在卑诗省上小学







卑诗省的小学有些什麽相同/不同之处?





卑诗省教育制度

> 在其它国家或地区



> 在加拿大温哥华



对我的孩子来说,最好的学校是什么学校?

- ▶在您家附近的学校
- ▶ 所有的人都一起上学的学校





班级编排是根据孩子的年龄 2019-2020 学年:

<u>出生年份</u>	
2014	
2013	
2012	
2011	
2010	
2009	
2008	

2007

年级 幼儿班 一年级 二年级 三年级 四年级 五年级 六年级 七年级

我的孩子什么时候可以升级?

- 班级晋升是根据孩子的年龄,而不是根据孩子的能力
- 》需要更多时间学习指定课程的小孩, 也跟同龄的孩子一起升读下一个年级
- > 老师们都受过培训, 注重因材施教
- > 资源老师也会提供更多的教学辅助

卑诗省的小学教学与其它国家或地区有些什麽同异之处?

- >学习有各种各样的方式:
 - ■个人作业
 - ■小组课堂作业
 - ■在学校以外进行的学习活动 个人或与同学一起合作
 - ■实地考察 / 校外学习体验
 - ■书面作业
 - ■口头作业
 - ■自己动手做
 - ■个人或小组游戏



幼儿班

- ▶全日制
- ▶从游戏中学习
 - 鼓励探索精神和好奇心
 - 学习如何解决困难和与他人相处
- 主要学习社交技能和基本概念





1年级至3年级(Primary)

- ▶主题式学习,使用大量图书[不是教科书]
- ▶ 培养口语能力和增加词汇量 [30-60%]
- > 一般每班只有一位班主任老师
- > 注重下列五个方面的发展:
 - 智能
 - 体能
- 社交
 - 艺术
 - 情绪



4年级 - 7年级(Intermediate)

- > 每班会有超过一位教师
- > 开始使用教科书, 但也有其它学习材料
- > 重视阅读和写作能力
- > 口语和小组学习依然重要
- > 期望学生主动学习和自律





为什么有些班里有两个不同年级的学生一起上课,而有些却不是?

- > 温哥华教育局有班级人数的规定
- 》如果一个班的学生人数不满, 学校就会把两个年级合起来, 节省开支(在小学里往往有这种情况)
- ▶有些课程为了一些教育目的,会特意安排"混合班"
- ▶"混合班"有两个年级的学生同班,由同一位老师任教
- ▶混合班的教学都会按照规定, 达到 各级的课程目标, 学习进度不会落后

请注意

- ▶ 所有班级 (单一年级和混合年级)都有处于不同发展阶段、不同学习能力的学生
 - 老师会根据个别学生的需要、兴趣和能力而因材施教







在混合班有些什么好处?

- ▶ 培养自信心、领袖才和当小老师的技能 (领袖/模范)
- > 与不同年级的同学交朋友, 增加人与人之间的来往
- > 培养责任感和正面态度
- ▶扩大学习体验







家庭作业 我的孩子会有家庭作业吗? 家庭作业的作用是什么? 有多少家庭作业?

- >给学生留家庭作业的原因很多。老师希望学生:
 - 预习好第二天的功课
 - 透过练习对所学过的课业加强理解
 - 提高英语(读写能力)
 - 增加词汇量
 - 练习以独立或小组协作方式完成作业



家庭作业

- ▶ 举例来说,家庭作业有:
 - 完成指定的课堂作业
 - 阅读或朗读
 - 观看指定的电视或网上节目,取得更多有关研习专题的资讯
 - 写作练习
 - 与同学合作做研习项目
 - 从图书馆、互联网等等不同的来源收集资





家庭作业

Ministry of **Education**



- ▶教育厅为小孩每天应有的家庭作业 数量定下了限额
- ▶限额会随着孩子的年龄而变化



我的孩子会得到英语 辅助教学吗?

- 所有学生入学时以年龄/出生年份分班
- > 如果需要英语支援,会以下列形式进行
 - 小组集中学习[离开原来班级]
 - 课堂内的支援
 - 应学校/学生需要的其它形式
- > 支援的程度会因学生的需要而有所不同
- ➤ ELL资源老师和任课老师会为您的孩子一起 制定合适的课程

- > 基本的英语沟通能力需要两年的学习时间
- > 需要多年的学习,才能在学术上精通另一种语言
- 精通教科书的用语需要长达七年的学习时间





7年



老师如何评定孩子 英语能力(ELL)的级别?





ELL Matrices (Kindergarten – Grade 1) Levels of Progress Toward Language Acquisition

			SIS:(if applicable)	School: Date:
	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
istening	understands little English understanding requires repetition, visual cues, and processing time begins to follow other students in class routines limited listening skills	has difficulty understanding classroom lessons understands simple words and phrases with repetition, wait times and/or visual cues follows one direction at a time if given slowly and with gestures/cues developing listening skills	understands classroom lessons and discussions with support understands several simple sentences in a conversation with repetition and some wait time understands simple directions with repetition and visual cues	understands academiclessons with visual cues and vocabulary support understands peers' social conversation with minimal wait time follows a series of directions in a familiar context is able to listen and add to group discussions
Speaking	 may be silent begins to follow established daily routine with guidance speaks mostly in home language relies on body language and visual cues to communicate responds to repeated/cued questions with gestures or other body language frequently repeats what others say requires significant wait time to formulate a minimal response may not be able to pronounce many English sounds low voice volume may not enunciate clearly 	responds to routine, common greetings actively participates in established daily routine participates in choral speaking uses a limited vocabulary of functional and concrete words responds to questions with a few words, after an extended wait time expresses basic needs has fragmented speech pronunciation often interferes with being understood developing voice volume enunciation developing	starts to take part in social conversations begins to participate in structured oral lessons with teacher support, and begins to contribute in discussions begins to retell stories and recount events, with support uses a limited vocabulary of functional and commonly used words asks questions, but has problems with word order begins to express basic feelings speaks hesitantly, rephrasing or searching for words pronunciation sometimes interferes with being understood speech contains many grammatical errors	engages in social conversation with peers and teachers participates in class discussion, with teacher guidance retells stories, recounts events, and composes own stories begins to use a wider range of vocabulary begins to ask questions for clarification and understanding begins to express opinions and ideas speech hesitations do not interfere with communication pronunciation rarely interferes with being understood clear voice volume clear enunciation
			enunciation expanding	

School Year	CT / RT Initials	<u>Code</u>	<u>Date</u>

	LEVEL 1 (Emerging / Beginnin	g) LEVEL	. 2 (Developing)		LEVE	EL 3 (Expanding)		LEVEL 4 (Consolidating)
Reading	shows awareness of howbook work: front to back sequence, I right direction of print - recognizes some alphabet let and numbers - sings/says the alphabet relates oral language to print (knows that print language represents meaning) shows awareness of environme symbols and signs actively listens to stories read a	eft to memory 2 recognize - upper c - (K) recog - (Gr 1) rec 3 matchesi letters in fa - begins to words loud 4. uses pictur	iliar pattern books from es all alphabet letters ase = lower case nizes numbers from 1 ognizes numbers from 1 initial consonant sounds a amiliar words recognize high frequency re cues to retell story even s in choral reading	2. 3. nd 4. 5.	very simp recognize relationsh - begins - recogn words beginsto assist con	ently reads and understa le pattern books es some sound/letter nips to sound out words izes some high frequence develop some strategie mprehension read aloud	ey .	reads and understands a variety of easy books at/near grade level uses phonics to sound out words recognizes and sounds out a growing number of words recognizes many high frequency words uses some strategies to read independently reads aloud with near grade level fluency
Writing	attempts to make letters or letter forms copies from a model relies on drawings or other visual convey meaning demonstrates awareness of left right convention when copying has few vocabulary words	word based 2. copiesletter phrasesinde 3. beginstolate 4. combines de a story; the emeaning 5. uses limited 6 begins to lace conventions	ite a letter to represent a on letter sounds as, numbers, words or ependently belown drawings rawing and printing to creat drawing conveys most of the or repetitious vocabulary be aware of writing socialization, punctuation put spaces between words	2. 3. te ne 4. 5. 6.	using mo word spells sor begins to have diffi- words or sentence: combines support the may use s usually us writing; fre "then"	spell words phonetically reletters to represent earme highfrequency words write simple sentences, culty with word order, on word endings; run-on sare common share common services and printing; because sequence to organize equent use of "and", "but develop story elements racter, setting)	ach 2 3 s may 4 nits 5 oth ulary 6 t", 7	 uses phonetic spelling spells word families (e.g., cat, hat) begins to use a limited variety of sentences with some errors combines drawing and printing; the printing conveys most of the meaning uses vocabulary that is appropriate to purpose but is sometimes awkward (meaning, style) ideas are related, logically connected and sequenced; is generally able to present a main idea with supporting detail able to complete writing frames (e.g., letter, story, journal) demonstrates some editing and proofreading skills (writing checklist) makes fewer mechanical errors; the errors seldom detract from meaning
		School Year	CT / RT Initials	Co	ode .	<u>Date</u>		

