

Grade 1	Lesson 3 第三课 你几岁？ 4	Reference to My First Chinese Reader
<p>Standard: Standard 1 (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting. Objective 1 Develop language through listening and speaking. Objective 2 Develop language through viewing media and presenting. Standard 2 (Concepts of Print): Students develop an understanding of how printed language works. Objective 1 Demonstrate an understanding that print carries “the” message. Objective 2 Demonstrate knowledge of elements of print within a text. Standard 8 (Writing): Students write daily to communicate effectively for a variety of purposes and audiences. Objective 1 Prepare to write by gathering and organizing information and ideas (pre-writing).</p>		
Content Objective(s):		Language Objective(s):
<p>Students understand how to ask someone their age. Students understand how to tell someone their age. <i>I know how ask someone their age.</i> <i>I know how to tell someone my age.</i></p>		<p>Students can proactively ask someone their age and answer the question when asked. <i>I can ask someone how old they are and tell someone how old I am.</i></p>
Essential Questions:		<p>Academic Vocabulary: Listen: 你几岁？ 他几岁？ 我几岁？ Speak: 你几岁？ 他几岁？ 我几岁？ Read: 几， 岁， 呢 Write: Sentence Frames: 你几岁？ 我 <u> </u> 岁， 他 <u> </u> 岁</p>
<p>Materials: Better Chinese M&Ms Pictures of an old grandma, a young baby, a teenager.</p>		<p>Language and Word Wall: 你几岁。我 <u> </u> 岁</p>
Lesson: 第一课 你好 Day 1		Instruction time: 35 minutes
<p>Opening: (8 minutes) T: “同学们好！” S: “老师你好！” T: （在白板上写一二三四五六七八九十）“跟我一起念，一二三四五六七八九十” S: “一二三四五六七八九十” T: （举出一个 M&M）“M&M” S: “M&M”</p>		

T: (举出两个 MM) “两个 M&M “

S: “两个 M&M “

T: (举出五个 MM) “五个 M&M ”

S: “五个 M&M”

T: (举起一个橡皮擦) “不是 M&M” (一边说一边摇头) (举起一本书) “不是 M&M” (一边说一边摇头) (举起三个 MM) “三个 M&M”

S: “三个 M&M”

T: (举起另一个 M&M) “是什么?”

S: “M&M”

T: “非常好! 对! M&M! ” (举起两个) “有几个 M&M?” (用手比 1, 2, 3, 4, 然后把两只手举起来象一个问号)

S: “三个 M&M! ”

T: “非常好!” (给每一个学生一个 M&M) (举起奶奶的照片) “她很老对不对?” (把身体弯下去走路, 让学生看得出来你是在装很老的样子) (举起婴儿的照片, 作出哭的声音) “他们几岁呢?”

Introduction to New Material (Direct Instruction): (10 minutes)

T: “好! 请来地毯上坐下。谢谢你安静坐好。” (对先坐好的学生练习。可以给安静坐好的学生一个贴纸, 一个分数, 或是竖大拇指。)

T: “谢谢你们安静坐好。” (眼睛要慢慢注视学生。把三张照片贴在白板上, 在照片下面写下他们的年纪) “这个婴儿一岁, 这个哥哥, 十六岁, 这个老奶奶 80 岁!” (请一个学生站起来) “你几岁?”

S: ?

T: “我 24 岁。这个老奶奶八十岁, 这个婴儿 1 岁。你几岁?”

S: 五。

T: “很好! 你五岁! 跟我一起说。我五岁”

S: “我五岁”

T: “很棒! 谢谢!” (请另一个学生上来) “这个哥哥十六岁, 这个奶奶八十岁, 我二十四岁, 你几岁?”

S: “五”

T: “我二十四岁。你五。。。 “

S: “五岁 “

T: “很好! 跟我一起说, 我五岁 “

S: “我五岁 “

T: “很棒! 一年级, 他几岁?”

S: “她五岁。”

T: “很棒! 老奶奶呢? 她几岁? “

S: “她八十岁。”

T: “很好! ”

Guided Practice: (12 minutes)

T: (选一个学生上来) “Lindsey, 我二十四岁, 你呢?”
S: “我四岁。”
T: “很好!” (在叫一个学生上来) “Mary, Lindsey 几岁?”
S: “她四岁”
T: “非常好, 我呢? 我几岁?”
S: “你二十四岁”
T: “很好。你呢? 你几岁?”
S: “我五岁。”
T: “Linsey, Mary 几岁?”
S: “Mary 五岁。”
T: “非常好, 谢谢! 请坐下” (在选两个学生跟你模范一次)

Independent Practice: (5 minutes)

(把学生分成三人一组, 坐刚刚模范的活动。走来走去谁需要帮忙)

Closing: (5 minutes):

T: (拍手拍三次) “眼睛看我!”
S: “眼睛看你!”
T: “非常好, 谢谢。请你们回到位子上坐下, 眼睛看前面。” (给最快的学生一个奖评)
“好, Lindsey, John 几岁?”
S: “他五岁”
T: “很好! John, 你的同学几岁?”
S: “Mary 五岁”
T: “非常好” (指出白板上的哥哥) 这个哥哥几岁?
S: “哥哥十六岁”
T: “非常好!”

Assessment: