Jessica Varko USC US-CHINA INSTITUTE

Porter Ranch Community School K-8 SUMMER 2014

Spanish 1A

**TPRS Lessons on Astroboy**

**TPRS**

TPR Storytelling (Teaching Proficiency through Reading and Storytelling or TPRS) is a [method](http://en.wikipedia.org/wiki/Methods_of_teaching_foreign_languages) of [teaching foreign languages](http://en.wikipedia.org/wiki/Language_education). TPRS lessons use a mixture of [reading](http://en.wikipedia.org/wiki/Reading_(process)) and [storytelling](http://en.wikipedia.org/wiki/Storytelling) to help students learn a [foreign language](http://en.wikipedia.org/wiki/Foreign_language) in a [classroom](http://en.wikipedia.org/wiki/Classroom) setting. The method works in three steps: in step one the new [vocabulary structures](http://en.wikipedia.org/wiki/Phrase) to be learned are taught using a combination of [translation](http://en.wikipedia.org/wiki/Translation), [gestures](http://en.wikipedia.org/wiki/Gesture), and personalized [questions](http://en.wikipedia.org/wiki/Question); in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the [teacher](http://en.wikipedia.org/wiki/Teacher) will use a number of techniques to help make the [target language](http://en.wikipedia.org/wiki/Second_language) comprehensible to the [students](http://en.wikipedia.org/wiki/Student), including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short [grammar](http://en.wikipedia.org/wiki/Grammar) explanations known as "pop-up grammar".

(Source:http://en.wikipedia.org/wiki/TPR\_Storytelling)

**World Languages Content Standard: Communication**

Stage I

1.0 Students use formulaic language (learned words, signs [ASL], and phrases).

1.1 Engage in oral, written, or signed (ASL) conversations.

**CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Day 1:** Introduction of main character: Astroboy

**Background for students before viewing:**

***Astro Boy***, known in Japan by its original name ***Mighty Atom*** (鉄腕アトム *Tetsuwan Atomu***[?](http://en.wikipedia.org/wiki/Help:Installing_Japanese_character_sets" \o "Help:Installing Japanese character sets)**), is a Japanese [manga](http://en.wikipedia.org/wiki/Manga) series written and illustrated by [Osamu Tezuka](http://en.wikipedia.org/wiki/Osamu_Tezuka)[[2]](http://en.wikipedia.org/wiki/Astro_Boy#cite_note-Anime_Academy-2) from 1952 to 1968. The story follows the adventures [Astro Boy](http://en.wikipedia.org/wiki/Astro_Boy_(character)) and a selection of other characters.

The manga was adapted into the first popular animated [Japanese television](http://en.wikipedia.org/wiki/Japanese_television) series that embodied the aesthetic that later became familiar worldwide as [*anime*](http://en.wikipedia.org/wiki/Anime). After enjoying success abroad, *Astro Boy* was remade in the 1980s as [*New Mighty Atom*](http://en.wikipedia.org/wiki/Astro_Boy_(1980s)), known as *Astroboy* in other countries, and [again in 2003](http://en.wikipedia.org/wiki/Astro_Boy_(2003_TV_series)).

(Source: http://en.wikipedia.org/wiki/Astro\_Boy)

**Student prompt:** “Students, I would like you to focus your attention on Astroboy. What are some of his best qualities? What are some of his challenges? Keep these questions in mind as you view the first minutes of this first episode titled *The Birth of Astroboy.*

**Watch First Episode from minutes 1-9.**

**Original summary in Spanish:**

[Astroboy](http://www.astroboy-online.com/), es un robot en forma de niño que puede replicar los sentimientos humanos, fue creado por un científico del Instituto de Ciencias Japonesas, el Profesor Ochonomizu (renombrado como: Dr. Elephant en América). Astroboy tiene vista de rayos X, inteligencia artificial, cohetes en sus botas y brazos, 100.000 caballos de potencia, fuerza sobrehumana y puede disparar contra sus enemigos con dos lanza rayos que tiene instalados en el trasero.

(Source: http://cuacarraquear.com/2008/06/%C2%BFquien-es-astroboy/)

**Modification of text:**

Astroboy es un robot en forma de niño.

Astroboy es inteligente.

Astroboy es muy fuerte con fuerza sobrehumana.

\*\*Teacher elicits other characteristics from students

**Target Vocabulary Structure:** *Astroboy es*- Astroboy is

**CIRCLING TECHNIQUE:** Take each of the above statement and use the following template to elicit student responses and check for understanding.

