

## **TPRS Classroom Management** ***Low Stress, Low Affective Filter & High Target Language Use***

There is no instruction without discipline. When students experience the spontaneity of a TPRS class, they can interpret that joy as a wisecrack free-for-all. We want to keep the affective filter low, but we also need to keep students focused and in the TL. To pull off this hat trick we may need some new ideas. We need effective classroom management strategies and techniques that apply to C.I.-based language classes. This session will provide activities, sample weekly schedules, methods for beginning and ending the class, seating templates and routines to help teachers maintain C.I. while maintaining control. A must for teachers at all levels of experience with TPRS.

### Part A: Treat Them With Humanity

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### Part A: Treat Them With Humanity

#### 1. **Belonging Part 1: Classroom Management and Sun Tzu**

Building community and becoming bonded to the teacher helps immensely in managing the classroom. In the first days we have the opportunity to convince the students of our good will toward them and to get them to associate positive feelings with Spanish class. It is not as if we were trying to be anyone's best buddy in the first week or two, but we ARE trying to convince them that we like and respect them. We want them to grow attached to us and we want them to become accustomed to doing what we ask. We enforce discipline consistently, but we must make it a point to bond with the students at the outset.

This is a very different classroom management idea than the classic, "Don't smile until Christmas" line we were fed in our university classroom management class. It echoes the style of the ancient Chinese military strategist *Sun Tzu*:

**"If soldiers are punished before they have grown attached to you, they will not prove submissive; and unless submissive, they will be practically useless.**

**"If, when soldiers have become attached to you, punishments are not enforced, they will still be useless.**

**"Therefore soldiers must be treated in the first instance with humanity, but kept under control by means of iron discipline."**

—*Sun Tzu*, Ancient Chinese military strategist (~400 B.C.) **The Art of War**, ch. IX

The comparison to war may seem a bit harsh. This metaphor, like all metaphors, breaks down if pushed too far. Our students are not little soldiers and teachers are neither generals nor drill sergeants. We are not fighting against our students and we do not want to control their every thought, but we do want students to willingly do what we ask them to do in class. As Susan Gross always says, “Discipline precedes instruction.” To instill this discipline, I, like General Tzu, would rather have students obeying me because they have good feelings toward me than because they feel like they have to. I imagine that Sun Tzu’s advice is not easily taken by actual soldiers either—probably seems too soft.

Also, by I do not take “iron discipline” to signify that the teacher should be cruel or overbearing. The most common disciplinary phrases I tend to utter in my classes are “Bummer!” and “That stinks!” Students all know the rules and the consequences, so it is a shame when they get a consequence. If we have an attachment with the student, usually just showing a bit of disappointment will work to curb their behavior because they know the expectations and they know they can do better.

If Sun Tzu’s military description seems a bit harsh, here is a similar one, softened a bit by legendary UCLA basketball coach John Wooden:

“There are coaches out there who have won championships with the dictator approach, among them Vince Lombardi and Bobby Knight. I had a different philosophy... For me concern, compassion and consideration were always priorities of the highest order.”

## **Consistency**

There always seems to be one knucklehead in my classroom that just doesn’t get it... Me! When I understand how the classroom is supposed to work things flow and there are fewer problems. But we must be consistent with our discipline all the time. That is “iron discipline” to me. Either you are consistent or you aren’t.

When we are not consistent we create monsters that will *never* give up on their mischief. This is a good example of operant conditioning from Psychology 101. Random intermittent reinforcement entices a rat push a lever thousands of times for a food pellet and it lures a Las Vegas gambler to spend his entire retirement on the slot machines. We set up a gambler’s paradise in our classrooms when we enforce our rules one day and not the next. Our random reinforcement trains students to always test the rules and never give up because we just might crack. One day a student just strikes us as innocent and cute so we fail to enforce a rule.

Another day we are tired and let things slip a bit. Before long students are acting up all the time and it feels like things are getting out of control. I have created situations like this far too often in my classroom and it is exhausting. What we need to do to extinguish the wayward behavior is to consistently reinforce the rules.

## **B. We're All in This Together**

Far too often school is just a place where students go to watch teachers work. By regularly including students in the work of the classroom we send a strong message that we are all in this together, that we are all working toward a common goal. One powerful way to do this is with classroom jobs.

### Classroom Jobs

- **Day / Date / Weather changer** (first thing every morning)
- **PAT points writer** (every day at beginning and end of class)
- **Rejoinders counter** (each class needs 50 every day—at appropriate times)
- **Artist** (On story days)
- **New Word / Structure counters** (on specific new word days)
- **Special word emphasize** (help to highlight important abstract words)
- **Quiz writer** (On story days)
- **Story details writer** (On story days)
- **Camera person** (On filming days)
- **Actor(s)** (On story days)
- **Specialty actor(s)** (Students that are “experts” at something. On some story days)
- **PAT Activity points writer / judge** (On PAT days)
- **PAT Activity M.C.** (On PAT days)

Another student that I could not do without is a **student aide**. This is different from a classroom job, in that it is an official class for the student, who makes copies, scans drawings, films the class and adds materials to web sites for students.

I am not exactly lazy, but I have enough to do and I need help to make the classroom work. If a student can do a task, I let them do it. We are all in this together.

2. **Get them to know each other:** La Persona Especial (see explanation and samples of student tests on what they learned about their peers at [brycehedstrom.com](http://brycehedstrom.com)).

## **LA PERSONA ESPECIAL:**

### Authentic Language with Personalized & Compelling C.I. from the Beginning

Wrangling first year students right out of the gates and second year students who may or may not have had previous TPRS instruction is something that many teachers struggle with. Getting off to a solid start is tricky and knowing how to coordinate our efforts year-to-year as we pass the students around to different teachers are also concerns.

Starting out with an intensive getting-to-know-you piece is a good way to deliver compelling comprehensible input from the beginning of level I while also modeling the respect we expect. Interview one or two students a day. Lots of reps. Talk to a student, then "report" back to the class about what you just talked about with the student—that way you hit the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular forms. We get students accustomed to hearing the root form of verbs right from the beginning when we ask. Then ask a ton of questions to the class and expect loud and quick choral responses. Start slow. With the first kids just ask "**What is your name?**" and "**What grade are you in?**" and/or "**How old are you?**" You can expand on it as you go and come back to the first kids once you have made the circuit all around the room. Getting to all of the kids usually takes a month or so, but they put up with it because it is interesting and they know that their name will come up soon.

After three days of beginning interviews (high school kids, middle school students will be slower because of age and probably shorter class periods) you can begin asking "*Qué te gusta hacer?*" ("What do you like to do?" pointing at the phrase and its translation as you slowly said it). Kids will be answering with phrases like: "*Me gusta escribir / leer / correr / jugar futbol / jugar futbol americano / fotografía.*" When a new and useful Word is used we will slow down and write it in the target language in one color on the whiteboard and the English translation in another color. Later this new vocabulary will be transferred to big pieces of butcher paper posted prominently on the wall.

One list is labeled ESSENTIAL VOCABULARY.  
The other list is NICE-TO-KNOW VOCABULARY.

The Nice-to-Know side eventually grows to about four times as long as the Essential side because those are the words that kids want to be able to say, but aren't in the official curriculum. Which ones do you think they will acquire the fastest?

Keep asking the class about students that we have interviewed so far, letting them know that as soon as we get to five students, there will be a quiz. Take it easy on them at first. They will have to know the name of the students that you point at and also one other fact about them in Spanish, for a total of ten questions. Give a quiz like this for every group of five students that you interview. Keep reviewing quickly and orally every day. Have them practice with one another in pairs too. To raise their level of concern and help to keep them focused, remind them that there will be a huge test on everyone in the class soon, so they have to know things about one another.

Alternate the get-to-know-you interviews with the beginning TPR words because those get kids up and moving. Once they seem to get the 3-6 words you are doing that day, start using lots of unusual combinations to

keep them guessing. For example from day one: "Sit on the floor and jump", "Sit on the floor and walk," and later, "Jump and touch the light."

## **¿QUIÉN ERES?**

### **INTERVIEW QUESTIONS**

*These are some of the questions we typically ask students in our frequent special person ¿Quién eres? (Who are you?) interviews. The purpose of these interviews is to get to know one another and to learn Spanish that is contextual and interesting. We spend interview two or three students a week. These interviews are in addition to the stated curriculum. The questions below in **bold print** are the **core questions**. Here are the core questions in English:*

- |                                   |  |
|-----------------------------------|--|
| <b>1. What is your name?</b>      | <i>Crucial for established identity</i>  |
| <b>2. What grade are you in?</b>  | <i>Interesting for establishing which group they tend to belong to</i>             |
| <b>3. How old are you?</b>        | <i>Very important to high school students, especially 16<sup>th</sup> birthday</i> |
| <b>4. Where do you live?</b>      | <i>Mildly interesting if students come to school from different towns</i>          |
| <b>5. Where are you from?</b>     | <i>Can be interesting if the student is from somewhere else</i>                    |
| <b>6. What do you like to do?</b> | <i>This is the golden question that opens their personality</i>                    |

*We start asking question #1 and #2 the first day of class and gradually add questions when the novelty wears off. The first question is important because it is key to getting to know the students. Questions #2-#5 are optional and perhaps not as interesting or important. They just fit with the students in my school this year. For example question 2: I know that there are students in all grades in my beginning classes, but the students do not know that and they like finding out. Asking their grade and their age is also a passive way of teaching the numbers. Plus, turning 16 is a big deal to a kid. Getting a driver's license is a rite of passage, so it gives us more to talk about. An additional benefit is that in Spanish there are at least three different ways to say **I am / You are / He is**. Questions #2-#4 provide examples of each. Students can start getting repetitions on these difficult concepts right away so that they will develop a feeling of correctness about those verbs. Correct usage will begin to sound right to them because we are using it so much in class.*

*Students are reminded often that they will be tested on their knowledge about their classmates, and there are weekly quizzes on the students we have interviewed so far—usually five or so per week. We also constantly review by asking questions about students in class, and revisiting students who were only interviewed on a limited basis because they were among the first.*

*We start off with simple questions and keep adding in quantity and complexity week by week as students acquire more language. We keep looping back and adding more information about previous students as students learn more. The interviews begin formatted and rigid because students do not know much, but in a short while we get away from the script and students begin to open up and share about themselves. This is Spanish being used to talk about actual people that we know—not imaginary characters in a textbook or hypothetical conjugations.*

*Because of the constant oral repetition and review in class, students are expected to understand these questions when said at a native rate of speech. They also should be able to answer the questions for themselves and for others in the class in the **1<sup>st</sup>** and **3<sup>rd</sup>** person. Once we have interviewed everyone in the class there is a test to show that students have been listening to their classmates and have understood them. Each student needs to know at least three interesting things about each person in the class—not stupid, meaningless stuff, real and important facts about them to show they care about one another.*

*The first time that students hear a new word it goes up on the board, Spanish in one color, English in another.*

The essential questions and answers are transferred to posters in English and Spanish and stay up.  
The extra information is transferred to posters written in Spanish in sections of similar words.

(English translation of this section appears after)

