Spáth qes te Slílk'yap – TPR

TPR Strategies

- Go slowly- make movements clear. Students learn best if they are relaxed and can understand what is expected of them.

- Once you chose a movement or gesture, be consistent with its use to help your students learn

- Do not try to teach too many commands in one lesson. 3-5 new vocabulary items per lesson is recommended, using up to 9 vocabulary words.

- Introduce vocabulary one at a time, or two if complimentary (e.g. slow-fast), in order to give students time to process the new learning.

- to start, teacher says vocabulary and does actions with the students
- as they catch on, you can change the order, say words quickly or slowly, or add in new words.
- you can work in large or small groups, or take turns.
- to test learning, you can ask individuals to get up and follow your commands, or do a Closed Eyes Check, using hand gestures only.

Actions (movements or gestures)   **Objects (Mót'est te… – point to the…)**

í:mex (**imexósem**) – s/he is walking (walking about)   **spá:th** - bear
xwlalá:metes– s/he is listening   **slilk'yáp** - coyote
tl'élexw–s/he stopped   **sts'ep'eq** - skunk
x̲élts'thet – s/he turned around   **xálh** - road
xwemxálem – s/he ran   **stl'ep'él:ets** - tail
kw'éts'lexwes– s/he is seeing it/him/her
thét– s/he said
éltha – I (am)
el swà– mine/my
tútl'ò– he/him
q'eq'x̲ótel – he is /they are arguing
steá':wel – s/he is wondering
qwélqwelíwel – he is thinking about it (lit. talking it over inside)
kwí'ystexwes – s/he raised it up
xwítsel – middle