
- Utilizing student talent
- Using actors
- Using locally recognized Proper Nouns
- Including students as highly superior characters
- Injecting Pop Culture
- Comparing/Creating a Parallel Story about a student
- Adjusting for Student Skill Level
- Student jobs
- Reusing information from past stories/situations etc.

3. “Circling” (Patterns of Questioning)

Statement:
? w/ yes answer:

4. Checking for Comprehension

- Could you tell me what “X” is in English?
- Could you point to_____?
- Is that _____ or _____?
- Direct ? about the story
- Which phrase means “X”?
- Signal (10 fingers/fist/thumb’s up)

Interactive Teaching Ideas

- PQA
- TPR
- Co-creating a story
- Songs
- Movie Talk
- Videos
- Games
- One Word Image
- Look and Discuss
- Read and Illustrate/Act/Discuss/Summarize/etc.
- Embedded Reading
- Retells

TPRS® Craft Skills:

Be Totally Comprehensible

Point and Pause

Teach To The Eyes

Go Slowly

Respond and Encourage

Use Different Locations

Celebrate Successes

Stay In The Target Language

Focus on Function over Form

“Fish” for Ideas From The Class

Wait for it.....

Use Actors

Accept a Variety of Answers

Gesture Consistently

Integrate Humor

Go Into Detail

Incorporate Your Personality

Use An Expressive Voice

Communicate With Your Face

Communicate With Your Body

Adopt a Thinking Pose

Pretend to Forget Facts

Compare and Contrast

Revisit, Reuse, Reintroduce

TPRS® / CI “ Terms”:

TPRS®	Teaching Proficiency through Reading and Storytelling
TPR	Total Physical Response
PQA	Personalized Questions and Answers
FVR	Free Voluntary Reading
OWI	One Word Image
Circling	A way of repeating language via questions
Choral Response	Entire class responds rather than individual students
Embedded Reading	A series of readings that build on the previous reading
Free Voluntary Reading	A period of time where students choose materials to read for pleasure.
Parallel Story	A story using the same structures as a familiar story
Parking	Staying in one point in the story for a period of time
Pop Ups	5-20 second explanations of grammar/culture etc.
Story-asking	Co-creating a story with the students
Target Structures	High-frequency, high-need, interesting, reusable language that form the basis for interaction in the class.

How do I choose which structures to use?

- High-frequency
- “Transferable” and “Reusable”
- High interest / High need
- Hard to acquire (students need more exposure/repetition on these!)
- Create an image or emotion in the students’ mind
- Correlate with your school’s expectations

How do I find stories or story ideas?

- Your Students
- Already developed programs and materials (* list included)
- Ancillaries for textbooks
- Blogs, Listservs, Websites (*list included)
- Colleagues
- The World!!

(Hint: If you borrow an idea or a story from someone else, give credit orally and in print to the originator...it is a great practice for students to learn from.)

Co-Create Stories With the Class

The “Base” or “Skeleton” Story Goals:

- ✓ Provides a very concise summary
 - Beginners: 3-5 sentences
 - 2nd - 3rd years: 5-7 sentences
 - 4th year and up: 7-10 sentences
- ✓ Creates an image in the student’s mind

How many structures should I use in a story?

A. Start with one....THE FOCUS STRUCTURE.

- ✓ High-frequency
- ✓ High interest/ High need
- ✓ “Transferable”/”Reusable”
- ✓ Hard to acquire
- ✓ Creates an image or emotion in the student’s mind
- ✓ Correlates w/ district expectations

B. Look for a complementary structure:

- ✓ is hungry + wants to eat
- ✓ cannot find + looks for
- ✓ has to + forgot to
- ✓ tries to + is not able to
- ✓ is asked to + refuses to

Resources:

Moretprs Yahoo Group

www.yahoo.com

(groups in search bar, then moretprs in search bar)

Dr. Stephen Krashen

www.sdkrashen.com

Laurie Clarcq

www.heartsforteaching.com

www.embeddedreading.com

Additional Materials, Training and Curriculum

Blaine Ray

www.blaineraytprs.com

Carol Gaab

www.tprstorytelling.com

Haiyun Lu, Diane Neubauer, Pu-Mei Leng

www.ignitechinese.com

Dr. Terry Waltz

www.terrywaltz.com

Scott Benedict

www.teachforjune.com

Additional Materials/Training and Blog

Bryce Hedstrom

www.brycehedstrom.com

Ben Slavic

www.benslavic.com

Martina Bex

www.martinabex.com

Carrie Toth

www.somewheretoshare.com

Leslie Davidson

www.lesliedavidson.com

Mike Coxon

www.optimizingimmersion.com

Kristy Placido

www.kristyplacido.com

Michele Whaley

www.mjtprs.wordpress.com

Additional Training and Blog

Alike (the Netherlands)

www.alikestprsblog.wordpress.com

Judith DuBuois (France)

www.tprs-witch.com

Training and Materials

Piedad Gutierrez

www.tprsofnj.com

Michael Miller

www.sabineundmichael.com

www.charoylee.com

Materials and Blog

Kristan Duncan

www.tprsteacher.com

Cynthia Hitz

www.palmyraspanish1.blogspot.com

Dustin Williamson

www.williamsonci.wordpress.com

Erin Bas

www.senorabas.wordpress.com

Keith Toda

www.todallycomprehensiblelatin.com

Bryan Kandel

www.bryankandeltprs.com

National TPRS site

www.ntprs.org