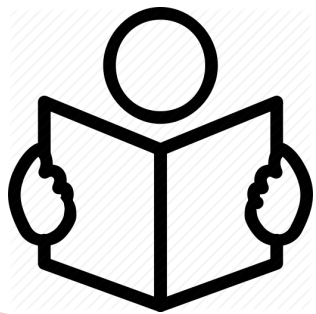


王湘苓 Hsiang-Ling Wang



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- Visiting Lecturer of Chinese
- Elementary, Intermediate, Advanced
- Non-Heritage Students
- Integrated Chinese, 4th Ed.



- Intensive Reading
- Bottom-up Teaching Method

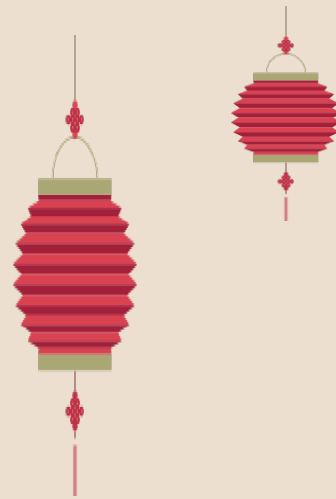


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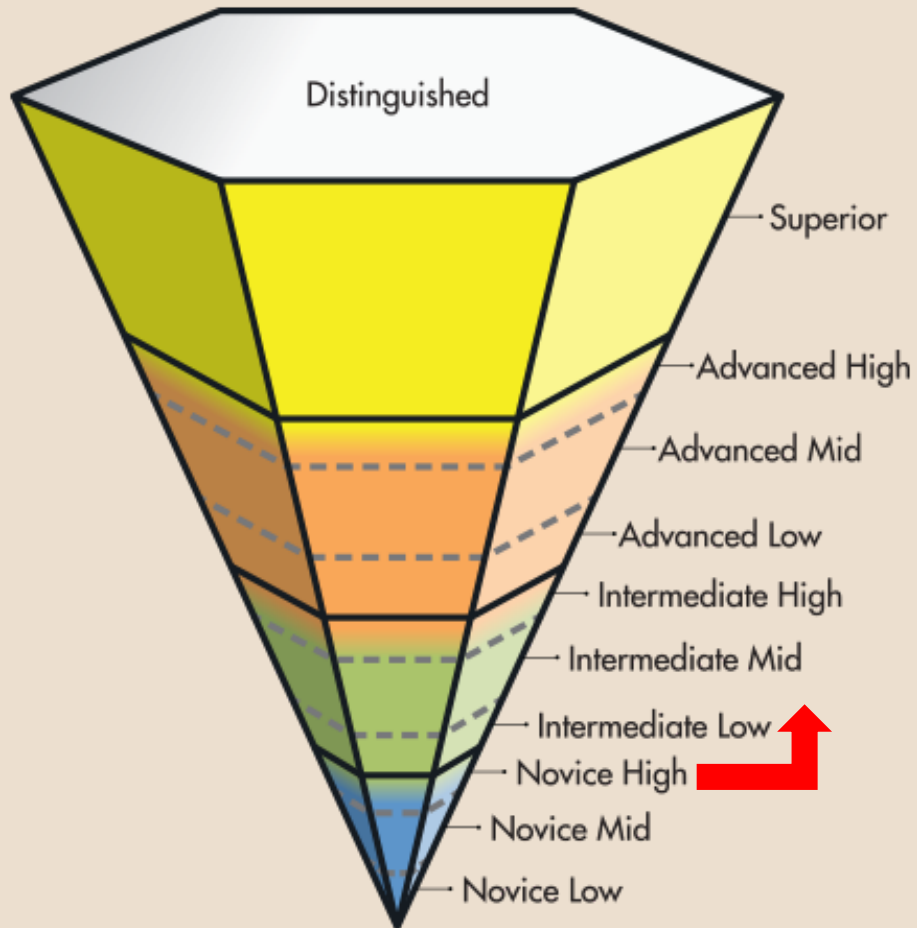