ELL Matrices (Grades 2 - 7)

Name:		School:	
SIS:		Date:	
	(if applicable)		

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
istening	understands little English understanding requires repetition, visual cues, and processing time begins to follow other students in class routines comprehends parts of lessons that include extensive visual and oral support limited listening skills	understands simple sentences in a conversation, but requires repetition requires less wait time and repetition before responding follows simple directions with prompts and repetition understands short or allessons that include visual support developing listening skills	understands more complex sentences with repetition and rephrasing takes little wait time to respond follows a series of directions with prompts understands grade level lessons with support expanding listening skills	understands more complex sentences, with minimal support rarely takes wait time to respond successfully follows directions at grade level, most of the time understands content of grade level academic lessors with minimal teacher guidance is able to listen and add to group
		o.		discussions
Speaking	begins to name concrete and functional objects expresses basic needs begins to respond to questions with yes/no, or with one or two words speaks little or no English pronunciation interferes with being understood low voice volume may not enunciate clearly	vocabulary offunctional words is growing begins to take part in social conversations and some class lessons asks and answers simple questions speaks hesitantly, rephrasing and searching for words pronunciation can interfere with being understood compensates for limited vocabulary by using known vocabulary and/or awkward wording grammar errors frequently interfere with communication developing voice volume enunciation developing	uses growing vocabulary with some errors in usage participates hesitantly in classroom discussions, with teacher guidance is usually able to ask questions for clarification speaks with some hesitations pronunciation sometimes interferes with meaning sometimes uses awkward wording grammar errors sometimes interfere with communication expanding voice volume enunciation expanding	uses social and content specific vocabulary, with support, at grade level participates hesitantly in social conversations and small group discussions is able to ask questions for clarification rarely hesitates when speaking occasionally makes pronunciation errors, but they do not interfere with meaning rarely uses awkwardwording grammar errors do not interfere with communication clear voice volume
		enunciation developing		9. clear enunciation

School Year	CT / RT Initials	<u>Code</u>	<u>Date</u>
	l	l	1

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	recognizes letters and numbers begins to use phonics to sound out simple words begins to recognize a few high-frequency sight words attempts to read by using pictures to support meaning participates in choral reading but has little understanding	oral reading demonstrates use of some decoding skills has a growing vocabulary of sight words is beginning to use reading strategies to assist comprehension reads familiar and patterned material	uses decoding skills and a variety of reading strategies, with teacher guidance has acquired <u>basic</u> sight vocabulary for grade level reads and understands easy fiction reads and understands simple contentarea material	with assistance, uses varied reading strategies to aid understanding has acquired most gradelevel sight vocabulary reads and understands most fiction at/near gradelevel, with support reads and understands non-fiction near grade level, with support requires support to read, interpret and evaluate a variety of reading material is increasingly able to find details in texts at/near grade level
Writing	relies on drawings and labels to convey meaning — can copy alphabet letters or words - can copy pattern sentences begins to use invented spelling based on letter sounds uses repetitious and limited vocabulary produces limited output intended meaning of unsupported writing is often unclear	writes simple sentences with limited variation in verb tense uses conventional spelling for commonly used words compensates for limited vocabulary by using circumlocutions writing exercises require extratime begins to apply rules of writing and grammar, with many errors writing contains sentence fragments, run-ons begins to organize and sequence ideas, with teacher guidance	begins to use a variety of sentence structures appropriate for gradelevel, with some errors is learning to use rules of spelling uses more varied vocabulary often needs extra time to write tests and assignments – applies rules of writing and grammar taught in class, with fewer errors - sometimes uses awkward wording can organize and develop ideas with teacher guidance	uses a variety of sentence structures, with some errors has learned most of the rules of spelling at/near grade level vocabulary is at/near grade level expectation rarely needs extended time for written assignments – applies rules of writingand grammar; errors do not detract from meaning - seldom uses awkward wording begins to write more clearly with some organization

<u>School Year</u>	CT / RT Initials	<u>Code</u>	<u>Date</u>

老师如何决定孩子的学习好不好? 我的孩子会有成绩等级评定吗? 成绩等级如何评定?



- > 每个学年学生会收到三次成绩报告
- 在小学阶段,并不是所有的学生都会有成绩等级评定
- 从幼儿班到三年级的孩子不会有成绩等级评定
- 四年级到六年级的学生会有成绩等级
- > 有些学生在一段时间里没有成绩等级
 - 英文能力很弱
 - ・有特別学习需要



REPORT INSERT - ESL Learners (Grades 2-7): Levels of Progress Toward English Language Acquisition (Simplified Chinese Version)

Student's Name:				5	Scho	ol Year:	Support ESL Reception ELC Centre	Times per Week
ESL / Resource Teacher:	Grade:	Division:	1 st	2 nd	3 rd	Report	In-Class	

入门 / 起始:学生开始学习英语(接受广泛的帮助)

发展: 学生开始用简单英语交流,但是经常有语法错误(接受大量的帮助)

扩展: 学生能够用英语交流想法,尽管有语法错误(接受一些帮助) 巩固: 学生的英语水平接近进入正式学习的阶段(接受一些帮助)

巩固: 字生的	*	5水平接近进入正式字习的所核(接受一些带)	W)		_		_	
		LEVEL 1 (入门 / 起始)		LEVEL 2 (发展)		LEVEL 3 (扩展)		LEVEL 4 (巩固)
听力	1.	几乎听不懂英语	1.	理解对话中的简单句子,但需要重复	1.	在重复和重新组织语句的情况下能理解更	1.	理解更复杂的句子,只需要很少的帮助
	2.	理解需要重复,视觉提示和明显的处理	2.	在回答前需要等待的时间和重复减少		复杂的句子	2.	回答几乎不需要等待时间
* 以上描述都不		信息的时间	3.	在提示和重复的情况下能跟从简单指示	2.	回答只需等待很少时间	3.	绝大多数情况下成功跟从正式教学水平的
符合的学生是入	3.	开始跟从其他学生的日常课堂活动	4.	理解简短的口语教学	3.	在提示下能跟从一系列指示		指示
门前水平,这项	4.	理解部分教学			4.	在有支持的情况下理解正式教学水平课程	4.	理解正式教学水平学术课程,只需很少的
进展报告对他们								教师帮助
不适用								
□ 入门前水平								
口语	1.	开始叫出具体和功能性的物体的名称	1.	功能性词语的词汇量在增加	1.	使用的词汇量不断增加,有时有使用错误	1.	在有正式教学水平的帮助下使用社交和
	2.	表达基本需求	2.	开始参加社交谈话和部分课堂教学	2.	在老师指导下略有迟疑地参加课堂讨论		专门用途的词汇
	3.	开始以是 / 否,或者一两个单词回答问题	3.	提出和回答简单问题	3.	通常能够为证实而提问	2.	参与社交谈话和小组讨论略有迟疑
	4.	只说很少或者几乎不说英语	4.	说话有迟疑,要重新组织语句或寻找用词	4.	说话略有迟疑	3.	能够为证实而提问
	5.	发音会干扰别人的理解	5.	发音会干扰别人的理解	5.	发音错误有时会影响意思表达	4.	说话很少迟疑
			6.	通过使用已知的词汇和/或不当的用词来	6.	有时用词不当	5.	不时有发音错误,但是不影响意思表达
				补偿有限的词汇量	7.	语法错误有时影响交流	6.	很少使用不当的用词
□ 入门前水平			7.	语法错误经常会影响交流			7.	语法错误不影响交流

	LEVEL 1 (入门 / 起始)	LEVEL 2 (发展)	LEVEL 3 (扩展)	LEVEL 4 (巩固)
阅读 入门前水平	1. 认出字母和数字 2. 开始用语音法读出简单单词 3. 开始认出少量经常看到的单词 4. 通过图画来支持理解,以此试图阅读 5. 参与团体阅读,但是几乎不理解	1 2. 口头阅读显示出使用了一些拼写读音 关系技巧 3. 掌握与一般字音规则不符的词汇量在 增加 4. 开始使用阅读方法来帮助理解 5. 阅读熟悉的有图案的材料	在老师指导下使用拼写读音关系技巧和多种阅读方法 已经掌握基本的正式教学水平与一般字音规则不符的词汇量 阅读并理解简单的小说 阅读并理解简单的目录区的材料	1
写作 入门前水平	依赖图画和标记来传达意思 - 能够抄写字母表中的字母或单词 - 能够抄写简单句式的句子 - 能够抄写简单句式的句子 - 开始使用基于字母读音自创的拼写 - 使用重复而有限的词汇 - 只有很少的写作表达 - 没有帮助情况下的写作中要表达的意思经常不清楚	1	1	1 2. 使用多种句式,有时有些错误 3. 已经学到了绝大部分达到/接近正式教学水平的拼写规则 4. 词汇量达到/接近正式教学的预期水平 5. 很少需要拖延写作作业的完成 6. 应用写作和语法规则 7. 开始使用一些语言组织技巧更清晰地写作

Signature:	
_	Teacher / Administrator

其他评价:

Areas requiring further attention/development:

English use in class

spelling and punctuation

rules of grammar

of following written instructions

sentence structure and word order

writing complete sentences

Strategies to improve English, support integration, and build confidence:

WHAT	HOW		
reading fluency	 read magazines, books, and other types of printed text 		
oral reading	- read aloud, retell stories, choral read		
oral English	 join school clubs, team sports, community centre activities, speak English to friends 		
study skills	 set up a consistent time and quiet place to complete homework and to study 		

I	Additional comments:
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Note:

- The fastest gains are often between Level 1 and Level 2.
- Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding
- . It is very common to remain at Levels 3 and 4 for more than one year

Recommendations:

- Continued ELL support is needed
- No further ELL support is needed at this time printed using SilhouetteELAR Version 2.0.5 - 13 Jan 2012



School District No. 39 Vancouver Board of Education

ENGLISH LANGUAGE LEARNER REPORT

Renfrew

School Year: 2011 - 2012

Term 2

Student: Sample 2-7

Grade 5

Division 5

BCeSIS# 666666

Classroom teacher: Lam

ELL Resource Teacher: J Lam

ELL Teacher's signature

Administrator's signature

This English Language Assessment Report (ELAR) accompanies the classroom teacher report. 英语语言评估说明/报告 (ELAR) - 学期 ____: 二年級 - 七年級 样例

支持:

文行: 达到的	一級		二級	三級	四級
英语程度	新到	初学	发展	扩充	巩固
	□ 几乎不懂英语	□明白简单的单词、短	□ 在重复的情况下,明白谈话中的	□ 在重复的情况下,能理解对话中校	□ 能在社交和课堂环境中有效交流
	□ 对于课堂常规,需要	语、句子和说明	简单句	复杂的句子	□ 只需极少帮助,便能明白与年级
	看其他同学怎样做	□ 在帮助下,明白简单口	□ 明白简短的口语课程	 □ 在帮助下,能理解大部分內容和学 术语言 	段要求相当的学术内容
		语课的部分内容	□ 如果指令很清楚,能一次听从一	1 10 0	□ 完全能够听从与年级段要求相当 4××
		□ 能表达基本需要	项指令	□ 在提示下,能听从一系列指令	的指令
口语					
- 74	□ 几乎不说英语	□ 大家一起说的时候会参与	□ 能发出和回答简单的问题	□ 常常能够为澄清自己的理解而提出	□ 能够为了澄清事实而问问题或回
	□ 依靠肢体语言和视觉	□ 能用 yes 或 no 回答或含	□ 说话时能使用简单的短语	问题。但有些迟疑	答问题
	提示来交流	糊地说出一个单词	□ 说话时较为迟疑,需要对词汇进	□ 在一些帮助下,能复述故事、重新	□ 能进行校长的基于内容的陈述
級判 -	757 772	□ 说话时被迟疑	行重新组合或搜索词汇	描述情节	□ 能听取小组讨论并加入其中
		□ 能说出具体物体的名字	□ 能使用简单的语法	□ 在有帮助的情况下,能参与讨论。	□ 能使用各种语法结构
		□ 功能词汇尚处形成阶段	□ 能使用有限的词汇,可能用词不当	但有迟疑	□ 能使用配合上文下理的不同词汇
		□ 自己的发音会影响到别	□ 自己的发音有时会影响到别人对	□ 大部分时候能够应用语法规则	□ 能以近乎母语的流利程度交谈
		人对自己的理解	自己的理解	□ 能使用充分的词汇	
				□ 能清楚地发出大部分英文单词的音	
	□ 认识字母和数字	□ 认识大部分字母,可将字	□ 口头阅读中能表现出使用分拆拼	□ 完全能阅读并理解各种"简易"文	□ 能独立阅读和理解与其年级段相
阅读	□ 表现出明白书本和图	母与相应的发音相匹配	音的技巧	*	当或接近的各种文章
N 25	文的作用	□ 使用读音来拼出简单单	□ 能阅读越来越多的常见词	□ 已掌握接近其年級段水平的常見词	□ 已掌握其年級段应掌握的常見词
	□ 参与集体朗读,但不	词的音	□ 能阅读各种熟悉的重复性的故事	□ 能从一段水平与其年龄段接近的文	□ 能独立阅读并从文章中得出推论
級别 -	明白	□ 认识少量高频词	书	字中找出主要意思和关键点	□ 在几乎没有帮助的情况下,对阅
100,772	□ 试图利用图片的意思	□ 能使用困片中的线索预	□ 能使用有助于理解的阅读方法	□ 在帮助下,能对阅读材料中的内容	读材料中的内容进行预测、评价
	来帮助阅读	测故事情节		进行预测、评价和解释	和解释
	□ 按照给出的例子,抄	□ 按照字母的发音,自己	□ 能写简单的句子,但动词时态的	□ 能写出各种句子结构	□ 能使用各种与其年级段的要求相
	写字母、数字、单词	"发明"出拼写	变化有限	□ 能正确地拼写高频词	当的句子结构,
	或短语	□ 将图画和文字合起来创	□ 能使用常用词汇的常规拼写	□ 考试和做作业时经常需要更多时间	□ 已学会与其年级段要求相当的拼
写作	□ 会写自己的名字	作一个故事,	□ 动词时态和透词方面还是有错误	□ 能应用语法和书写规则,几乎没有	写规则
	□ 使用图画来表达意思	□ 在帮助下,所写的多是	□ 能应用在书写和语法规则,但有	错误	□ 使用恰当的过渡词来形成观点
		短语 (不完整的句子)	很多错误	□ 能正确使用各种词汇 □ 能社会完立方法者从从系统	□ 能使用相应的写作規則
級判 -		口 书写需要较长的时间	□ 能使用重复性的词汇 □ 的专员性的形式 切如毛髓型	□ 能独立写出有连贯性的段落	□ 能恰当地使用不同和复杂的词汇
		□ 仅有有限的词汇	□ 能在老师的指导下,组织和排列 点之从如注		□ 在几乎没有帮助的情况下,写出
		□ 在无帮助的情况下写出 从女子还要工法法格表	自己的想法		多个有条理的股落
		的东西通常无法清楚表			
		达其本意			

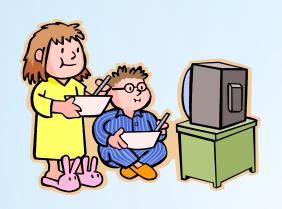
成绩等级是根据学生多方面的表现而评定的:

- > 课堂参与情况
- > 日常课堂作业
- ▶ 非正规的小测验
- ▶ 正规的测验
- > 学生作业抽样
- > 研习专题
- > 家庭作业
- > 小组作业





我可以做些什么来帮助孩子学业成功?













继续使用和发展母语

老师鼓励您和家人在家里继续使用母语,因为如果学生的母语阅读和写作能力高,这些能力可以 转移到英语阅读和写作上





有助于

积极参与孩子的学校教育







- ✓ 陪伴孩子参与学校的活动
- ✓ 参与学校的聚会
- ✓ 鼓励孩子参加课外活动
- ✓ 参加家长咨询委员会(PAC)会议
- ✓ 出席家长/教师见面会
- ✓ 参观教室/学校
- ✓ 在孩子的学校当义工
- ✓ 自己阅读或请孩子把他们的日记本记事、 学校通讯、表格、宣传单等等念给您听
- ✓ 关心孩子正在学习什么;让孩子明白教育很重要,并且要重视

> 问一问

- 问一下孩子有关家庭作业或其它 功课的情况
- 您也可以请孩子把一个概念或课本的一个章节简单地归纳一下





❖ 以上活动可以用您的母语/ 家庭语言进行



- > 容许孩子给同学打电话, 讨论作业
- > 很多时候他们的作业是小组协作项目







> 邀请说英语的同学一起玩或一起做家庭作业

支持您的孩子





图书馆

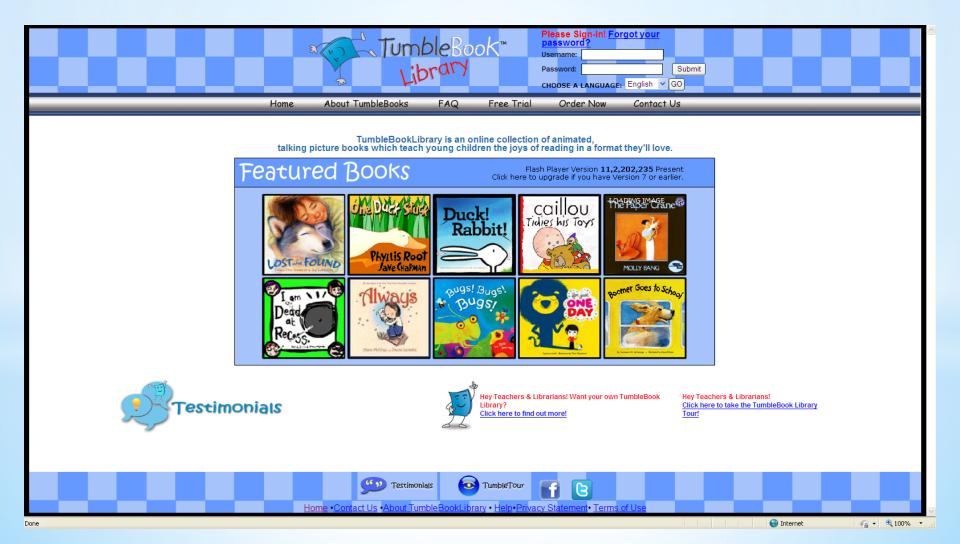
- > 跟孩子一起到公共图书馆
- ▶ 借阅英文和双语图书
- ▶ 参加公共图书馆的家庭活动

> 一起上网阅读电子图书



TumbleBook Library

➢阅读电子图书



Tumblebook Library Vancouver Public Library

http://www.vpl.ca/electronic_databases/cat/C88

eBooks can be easily downloaded: choose between ePub, Mobipocket, HTML and simple text formats.

Access Now [opens in new window]



TumbleBook Library

Paid for by VPL

For younger kids

An online collection of talking picture books for children to use by themselves or with an adult. Makes reading a multi-sensory experience with text, animation, music and narration. Also includes books and games in French and Spanish.

Access Now [opens in new window]



TumbleBookCloud

Paid for by VPL

For kids and teens - grades 7 and up

Online collection of YA/Teen novels, classics, poetry, short stories, audiobooks, popular graphic novels, and National Geographic videos. Over 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet.

Access Now [opens in new window]



TumbleBookCloud Junior

Paid for by VPL

For kids in grades 3-8

Online collection of eBooks and read-alongs, early reader chapter books, children's classics, graphic novels, children's audio books and National Geographic videos. All 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet. connection.

Access Now [opens in new window]

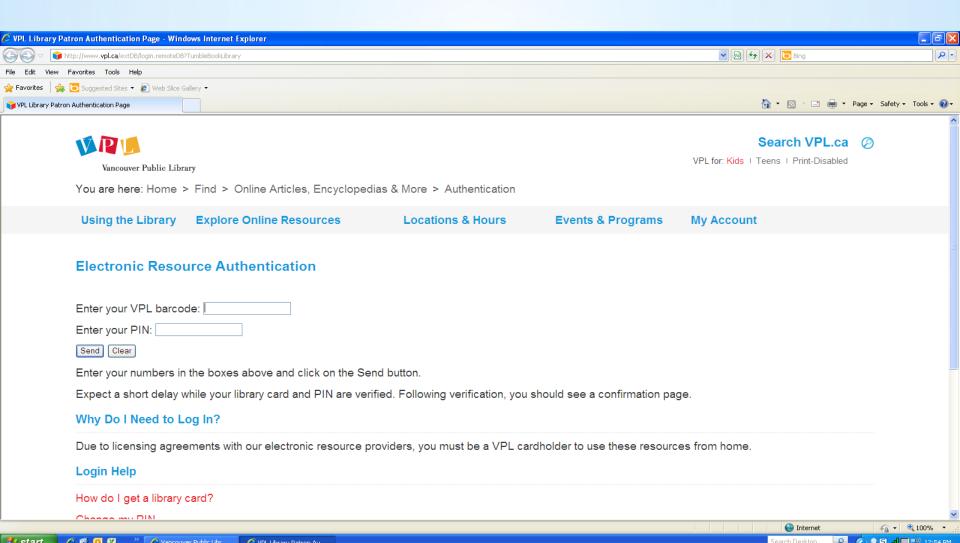


VPL to Go

Paid for by VPL

A great selection of popular fiction and non-fiction ebooks (EPUB & PDF) and audiobooks (MP3 & WMA) are available through VPL to Go. Titles can be downloaded to your computer and transferred to a portable device. Check your ereader or player for compatibility.

