

TOTAL PHYSICAL RESPONSE (TPR) AND MIMING WITH “ONE, TWO, BUCKLE MY SHOE”

This meaning-focused listening activity uses the song [“One, Two, Buckle My Shoe”](#) from [Sing Out Loud - Children’s Songs](#). Total Physical Response (TPR) involves students listening and actively carrying out movements related to what they hear. Incorporating TPR and miming are excellent ways to reinforce meaning while young learners listen. In this activity, repeated opportunities to listen and move in response to what they hear should help students connect the words they hear to their meanings. Repeated listening also builds listening fluency and confidence. Overall, this approach appeals to auditory, visual, and kinesthetic learners, and it also allows active children to use up some energy and enjoy the fun of uninhibited movement and mimicry.

LEVEL

Beginner and above

LANGUAGE FOCUS

Listening, vocabulary

GOALS

Students will:

- Listen for and perform movements related to specific lyrics in a song to establish and reinforce their meaning

MATERIALS

- Teacher:
 - “One, Two, Buckle My Shoe” song audio (.mp3 – 0:59; the song plays twice on this recording)
 - Audio player (computer, tablet, mobile phone with speakers)
 - “One, Two, Buckle My Shoe” posters (optional; available under “Downloads” on the song’s [resource page](#))
 - Projection device (optional if using posters)

PREPARATION

- Download, test, and preview the audio clip on your audio playing device. Confirm the volume will be loud enough for the entire class to hear.

- If desired, prepare the “One, Two, Buckle My Shoe” posters; either plan to display the posters via a projection device (overhead projector, digital projector), print a copy large enough for the class to see, or print several copies for groups of students to share.

PROCEDURES

1. Tell students they are going to listen to and act out a song called “One, Two, Buckle My Shoe.”
2. Pre-teach the movements that go along with each line in the song by demonstrating them as you say them. You can also use the “One, Two, Buckle My Shoe” posters as a visual prop to help establish meaning for each line while you teach the movements. Feel free to choose any representative movements that you like to illustrate the meaning of the lyrics; example movements could include:
 - *One, two, buckle my shoe.* (Mime fastening your shoe.)
 - *Three, four, shut the door.* (Shut the door and then mime the movement you want students to use in during the song)
 - *Five, six, pick up sticks.* (Pick up some pencils or sticks off the floor and then mime the movement to students to use in during the song)
 - *Seven, eight, lay them straight.* (Arrange the pencils or sticks on a desk and then mime the movement you want students to use during the song)
 - *Nine, ten, a big fat hen.* (Tuck your hands up to your shoulders and “flap” them like chicken wings)
 - Ten, nine, eight, seven, six, five, four, three, two, one, All done! (Clap during the numbers and then sit down on “done!”)

Note: If students’ developmental level allows them to handle more information and movement, you can have them hold up the appropriate number of fingers to represent the numbers in the first five lines of the song.
3. As you demonstrate the movements, direct students to stand up and complete the movements with you as you say the lyrics aloud.
4. Once the students seem comfortable with the movements, play the song a few times, and act out the lyrics with the students.
5. After the students get used to the movements while listening, you can encourage them to sing along with the recording while completing the motions. Even though students are learning, this activity should be a lot fun: some the movements are a bit silly, so expect some laughs and giggles!