Outline

- 自我介绍
- 教学目标
- 评估方式
- 阅读训练的背景介绍
- 阅读活动
- 教学反思
- 总结陈述

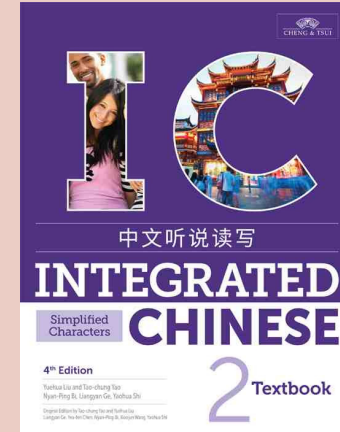


教学目标



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

- **Targeted Proficiency/Performance Goals:** NH- IL
- **Textbook:** Integrated Chinese Volume 2



- **Unit:** Dating 约会 (Lesson 16)
- **Lesson Plan:** Dialogue 1 (First Part)

Bottom-up Teaching Method:

- Lower-to-higher-level literacy skills
- Spiral up to higher order thinking skills



阅读训练背景介绍

Lower-level

- I can infer the meanings of compound words.
- I can use syntactic structure to segment words.

Higher-level

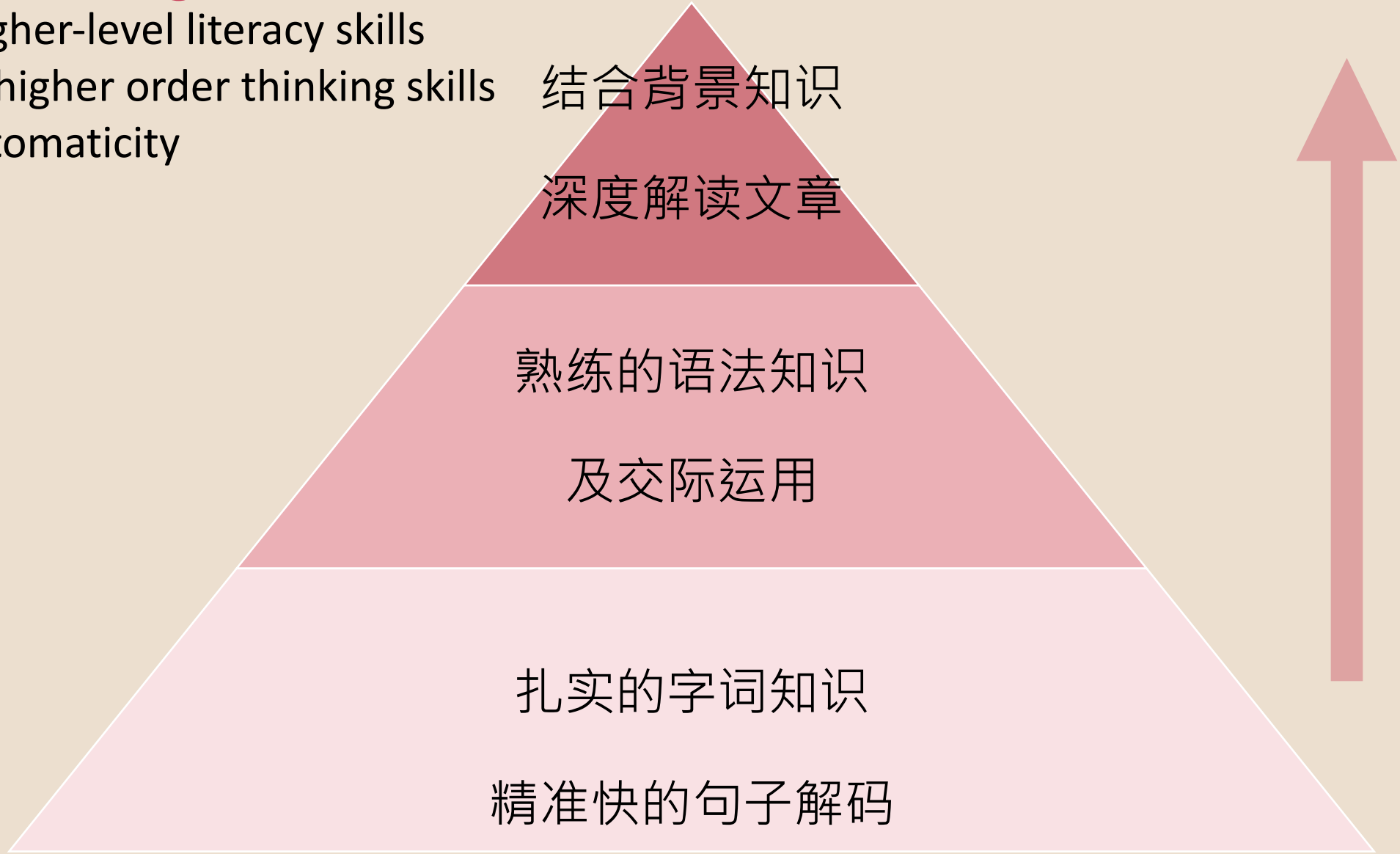
- I can predict the content based on the title.
- I can scan a short paragraph to identify the 5Ws.
- I can skim and scan to gain main idea of each paragraph.
- I can read to find supporting ideas.
- I can summarize the main idea for each paragraph.
- I can predict following or subsequent content.



