欢迎大家，祝大家元宵节快乐！

1. 2到4个人拿一张纸条讨论。

2. 请用室内的声音。

3. 请确定大家都有机会发言。

我们有5分钟的时间。
学习的五到
今天的语言

我们会记得语言精熟的重要性
我们会努力提高学生各项语言能力
我们会执行今天学到的内容
先在你的画上画一对耳朵。
现在用两分钟讨论并写下**要**的重要性

1. 语言的取得是听-说-读-写
2. 学生需要多听才能储存足够语言以供将来引用
3. 许多学生的唯一中文环境就是半天在你的教室
4. 多听才能听到发音的细节以及四声
5. 让学生听到你的教学目标
6. 检测学生是否听懂了才能进行下一步教学。

**Listening Ability** - Your child’s listening ability in the immersion language is best described as...

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOVICE LOW</strong></td>
<td>- Recognizes single, isolated words, greetings and polite expressions.</td>
</tr>
<tr>
<td><strong>NOVICE MID</strong></td>
<td>- Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual without prompting support). - Requires slower than normal rate of speech and/or with repetitions.</td>
</tr>
<tr>
<td><strong>NOVICE HIGH</strong></td>
<td>- Understands simple questions, statements and commands on familiar topics and some sentences in new topics with strong contextual support. - May require repetition, slower speech, or rephrasing.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE LOW</strong></td>
<td>- Understands familiar questions, commands and statements in a limited number of content areas. - Follows information that is being given at a fairly normal rate.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE MID</strong></td>
<td>- Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. - Carries out commands.</td>
</tr>
<tr>
<td><strong>INTERMEDIATE HIGH</strong></td>
<td>- Understands longer stretches of connected speech on a number of topics at a normal rate of speech. - Seldom has problems comprehending topics related to everyday life and familiar subject area content. (Can request clarification verbally.)</td>
</tr>
<tr>
<td><strong>ADVANCED LOW</strong></td>
<td>- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. - May have difficulty with highly idiomatic speech</td>
</tr>
<tr>
<td><strong>ADVANCED MID</strong></td>
<td>- Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. - May have difficulty with highly idiomatic speech</td>
</tr>
</tbody>
</table>

**TARGET**
现在在你的人上画一张嘴巴。
1. 语言的取得是听-说-读-写
2. 学生不说，他们听到的语言不会传达到自己的脑子里。
3. 说不出口的语言是半调子的学习。
4. 学生必须体验这新的语言来让听到的语言变成自己的。
5. 让学生说出他们的学习目标
6. 上课时，老师平均说的比例是70%以上。
现在在你的人上画一双眼睛。

现在用两分钟讨论并写下你认为的需要性。
现在让我们从何讨论写作的重要性

1. 语言的取得是听-说-读-写
2. 多听，多说，语言有意义以后，看到的文字才有意义。
3. 你的教室陈列出来学过的文字，学生无从复习。
4. 帮助学生读出他们的学习目标

Reading Ability- Your child’s reading ability in the immersion language is best described as . . .

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
</tr>
</thead>
</table>
| - Able to recognize a limited number of characters.  
- They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.  
- TARGET | - Able to recognize some characters and combinations of characters  
- Can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.  
- Rereading is often required. | - Can understand, fully and with relative ease, key words, as well as formulaic phrases, across a range of highly contextualized texts.  
- Where vocabulary has been learned, they can understand predictable language and messages such as those found in the environment.  
- Typically are able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support. | - Can understand some information from the simplest connected texts dealing with a limited number of personal and social needs.  
- There may be frequent misunderstandings.  
- Readers will be challenged to understand connected texts of any length. | - Can understand short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.  
- Reader may get some meaning from short, connected texts featuring description and narration, dealing with familiar topics.  
- TARGET | - Can understand and convey some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of vocabulary, structures and writing conventions of the language. |
手到

