

Handouts for Pearl's Webinar on Feb.21st, 2019

Plan and Implement Interactive Read Aloud for Upper Elementary School Part 2

Activity 1

1) Read the Level H Book Reading Objectives Checklist below.

2) Think about what objectives have been taught in Day 1 "First Read" Lesson if you attended Jan.31 Webinar.

3) Find out what objectives will be reinforced and explicitly taught in Day 2 "Second Read" Lesson?

Note: You can choose 2 different colors to circle the objectives being taught for two different lessons. If you missed last webinar, you can always go back to watch the video for your information.

Completed Read Aloud Objectives Checklist for Level H Summer Exercise Book
《夏天运动》阅读教学目标对查表

| Obj ID | Objective | Notes/Teacher Modeling Examples from the text you plan to teach |
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| H.L.G.2 | 能够给简单句断字 Pause a simple sentence by correctly grouping Chinese characters into meaningful phrases | I.e. 星期天下午, /我/去/Tony家/找他/出去玩儿, 可是/他/不想出去。 |
| H.L.G.6 | 理解“一下、一会”的用法: V.+一下/一会 (ex.看一下, 等一会) Understand the usage of Yíxià and yī huì, means "a little while" | Page4 过了一會兒 |
| H.L.C.1 | 能够理解带有关联词的复合句:因为...所以、又...又、一会...一会、而且 Understand the usage of the many different conjunction words in Chinese. The exact ones introduced at each level are shown in Chinese | 可是, 一边.....一边....., 又.....又..... |
| H.L.P.1 | 能够理解逗号的含义 Use a comma before a coordinating conjunction in a compound sentence. | ", "in most sentences of this book |
| H.L.M.1 | 能够准确运用量词:块、棵 Understand the usage of the many different measure words in Chinese. The exact ones introduced at each level are shown in Chinese 、 | N/A |
| H.RL.1.1 | 能够独立复述故事大意 Retell key details of the story | 能指出开头 (Page 1 &Page 2 的文字), 中间 (Page3-Page5的文字), 结尾 (Page 6的文字) |
| H.RL.1.2 | 能够理解关于文章细节的问题 (谁、什么时间、去了哪里、发生了什么), 并理解事件是怎么发生的, 为什么发生 Ask and answer such questions as who, what, where and when and further understand why and how events take place | 谁: 我, Tony 时间: 星期天下午 哪里: Tony家, 外面, 游泳池 发生了什么? 我去Tony家找他出去玩 冲突: Tony不想出去玩。 解决问题: 想一个又不热又健康的运动。去了游泳。 |
| H.RL.3.2 | 能够指出对话双方的人物和人物的观点 Distinguish the different viewpoints of the characters in a dialogue | Tony: 不想出去玩。他觉得外面太热了。他不喜欢夏天。 我: 觉得游泳是夏天最好的运动, 又凉快又能锻炼身体 |
| H.RL.4.1 | 能够理解叙述的写法并在文章找出叙述的句子 Identify and understand the usage of narrative sentences in a paragraph | Page 1, Page 2, Page 3, Page 6 都是叙述的句子 |

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| H.RL.4.2 | 能够通过表达人物情感的词语或短语来理解人物的情感 Based on words and phrases in stories that suggest feelings to determine character's emotional state of mind | .热得受不了, 讨厌, 哈哈... |
| H.RL.6.1 | 能够分辨出第一人称和第三人称的讲述 Distinguish between first and third person narration | “我”是第一人称 |
| H.RL.7.1 | 能够靠图片重述句意(读完当页内容后, 遮住文字, 学生可以靠图片来重述当页的内容) Based on illustrations, retell the story that is described by the text | 使用图片和思维导图里的关键词鼓励学生重述故事或每一页的内容 |

