

Level 1

On the first level, you will be giving simple commands consisting of one verb at a time.

	Verbs	Nouns	Adjectives	Adverbs	Misc.
1 st segment	לָקוּם לְשֵׁבֶת				
2 nd segment	לְלַכֵּת לְעֲצוֹר לְרוּץ				
3 rd segment	לְקַפּוֹץ לְהִסְתוֹבֵב				

Sample scripts for Level 1:

1st Segment:

Invite two students to sit on either side of you.

Say לָקוּם and stand up.

Say לְשֵׁבֶת and sit down.

Repeat each of these commands two times, while modeling.

Now repeat these words while gesturing to the children to accompany you.

Repeat these words while waiting to see if the children follow the commands (without modeling).

Gesture to all the students to follow the commands. When most children are moving easily, tell them (in English) to watch as you introduce new words.

2nd Segment:

Invite an additional two students to sit on either side of you and follow the same procedure.

Say לָקוּם and get up.

Say לְלַכֵּת and begin to walk. Repeat לְלַכֵּת as you walk, varying your pace with the help of a rhythm instrument such as a tambourine or small drum.

Say לַעֲצוֹר and stop.

Repeat לָלֶכֶת and לַעֲצוֹר with actions two times.

Gesture to the two children sitting by your side and repeat the commands.

Say לָקוּם → לָלֶכֶת → לַעֲצוֹר and repeat the actions with the students.

After doing this twice give the command, but wait to see if the students begin to move before you do.

Select different groups of children to follow these commands. Then, have the entire class follow the commands.

Now repeat these words while gesturing to the children to accompany you.

Indicate with gestures that you are going to do something new.

Say לָקוּם and get up.

Say לָרוּץ and begin to run. Vary the pace of your running, as above.

Say לַעֲצוֹר and stop

Say לָקוּם → לָרוּץ → לַעֲצוֹר and repeat the actions with the students.

After doing this twice, give the command, but wait to see if the students begin to move before you do.

Select different groups of children to follow these commands. Then, have the entire class follow the commands.

Now repeat these words while gesturing to the children to accompany you.

When most children are following the commands without modeling by you, call on children in groups of 2 or 3 to follow the commands. Have the children return to their seats by way of commands. For example: "Annie, Michael, and Jane: לָקוּם → לָלֶכֶת and (pointing to their seats) לְשֻׁבָת."

3rd Segment:

By now, you should have an idea of how to introduce new commands. Introduce לְקַפּוֹץ and לְהִסְתוֹבֵב based on the sample scripts from the first two segments.

Remember to work with the vocabulary words in many different combinations so that they become internalized by the students. **Sufficient practice in many different combinations** is the key to success in TPR.