QUESTION (2 <sup>nd</sup> PERSON)	1 <sup>ST</sup> PERSON RESPONSE	3 <sup>RD</sup> PERSON RESPONSE
<b>1. ¿Cómo te llamas?</b>	<b>Me llamo...</b>	<b>Se llama...</b>
¿Prefieres el nombre ___ o un nombre diferente?	<b>Prefiero...</b>	<b>Prefiere...</b>
<b>2. ¿En cuál grado estás?</b>	<b>Estoy en el grado...</b> (nueve, diez, once, doce)	<b>Está en el grado...</b>
<b>3. ¿Cuántos años tienes?</b>	<b>Tengo ___ años.</b> (trece, catorce, quince, diez y seis, diez y siete, diez y ocho)	<b>Tiene ___ años.</b>
¿Tienes tu licencia de conducir?	<b>Sí, la tengo. / No la tengo.</b>	<b>Sí, tiene. / No tiene.</b>
¿Conduces a la escuela?	<b>Sí, conduzco.</b>	<b>Conduce a la escuela.</b>
	<b>No conduzco a la escuela.</b>	<b>No conduce a la escuela.</b>
¿Puedes conducir?	<b>No puedo conducir a la escuela.</b>	<b>No puede conducir a la escuela.</b>
¿Tienes un carro?	<b>Sí, tengo un carro.</b>	<b>Tiene un carro.</b>
¿Qué tipo de carro tienes?	<b>Tengo un...</b>	<b>Tiene un...</b>
<b>4. ¿Dónde vives?</b>	<b>Vivo en...</b>	<b>Vive en...</b>
¿Te gusta vivir en ___?	<b>Sí, me gusta vivir en...</b>	<b>Le gusta vivir en...</b>
	<b>No, no me gusta vivir en...</b>	<b>No, le gusta vivir en...</b>
¿Por qué no te gusta?	<b>Porque es aburrido</b>	<b>Porque es aburrido</b>
¿Dónde quieres vivir?	<b>Quiero vivir en...</b>	<b>Quiere vivir en...</b>
¿Vives cerca de la escuela o lejos de la escuela?	<b>Vivo cerca de la escuela.</b>	<b>Vive cerca de la escuela.</b>
	<b>Vivo lejos de la escuela.</b>	<b>Vive lejos de la escuela.</b>
¿Andas a la escuela?	<b>Sí, ando a la escuela.</b>	<b>Anda a la escuela.</b>
¿Vives en el campo?	<b>Sí, vivo en el campo.</b>	<b>Vive en el campo.</b>
¿Vives en una granja?	<b>Sí, vivo en una granja.</b>	<b>Vive en una granja.</b>
¿Te gusta vivir en una granja?	<b>Sí, me gusta vivir en una granja.</b>	<b>Le gusta vivir en una granja.</b>
	<b>No, no me gusta vivir en una granja.</b>	<b>No le gusta vivir en una granja.</b>
¿A qué hora te levantas?	<b>Me levanto a las cinco.</b>	<b>Se levanta a las cinco.</b>
<b>5. ¿De dónde eres?</b>	<b>Soy de...</b>	<b>Es de...</b>
¿Por cuántos años vives aquí?	<b>Vivo aquí por ___ años.</b>	<b>Vivo aquí por ___ años.</b>
	<b>Soy nuevo / nueva</b>	<b>Es un estudiante nuevo</b>
<b>6. ¿Qué te gusta hacer?</b>	<b>Me gusta...</b>	<b>Le gusta...</b>
<i>Once we ask what they like to do, students can begin to show a bit more of who they are, but at first they may not know how to answer it. Asking if they play a sport can help to get the ball rolling.</i>		
<b>¿Juegas a un deporte?</b>	<b>Juego al ___.</b>	<b>Juega al ___.</b>
¿Cuál posición juegas?	<b>Juego ___.</b>	<b>Juega ___.</b>
¿Por cuántos años juegas?	<b>Juego por ___ años.</b>	<b>Juega por ___ años.</b>
(un año, dos años, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once...)		
Clase, ¿quién juega al ___ mejor, ___ o señor Hedstrom?		

**Me gusta jugar al...**

**Le gusta jugar al...**

futbol	
futbol americano	
básquetbol	
béisbol	
softbol	
joqui (hockey)	¿Dónde juegas al hockey?
vóleibol	¿Eres parte de un club de voleibol?
videojuegos	¿Cuál es tu videojuego favorito?

**7. ¿Qué más te gusta? / ¿Qué más te gusta hacer?**

**Me gusta...**

**Le gusta...**

cantar	¿Tienes una clase de cantar aquí en la escuela?
el arte	
pintar	¿Tienes una clase de arte aquí en la escuela?
dibujar	¿Dónde bailas?
bailar	¿Tocas la guitarra eléctrica o la guitarra acústica?
tocar la guitarra	¿Tienes una guitarra?
	¿Qué tipo de guitarra tienes?
el piano	
la trompeta	
el clarinete	
el ukelele	
la viola	
escuchar música	¿Cuál tipo de música te gusta escuchar?
leer novelas	¿Cuál tipo de novelas te gusta leer?
	novelas de ciencia ficción
	novelas de fantasía
	novelas distópicas ( <i>dystopian</i> ) (como
escribir cuentos	¡Qué fantástico! ¡A mí me encantan los cuentos! ¿Puedes compartir uno? ( <i>They will know the word</i> compartir <i>because a form of it is printed on a basket of chocolate kisses in the back of the room. The basket says:</i> ¿Comparte conmigo?)
novelas	¿Qué? ¿Escribes NOVELAS? ¿Novelas de qué? ¡Fabuloso!
poemas	¿Puedes traer dos o tres de tus poemas a la clase?
nadar	
luchar	
correr	
hacer arco y flecha	
animar	

**soy una porrista**

**es una porrista**

hacer gimnasia  
construir cosas  
(*the kid who said he likes to build things became one of my favorite students*)

montar a caballo	¿Tienes caballos? ¿Cuántos caballos tienes? ¿Cómo se llaman?
pescar	¿Dónde te gusta pescar?
cazar	¿Qué te gusta cazar?
mirar deportes	
cuidar a perros	
trabajar	
sonreír	A mí también me gusta sonreír, pero a veces no sonrío.