Activity 2

Fill in the Observation Form for Fiction Read Aloud Lesson Day 2

| Fiction Read Aloud Lesson 叙述性文体 阅读课 | What Does Teacher Do? 老师做什么? | What Do Students Do? 学生做什么? | Questions or Notes 提问和其他记录 (Look at the sample questions for guiding you to think during the observation or you can note down your own questions for discussion later) |
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| Attention Game 注意力游戏 (about 3 minutes) | Introduce Chinese Headbanz game Laoshi: 你说, 我猜... 你用一些句子让我猜一猜。你不可以说答案。 Laoshi invites students to the front to guess the words | Student 1: 有两个Team。有两个队... Students take turns to think and describe the word using full sentences | What is the purpose of the game? I think the game is 1) to help students review some sports vocabulary and 2) create opportunity for students to practice interpersonal mode of speaking |
| Quick Review 快速复习 (about 3 mins) | Teacher asks questions about the story Laoshi: 谁还记得我们昨天读的一本书, 书名是什么呢? 谁还记得 Laoshi: 请问这本书的作者是谁呢? Laoshi: 请问这个故事是什么时候发生的? Laoshi: 请问故事里有哪些人物? Laoshi: 地点在哪里? Teacher raises 3 questions before Turn to Talk 请问Tony 和“我”发生了什么? 有什么冲突/有什么问题? 怎么解决问题 Teacher asks students to share | Student: 夏天运动 Student: 作者 Student: 星期天下午 Student: Tony 和我 Students do Turn to Talk with their shoulder partners and almost everyone opens their mouth and talk... Students do the sharing. | What questions do the teacher ask? Do the students use graphic organizer from Day 1 lesson? I didn't see the teacher use the graphic organizer and I think teacher can present the graphic organizer they used before so more students can use the key words in the chart to practice talking more about what happens in the story |

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| <p>Read Along 师生共读 (about 5 minutes)</p> | <p>Laoshi: 今天我们要做一个表演。我来读.....角色。然后我请男孩子做Tony, 女孩子做Tony的朋友“我”, 王老师是读故事的人。请....拿这个人物的卡片。 After assigning the roles, she starts to read the narrator part...</p> | <p>Students read their part ...</p> | <p>Why do students read along with teacher? If they don't know how to sound out the word what can the teacher do to support? I think this activity can help students understand more about the story and practice fluency...</p> |
| <p>Reinforcing Reading Objectives Through Read Aloud Lesson 学习读本阅读目标 (about 10- 12 minutes)</p> | <p>Learn Reading Objective 1 Laoshi: 如果你是Tony 的朋友, 你去找Tony玩, 你觉得他怎么说这句话? 他的语气是怎样的? She models different emotion/tone of reading aloud page 2 and encourage students to listen carefully After students choose the 3rd expression of reading aloud the text on page 2, teacher asks how the students know ... Laoshi:除了讨厌, 还有没有其他的地方看出来。 Teacher asks the whole class to read aloud this page expressively Learn Reading Objective 2 Using the same sentences on page 2 as the example to teach how to use “,” in the sentence. Invite students to put the comma in the sentence to see if it makes the sense Learn Reading Objective 3</p> | <p>Learn Reading Objective 1 Students listen to the teacher, silent read the text and look at the character's facial expression, they tell the 3rd expression of the text is correct. Student: 我觉得图画里Tony的脸和第三个语气一样。(H.RL.4.2 has been taught here) Student : 在最后的句子, 他说他最讨厌夏天了。 Student : 热得受不了 Whole class read aloud with correct tone and emotion of Tony Learn Reading Objective 2 Students discuss why they have to use correct punctuation Learn Reading Objective 3 Students take turns to share...</p> | <p>What objectives being taught ? Objective 1 H.RL.4.2 能够通过表达人物情感的词语或短语来理解人物的情感 Based on words and phrases in stories that suggest feelings to determine character's emotional state of mind How do the students learn ? They use picture clue, context clues, and ask & answer questions to learn this objectives ... Objective 2 H.L.P.1 能够理解逗号的含义 Use a comma before a coordinating conjunction in a compound sentence. Objective 3 H.L.G.2 能够给简单句断字 Pause a simple sentence by correctly grouping Chinese characters into meaningful phrases Teacher engage students to pause somewhere in the sentence to see if it makes sense, use modeling and engage students in discussion</p> |
| <p>Role Play & Retelling 根据读本故事内容表演和复述 (about 10-11 minutes)</p> | <p>Teacher assigns the role play task Laoshi: 我们要来表演一下这个故事, 用自己的话, 3人一个小组, 如果有冲突了怎么办?</p> | <p>Students are given some time to practice reading the text again so they can get familiar with the story before role play Students team up in three to</p> | <p>Why this activity happen by the end of the read aloud lesson Day 2? How does the teacher organize this activity? I think the teacher promotes comprehension deeper than Day 1 and the role play is making</p> |

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| | <p>Teacher supports the groups during when necessary</p> | <p>discuss about the roles in the story and practice acting out the text (note: they think if they have conflict of choosing the roles in the play they will use rock paper scissor to solve the problem)</p> <p>2 groups of students come to the front to act out the story in the book using their own language</p> | <p>connection with students' independent reading. Acting out the story and presenting before the class can build the students' confidence ... I also like the way the teacher reinforce thinking about strategies to solve real life conflict ...</p> |
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