现在在你的人上画上手跟笔。
1. 语言的取得是听-说-读-写
2. 写的基础要靠笔顺的累积。
3. 学生的写不能变成学习的动机，写是在展现成果。
4. 写好词-写字词-写句子-写段落-写文章。
5. 写完要用办法读出来。
6. 请不要让小孩在不认识字的情况下描图。
7. 学生可以写出他们的学习目标

<table>
<thead>
<tr>
<th>Writing Ability</th>
<th>Your child’s writing ability in the immersion language is best described as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOVICE LOW</td>
<td>- Copies or transcribes familiar words or phrases.</td>
</tr>
<tr>
<td></td>
<td>- Forms a very limited number of characters from the Chinese writing system.</td>
</tr>
<tr>
<td></td>
<td>- Produces a very limited number of isolated words or familiar phrases from memory.</td>
</tr>
<tr>
<td>NOVICE MID</td>
<td>- Writes a modest number of words or phrases in context.</td>
</tr>
<tr>
<td></td>
<td>- Can supply limited information on simple forms and documents, including biographical information, such as names, numbers and</td>
</tr>
<tr>
<td>NOVICE HIGH</td>
<td>- Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of</td>
</tr>
<tr>
<td></td>
<td>- Sentences</td>
</tr>
<tr>
<td>INTERMEDIATE LOW</td>
<td>- Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of</td>
</tr>
<tr>
<td></td>
<td>- Sentences</td>
</tr>
</tbody>
</table>

Writing Ability - Your child’s writing ability in the immersion language is best described as...:

<table>
<thead>
<tr>
<th>NOVICE HIGH</th>
<th>INTERMEDIATE LOW</th>
<th>INTERMEDIATE MID</th>
<th>INTERMEDIATE HIGH</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>- Meets limited basic practical writing needs using lists, short messages, and simple notes.</td>
<td>- Writes short, simple communications, compositions and requests for information in conversational-style with basic word order.</td>
<td>- Writes compositions and simple summaries related to school subjects and school and personal experiences.</td>
<td>- Narrates and describes in different timeframes when writing about everyday events, situations and content of school subjects.</td>
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</tr>
<tr>
<td>- Writing is focused on common elements of daily school life.</td>
<td>- Sentences are short, simple and of a conversational-style with basic word order.</td>
<td>- Writing is generally understood by natives used to the writing of non-natives.</td>
<td>- Writing is often, but not always, of paragraph length.</td>
</tr>
<tr>
<td></td>
<td>- Can recombine learned vocabulary and structures to create simple sentences on very familiar topics but cannot sustain sentence-level writing all the time.</td>
<td>- Sentences are almost exclusively in present time and generally have repetitive structure.</td>
<td>- Vocabulary, grammar and style closely resemble how the student speaks.</td>
</tr>
<tr>
<td></td>
<td>- Writing is often comprehensible by natives used to the writing of non-natives.</td>
<td>- Topics are highly predictable content areas and personal information.</td>
<td>- Writing is generally understood by native speaker used to writing of non-natives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabulary is adequate to express basic needs.</td>
<td>- Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- There are basic errors in grammar, word choice, punctuation, spelling.</td>
<td>- Meaning is generally clear in spite of some grammatical inaccuracies.</td>
</tr>
</tbody>
</table>
心到

现在在你的人上画一颗心。

现在用三分钟讨论并写下：
现在用三分钟讨论并写下
这里所谓的心到是什么

1. 语言的取得是听-说-读-写。
2. 给学生机会理解，不是帮学生翻译。
3. 给学生机会做连结，因为要学习的是他们，不是老师。
4. 他们发现的知识才是他们的，老师植入的只是临时的记忆。
5. 学生知道自己的学习目标可以制造成就感并比较不容易分心。
你一定记得的
到
到
到
到
到
我们的目标

- 我们会记得语言精熟的重要性
- —请下载Can do statement
- 我们会在备课时加入语言目标
- —一个精简提醒你的方法就在人形的后面
- 我们会努力提高学生各项语言能力
- —老师的语言能力已经够好了，请给学生成长的机会。
- 我们会在教室执行今天学到的
- —这就请大家回去执行了！