¿Tienes un trabajo?	<b>Sí, tengo. / No, no tengo.</b>	<b>Tiene. / No tiene.</b>
¿Trabajas?	<b>Sí, trabajo. / No, no trabajo.</b>	<b>Trabaja. / No trabaja.</b>
¿Dónde trabajas?	<b>Trabajo en...</b>	<b>Trabaja en...</b>
¿Por cuánto tiempo trabajas allí?	<b>Trabajo por __ meses/años.</b>	<b>Trabaja por __ meses/años.</b>
¿Te gusta trabajar allí?	<b>Sí, me gusta trabajar allí.</b>	<b>Le gusta trabajar allí.</b>
	<b>No, no me gusta trabajar allí.</b>	<b>No le gusta</b>
¿Cuántas horas trabajas?		
¿Tienes animales?	<b>Sí, tengo/No, no tengo animales.</b>	<b>Tiene/No tiene animales.</b>
¿Cuántos caballos tienes?	<b>Tengo __ caballos.</b>	<b>Tiene __ caballos.</b>
¿Cuántos perros tienes?	<b>Tengo __ perros.</b>	<b>Tiene __ perros.</b>
¿Qué tipo de perro es?	<b>Es un __.</b>	<b>Es un __.</b>
¿Qué tipo de perros son?	<b>Son __.</b>	<b>Son __.</b>
¿Cómo se llaman?	<b>Se llama __.</b>	<b>Se llama __.</b>
	<b>Se llaman __.</b>	<b>Se llaman __.</b>

More statements that students have said or written about themselves:

**Soy... guapo(a) / fantástico(a) / muy inteligente / alto(a)**  
**Soy muy bueno en la clase de español**  
**Tengo pelo... rubio / castaño / negro / pelirrojo / largo**  
**Me gustan... galletas / Los Dallas Cowboys / Los Denver Broncos**  
**Me gusta el color amarillo / rojo / azul / morado**

**TEST:** You will be given a list with the names of all the students in the class on it.

**Escribe tres frases para cada persona en la clase. No escribas “Se llama...”**

**Escribe en español.**

**Escribe frases interesantes.**

**No escribas frases tontas como: “Tiene dos hombros.” “Es una chica.”**

**Puedes escribir más frases para crédito extra, si quieres, pero no puedes escribir más de cinco frases acerca de ti (yourself).**

*Write three sentences for each person in the class.*

*Do not write “His/Her name is...” (You already have the name in front of you!)*

*Write in Spanish.*

*Write interesting sentences.*

*Do not write uninteresting, meaningless or dumb sentences like:*

*“He has two shoulders,” or “She is a girl.”*

*Write about things you have learned here in the class.*

*You may write more than three sentences for extra credit if you want, but you may not write more than five sentences about yourself.*

SAMPLE of above section translated to English:

<u>QUESTION (2<sup>nd</sup> PERSON)</u>	<u>1<sup>ST</sup> PERSON RESPONSE</u>	<u>3<sup>RD</sup> PERSON RESPONSE</u>
<b>1. What is your name?</b>	<b>My name is...</b>	<b>His/Her name is...</b>
Do you prefer (name) or a different name? <b>I prefer...</b>		<b>He/She prefers...</b>
<b>2. What grade are you in?</b>	<b>I am in grade ____</b> (nine, ten, eleven, twelve)	<b>He/She is in grade ____</b>
<b>3. ¿How old are you?</b>	<b>I am ____ years old.</b>	<b>He/She is ____ years old.</b>



(thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen)

Do you have your license?	<b>Yes, I have it.</b> <b>No, I don't have it.</b>	<b>He has his license.</b> <b>He doesn't have his license.</b>
Do you have a car?	<b>Yes, I have a car.</b>	<b>He has a car.</b>
Can you drive?	<b>Yes, I can drive.</b>	<b>He can drive.</b>
Do you drive to school?	<b>Yes, I drive to school.</b> <b>No, I don't drive to school.</b>	<b>He drives to school.</b> <b>He doesn't drive to school.</b>
What kind of car do you have?	<b>I have a...</b>	<b>He has a...</b>
<b>4. Where do you live?</b>	<b>I live in...</b>	<b>He/She lives in...</b>
<b>5. Where are you from?</b>	<b>I am from...</b>	<b>He is from...</b>
<b>6. What do you like to do?</b>	<b>I like...</b>	<b>He likes...</b>
<b>7. What else do you like? / What else do you like to do?</b>	<b>I like...</b>	<b>He likes...</b>

## 2. Get them Good at Learning:

### A. Teach Them What Good Language Learners Do.

This is an ongoing lesson that lasts throughout the year describing how it feels, how they think, how they act, how we learn in here.

A good language learner:

- Doesn't judge himself/herself by saying "I'm not good at this."
- Listens and tries to understand and enjoy
- Asks questions when he/she doesn't understand
- Plays with words in his/her mind "I wonder how this would be used if..."
- Makes little sentences in his/her mind
- Follows the conversation
- Reads with the intent to understand and enjoy

B. Use Precepts from The Talent Code by Daniel Coyle. Teach them how lasting and efficient learning works. Teach them that struggling is normal, to be expected, and a good thing. Students that know how this works do better. After one hour of instruction on how the brain works, students excelled versus students with no brain training—despite the one hour of instruction lost, they finished with three times as much learning (!!!!!).

The sweet spot for learning is at the edge of our abilities: Reach, struggle, repeat  
(Careful here—this is not a slogging struggle, but an eager engagement)

Growing A Talent Hotbed: Dan Coyle at TEDxSitka  
<http://www.youtube.com/watch?v=Aq0pHpNy6bs>

The secret of learning is myelin. Myelin is the insulation substance in the brain, wrapping the newly formed neuronal connections to make the faster. It is the white matter that wraps your gray matter and makes it work more efficiently. Myelin turns your old dial-up brain into high speed broadband. Every quality practice gives it another wrap. More insulation = faster processing speed. Messages are transmitted up to 3,000 times faster on a neuron that is fully insulated with myelin.

Models for high impact training: Getting a lot of the right kind of repetitions

The Z Boys: *Lords of Dogtown* movie trailer <http://www.youtube.com/watch?v=E0K6lUm5ynw>  
Getting the intense, repeated repetitions that they need  
Instant feedback in a fun, relatively low risk environment

Futsal / Futbol de Sala: Soccer stuffed in a phone booth and fed amphetamines  
The secret of Brazilian soccer dominance  
Smaller playing area, smaller ball, more intense, more touches, more defense  
<http://www.youtube.com/watch?v=dY7QNxXbziA>

Long term focus  
How long do you think you will be speaking Spanish?  
Longer term timeline = more results with same amount of practice.

No passivity  
“But I didn’t do anything!” “I know, that’s the problem.”

## Part B: Keep Them Under Control

4. **Getting them in the Routine:** Teach the routines for everything that you habitually do in class, starting from day one. The training in routines lasts for the first 2-3 weeks—during the honeymoon period. This time investment pays off later. We do not dump ALL of the rules and procedures on them all at once, but little by little as the situation comes up. Most of the routines below will naturally be part of the class within the first two weeks of school, so we teach a couple of routines a day in tandem with the language lesson. We do not assume that every student knows how to act in class, so we teach them the behavior and the routines. We are establishing the culture of our classroom. These routines take time, but they pay off powerfully later.

We practice, practice, practice the routines until the students get them. Repeat as often as necessary.

- **How Class Starts.**

We start on time every day.

Enforcing starting on time

Pull: Show funny videos in the TL only during passing period. Señor Wooley.

Push/Pull: Positive consequences (PAT points) for the class if

a) all students arrive on time (1 point)

b) all are prepared (1 point)

c) all are quiet (1 point)

The class gets the points (minutes) if every student behaves this way.

Push: Mark student tardy

The Repasito (Little Review). Five questions on the board waiting as students arrive. They have their job to do, and you as the teacher have your job.

- **How We Sit in Class**

Sit up straight. Head up. Clear eyes and brain.

- **How to Participate in Class**

Activity. No passivity

Sit up

Listen with the intent to understand.