http://www.vpl.ca/extDB/login.remoteDB? TumbleBookLibrary



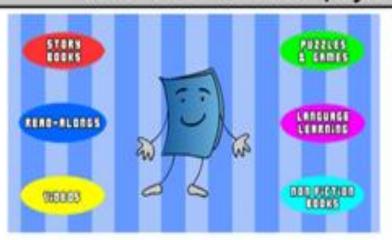
TUMBLESEARCH 0





CHOOSE A LANGUAGE: English Y GO

home index favorites playlist help contact us



TUMBLENEWS

2 NEW to TumbleBooks: If I



Were You!! #1Weel When Dad puts Daisy to bed, he suggests 'If I were you...I'd go to sleep.' Daisy starts thinking

about what things would REALLY be like if she and Dad changed places. She could feed Dad sticky oatmeal while she ate chocolate and dress him all in pink! Dad thinks it would be great not to have to do any cleaning or cooking and visit the zoo instead. But when it comes to saying goodnight, both decide they'd rather be themselves!

more news ...

TELUS电视频道88也有提供Tumblebooks,或查看TV apps menu



选择合适的书

➤阅读水平合适的书 (5 个指头原则)





鼓励孩子天天看书

- 一起看书 (也看中文书)
- ▶ 阅读不同種類的刊物 (书本,杂志,报纸,绘本小说/图像小说)
- 安排一个安静的环境让孩子看书
 (不要有使人分心的东西,不要音乐,把电视关上)



在家里



- > 安排一个安静的环境让孩子做作业和学习
- ▶ 建立固定的"家庭作业时间"
- > 每天有固定和适当的"睡眠时间"





电视和电脑



- ▶ 限制电视和电脑游戏 时间
- 》 容许收看一些英语和 一些母语的电视节目





- 学生应该尝试每星期多次收看同一个英语电视节目
- 跟孩子讨论或请他们把电视节目内容简单地归纳一下(请他们把喜欢的内容告诉您)
- ❖ 千万不要把电视机或电脑放在孩子的卧室里

社区活动



- ➢ 参加社区中心英语的活动(例如烹饪、溜冰、夏 令营、手艺等等...)以练习听、说英语的能力
- 》 参加团体活动 (男童军、女童军、夏令营、足球 队、垒球等等...)







与孩子互动













▶ 打成一片、一起玩 (棋盘游戏、纸牌、篮球、自行车、游泳、 视频/电脑游戏等等...)



一起参观、让孩子有读、听和使用英语的机会 (科学世界、水族馆、太空馆、社区活动、家庭节庆/ 活动、画廊等等...)

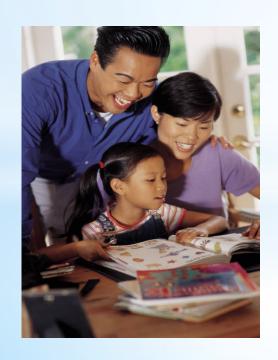




> 一同学习

- 一起看书, 请孩子读英文书给您听
- 互相练习用英语对话







鼓励孩子













赞赏孩子



对孩子正面的肯定有助于他们喜爱学习

赞赏他们的成就, 无论大小

肯定他们所尽的努力





充满热情

ELXL ESENE

让孩子感受到学习是兴奋有趣的事

鼓励孩子尽力做好份内之事

让孩子知道功课不是一个无聊的苦差事



以身作则

- ▶ 阅读各类的读物
 - 书本,报纸,杂志
- ▶学习英语
 - 参加英语课程
 - 一起练习说英语
- ▶追求嗜好/兴趣
 - 与孩子分享您的嗜好
 - 鼓励孩子追求自己的嗜好/兴趣

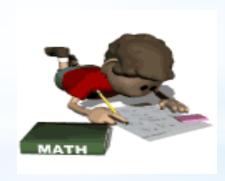




耐心等待

切记:学习新的语言需要时间







请记住

- > 基本的英语沟通能力需要两年的学习时间
- > 需要多年的学习,才能在学术上精通另一种语言
- 精通教科书的用语需要长达七年的学习时间