阅读活动「重点介绍」

Bottom-up Teaching Method:

- Lower-to-higher-level literacy skills
- Spiral up to higher order thinking skills
- Enhance automaticity



阅读活动「重点介绍」

Table 1
Summary of the relationships among gears, basic reading processes, goals, culminating components, and rates

Reading gear	Five basic reading processes	Goals of model process	Culminating component of the model processes	Typical college rates for model processes	
5	扫读关键字	Scanning	Find target word	Lexical access	600 Wpm
4	略读大意	Skimming	Find transposed words	Semantic encoding	450 Wpm
3	理解句子 文本整合	Rauding	Comprehend complete thoughts in sentences	Sentential integration	300 Wpm
2	段落大意 解读深意	Learning	Pass multiple choice test	Idea remembering	200 Wpm
1	总结复述	Memorizing	Recall, orally or in writing	Fact rehearsal	

AL → AM

Schema Theory

138 Wpm

阅读活动

Lower-level literacy activity

✓ I can infer the meanings of compound words.

Before-reading



Higher-level literacy activity

✓ I can predict the content based on the title.

Before-reading



女生约会注意事项，女孩子应该知道的那些事！

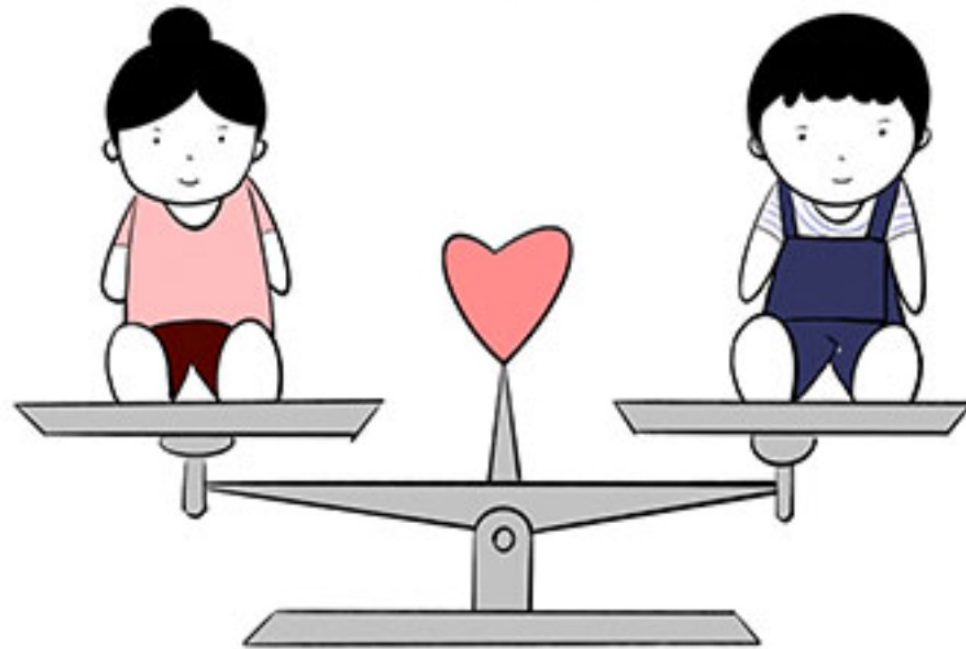
2020-01-03 12:00:00 作者：PA叔 神巴巴星座网

约会 爱情 生活 两性

如果两个人刚开始交往，要和自己喜欢的男生开始约会的话，相信很多女生都是激动又紧张的吧，关于女生约会注意事项你了解多少呢？在开心激动的时候想必也会有一些担心，害怕自己在约会的时候表现不够好，也害怕会让对方对自己失望，这个时候就要让自己尽量注意一些细节的地方，让彼此有一场好的约会，下面就一起来看看女生约会需要注意什么吧。

寻找另一半 姻缘详批 紫微流年详批 紫微命盘 八字测算 恋爱桃花运 占星详解 前世今生

我和TA合适吗



女生约会注意事项

可以先化个淡妆



Higher-level literacy activity

- ✓ I can predict the content based on the title.