- **How to Show You Do Not Understand**

Hand to fist

Hands waving down (slow down)

- **How to ask a question in class**

Ask permission to speak in English

- **How to ask to go to the restroom**

(I hardly ever give permission)

- **What To Do When You Feel Restless**

Stand up unobtrusively. Go to the back and stand or walk around for a while.

I need to stand up and walk around too.

- **What To Do When You Are Tardy**

Say "**Lo siento.**" And sit down quietly.

We acknowledge you, you say you're sorry and we graciously forgive you.

- **What To Do When the Teacher Asks You to Go to the Back of the Class.**

Not a punishment, just a quick “think about it”, so you get up and go  
Fill out a think sheet  
Rejoin your classmates when you are ready

- **How We End Class**

We end on time.  
The teacher dismisses the class, not the clock, not the bell.  
No putting stuff away early.  
**¡Clase!**  
**¡Sí, señor!**  
**Gracias por aprender.**  
**Gracias por enseñarnos.**

- **How We Get Materials from the Classroom Library**

Orderly. Quickly. Quietly.

- **How to Choose a Book from the Classroom Library**

<http://www.brycehedstrom.com/wp-content/uploads/2011/09/HOW-TO-CHOOSE-READING-MATERIAL-Classroom-Poster.pdf>

- **How We Read**

<http://www.brycehedstrom.com/wp-content/uploads/2011/09/SSR-Reading-Poster.pdf>  
<http://www.brycehedstrom.com/wp-content/uploads/2011/09/LANGUAGE-ACQUISITION-READING.pdf>

- **How We Return Books to the Classroom Library**

- **How Students Grade Papers in Class**

TPRS teachers do not have time.  
Pass to person next to you (not across room)  
Student grading is OK, per the US Supreme Court.

***Student grading is allowable according to the Supreme Court of the United States. In a 2002 decision, Owasso vs. Falvo, the Supreme Court ruled 9-0 that there is nothing illegal about the paper-swapping practice. The Court's decision mentioned that, "Correcting a classmate's work can be as much a part of the assignment as taking the test itself." Justice Anthony M. Kennedy, a former law professor who still teaches several classes a year, wrote for himself and seven colleagues:***

***"It is a way to teach material again in a new context, and it helps show students how to assist and respect fellow pupils."***

***Students enjoy it and can learn from each other when we discuss the answers.***

- **How We Pass in Papers**

It should take five seconds or less. End result is all papers are in alphabetical order and have been checked to be sure they have a name and a grade

It's a game that shows we're all in this together.

The room is divided into two equal sides.

"This side, pass your papers to \_\_\_\_, this side, to \_\_\_\_."

Students pass their papers to the designated student. When all papers from a side are collected, the designee gets up and takes the papers to the other side.

Loser has to put papers in alphabetical order by last name.

No name? NO last name? That person has to put the papers in order.

Student puts papers on teacher desk or in designated area

- **How to Write the Title on Papers**

Use a full sheet of notebook paper (part of preparation)

In the upper right hand corner write:

First and Last name

Write out the date in Spanish in words

*(Students can learn the date formula, months and numbers quickly and painlessly this way)*

The class period and level

The title of the activity

- **How We Get in Pairs**

[http://www.brycehedstrom.com/wp-content/uploads/2011/09/Study\\_Buddy\\_Map\\_CENTRAL\\_AMERICA.pdf](http://www.brycehedstrom.com/wp-content/uploads/2011/09/Study_Buddy_Map_CENTRAL_AMERICA.pdf)

- **The Signal for Getting Quiet**

Teacher raises hand and says in a normal voice (not yelling), "Clase"

--How to React to a Story

--How to React in a Story (actors)

--How to React When Someone Sneezes

**"¡Salud!"**

--How we prepare for, sit down and behave during Kindergarten Reading time

--How to Behave when Playing Games

#### **4. Heading Off Trouble**

Get them up and moving. (Amigos de... Maps)

Pair up. Think/Pair/Share

Mix up the activities before they get stale—do not show all your cards at once.

Active (Rowdy and Loud) Games--occasionally

### **5. Getting Your Game Face On**

See Tools for Teaching, by Fred Jones

Proximity

The turn

Use your hips

The “Queen Elizabeth” look

2013 NTPRS Conference, Dallas, TX  
Bryce Hedstrom