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **PREDICATE** | **EXPLANATION** |
| Astroboy | es | un robot. | Make a statement |
| Astroboy | es | un robot? | Ask a question, to which the answer is YES!  Si o No?  Students respond: SI |
| Hello Kitty  Bart Simpson  Astroboy | es | un robot?  un robot?  un niño? | Ask questions to which the answer is no by substituting other subjects verbs and predicates.  Si o No?  Students respond: NO |
| Quien | es | un robot? | Ask open-ended questions to which the students know the answers.  Students respond: Es un robot |
| Que | es | Astroboy? |

TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **PREDICATE** | **EXPLANATION** |
|  |  |  | Make a statement |
|  |  |  | Ask a question, to which the answer is YES!  Si o No? |
|  |  |  | Ask questions to which the answer is no by substituting other subjects verbs and predicates. |
|  |  |  | Ask open-ended questions to which the students know the answers. |

(Source: http://martinabex.com/)

**Day 2:** Astroboy has a problem-Astroboy tiene un problema (development of story)

**Student prompt:** “Students, today we will continue watching *The Birth of Astroboy*. I would like you to pay close attention to Astroboy’s challenges. What are some things that Astroboy wants? What makes him unhappy?

**Watch First Episode from minutes 9-11:47.**

Ask student in Spanish, “Class, what does Astroboy want?” Clase, que quiere Astroboy?

**Possible responses:**

Astroboy wants to be human/ Astroboy quiere ser humano.

Astroboy wants to grow/ Astroboy quiere crecer.

Astroboy wants his father’s love/ Astroboy quiere el amor de su padre

**Target Vocabulary Structure:** *Astroboy quiere*- Astroboy wants

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **PREDICATE** | **EXPLANATION** |
| Astroboy | quiere | ser humano  crecer  el amor de su papa | Make a statement  Begin with student responses and continue circling  Si o No? |
| Astroboy | quiere | ser humano | Ask a question, to which the answer is YES!  Si o No?  Students respond: SI |
| Astroboy  El papa | quiere  quiere | ser un pupitre?  ser un bolígrafo?  ser un elefante?  ser humano? | Ask questions to which the answer is NO by substituting other subjects verbs and predicates.  Students respond: NO |
| Quien  Que | quiere  quiere | ser humano?  Astroboy? | Ask open-ended questions to which the students know the answers.  Students respond: Astroboy quiere ser humano |

**Day 3**: Astroboy has another problem- Astroboy tiene otro problema (further development of story, conclusion)

**Student prompt:** “Students, today we will continue watching *The Birth of Astroboy*. Does Astroboy have a happy life?

**Watch First Episode from minutes 11:47-18:49.**

Ask student in Spanish, “Class, does Astroboy have more problems?” Clase, Astroboy tiene mas problemas ?

**Possible responses:**

Astroboy wants to live with his father/ Astroboy quiere vivir con su papa.

Astroboy wants to be free/ Astroboy quiere ser libre.

Astroboy wants to help the other toys/ Astroboy quiere ayudar a los otros juguetes.

Astroboy wants to be happy/ Astroboy quiere ser feliz.

**Target Vocabulary Structure:** *Astroboy quiere-* Astroboy wants

|  |  |  |  |
| --- | --- | --- | --- |
| **SUBJECT** | **VERB** | **PREDICATE** | **EXPLANATION** |
| Astroboy | quiere | vivir con su papa  ser libre  ayudar a los otros jugetes  ser feliz | Make a statement  Begin with student responses and continue circling  Si o No? |
| Astroboy | quiere | ser libre | Ask a question, to which the answer is YES!  Si o No?  Students respond: SI |
| Astroboy  El papa | quiere  quiere | vivir con su mama?  ser un estudiante?  destruir a los otro jugetes?  jugar con los otro jugetes? | Ask questions to which the answer is NO by substituting other subjects verbs and predicates.  Students respond: NO |
| Quiere  Quien | ser  quiere | Astroboy?  ser libre? | Ask open-ended questions to which the students know the answers.  Students respond: Astroboy quiere ser humano |

**Home Connection**: Watch the conclusion of *The Birth of Astroboy*.

(Source: https://www.youtube.com/watch?v=GYSfncB4peU)

From late November 1944, the U.S. Air Force began aerial bombing of Japan’s main islands. By the time the war ended on 15 August 1945, the United States had dropped a total of 160,800 tons of conventional and incendiary bombs, as well as two atomic bombs. Tezuka Ozamu, creator of *Astroboy* lived through this period. Many of Tezuka’s early works strongly reflect his ideas about war, peace, and humanity, drawing on his life and death experience during the fire-bombing.

For example, Astro Boy was not originally a superhero robot, and never became a superhero, but was a lonely and timid boy who was abandoned by the scientist who created him, Professor Tenma. Astro Boy was created as a substitute for the scientist’s real son who had died in a car accident. Yet, the scientist disposed of Astro Boy when he realized that a robot cannot replace a real person.

(Sources <http://www.japanfocus.org/-Yuki-TANAKA/3412> and http://www.thaindian.com/newsportal/entertainment/astro-boy-a-lovable-fantasy-with-important-lessons-ians-movie-review\_100356003.html)

**Writing Prompt:** What images from Astroboy did you connect with? What themes did this episode make you think about?

**Length:** 250 words, legibly handwritten or typed