Before-reading

CONTENTS



Higher-level literacy activity

- ✓ I can predict the content based on the title. (Word Cloud activity)

Before-reading

Respond at [PollEv.com/hwang110](https://www.poll-ev.com/hwang110)

Text **HWANG110** to **37607** once to join, then text your message

依这些图片和主题，请和同学一起猜一猜课文会提到什么？

约会 喜欢
吃饭 看电影 男朋友
女朋友 出去玩



During-reading

MAIN TEXT

课文 《看电影》 第168页

This lesson only focuses on the first paragraph.

王朋跟李友在同一个学校学习，他们认识已经快半年了。王朋常常帮李友练习说中文。他们也常常一起出去玩儿，每次都玩儿得很高兴。李友对王朋的印象很好，王朋也很喜欢李友，他们成了好朋友。

王朋: 这个周末学校演一个中国电影，我们一起去看看，好吗？

李友: 好啊！不过，听说看电影的人很多，买得到票吗？

王朋: 票已经买好了，我费了很大的力气才买到。

李友: 好极了！我早就想看中国电影了。还有别人跟我们一起去吗？

王朋: 没有，就我们俩。

李友: 好。什么时候？

王朋: 后天晚上八点。

李友: 看电影以前，我请你吃饭。

王朋: 太好了！一言为定。



Lower-level literacy activity

- ✓ I can use syntactic structure to segment words.
- ✓ I can raise syntactic awareness. (word orders)

During-reading

Instruction

1. Please divide each clause into three parts. Put a slash behind each part.
2. Circle the two main characters' name and highlight in yellow.
3. Circle the verb words and highlight it in green.
4. Highlight the location in blue, and time in pink.
5. Answer the simple questions. Repeat this process for all 4 sentences in paragraph 1.

王朋跟李友/在同一个学校/学习, 他们/认识/已经快半年了。

1. 他们(王朋+李友)在哪儿学习? 所以他们 是_____。
2. _____ + _____ 用中文说是 _____/_____。
3. 他们/在学校/学习。
4. 他们/认识/多久了?



Higher-level literacy activity

✓ I can scan a short paragraph to identify 5 Ws.

During-reading

王朋跟李友在同一个学校学习，他们认识已经快半年了。王朋常常帮李友练习说中文。他们也常常一起出去玩儿，每次都玩儿得很高兴。李友对王朋的印象很好，王朋也很喜欢李友，他们成了好朋友。

Skim for the key information

Step 1: Skim and scan

Step 2: Complete the following chart.

看完上面这段课文以后，请回答下面的问题

谁: _____

什么时候: _____

在哪儿: _____

做了什么: _____

为什么是好朋友: _____



Higher-level literacy activity

✓ I can read to find supporting idea.

During-reading



李友为什么对王朋的印象很好?

王朋跟李友在同一个学校学习，他们认识已经快半年了。王朋常常帮李友练习说中文。他们也常常一起出去玩儿，每次都玩儿得很高兴。李友对王朋的印象很好，王朋也很喜欢李友，他们成了好朋友。



Higher-level literacy activity

✓ I can summarize the main idea of each paragraph.

After-reading

Answer the following questions to summarize this paragraph.



王朋和李友怎么认识的？认识多久了？



他们俩总一起做什么？



李友对王朋的印象怎么样？为什么？你怎么知道？



Higher-level literacy activity

- ✓ I can predict following or subsequent content.
- ✓ I can read a short paragraph. Then, ask questions to check comprehension.

After-reading

❓ 你觉得接下来王朋和李友会怎么发展？

- A. 还是好朋友。
- B. 男女朋友。
- C. 可能会约会。

Pair work

After reading this paragraph, ask your partner a question related to the text. Guide students to make prediction.

❓ 他们下面要做什么？





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