

3/2/2016

Tu Dinh

1st grade

Listening/Speaking/Writing

Novice Mid

“I can introduce someone else”

This activity will be on going, with instruction happening for about 10-15 minutes a day for about two weeks.

The first introduction is of the question of who/what is this? This will help them be able to hear and understand when a question is asked. Then they will learn a response of they/it is ___ and talk about that person.

Question: “Đây là _____ (cái gì/ai)?”

Answer “Đây là _____ (cái gì/ai)”

When you introduce this sentence, you can stress the words “cái gì” and “ai” to differentiate who vs what. As you go around and repeat and have them repeat. They will pick up that cái gì refers to an object and ai refers to a person. If they don't quite understand you can become more explicit, have them say không (no) if you use the wrong question.

For example, go up to a student and ask đây là cái gì? They should say không because cái gì is an object, but you pointed to a student. Ask them how should you have asked, and they should say đây là ai?.

Example

Question: Đây là cái gì?

Answer: Đây là cái nghề

Question: Đây là ai?

Answer: Đây là Duy.

To differentiate for the native speakers who know a bit more, or to challenge the students who find it easy, teach them a way to say one thing about that person or thing.

Possible additional Sentence Stems

(person) is (number) years old

(ai) là (số) tuổi

Duy is 6 years old.

Duy là 6 tuổi

(person) likes (something)

(ai) thích (cái gì đó)

Duy likes dogs (yellow, books, etc)

Duy thích con chó (màu vàng, sách v.v.)

After the first or second day of asking them, introduce the sentence stem so that they can see and associate what they hear to the words.

An active engagement for them is to have them partner up and walk around the class with their partner and take turns asking and answering. Students will point to something in the classroom (table, chair, book, book shelf, etc), ask the question and have their partner respond. Not only objects in the classroom but also people, like the teacher and other classmates.

A writing extension, a week after the exposure could be for them to write the question asked and answer. The teacher could walk around and point to someone/thing and ask the questions. They would write the question down, then answer it.

Authentic Activity

Date: March 2, 2016

Length (minutes): 30 minutes

Grade Level: 1

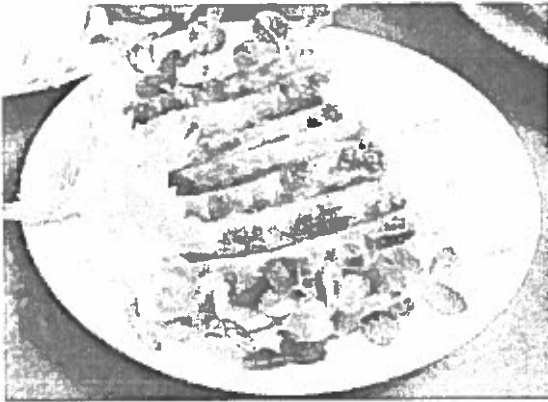
Objective: Students will learn names of food items needed to make spring rolls (nem cuon).

Materials: food item picture cards with words

Benchmark: Listening, Speaking, Reading, and Writing

ACTFL Can-Do Statements: I can name, read, and copy the names of the food items.

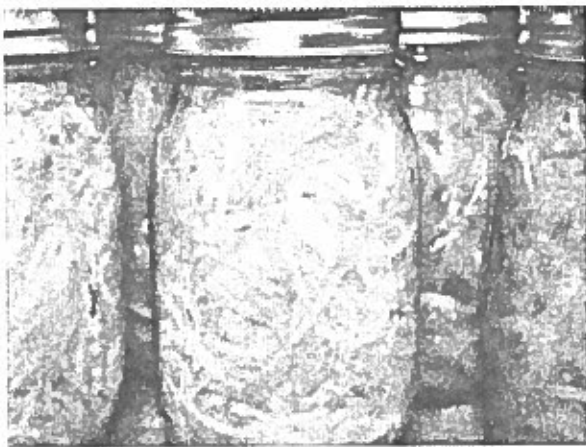
Activity (Please describe the activity below along with materials/handouts, etc.): The students want to prepare spring rolls. Prior to being introduced to the recipe, students will learn the names of the ingredients needed to make spring rolls.



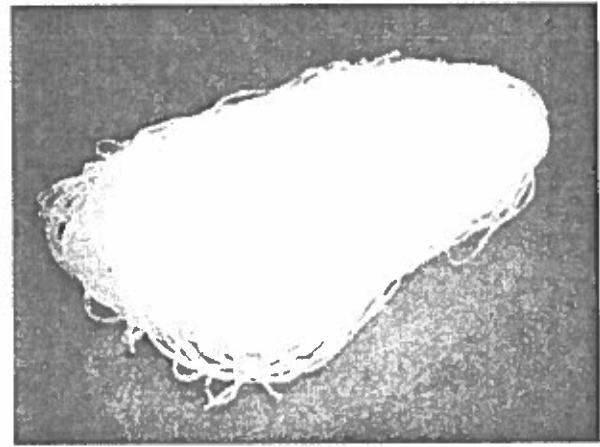
nem nướng



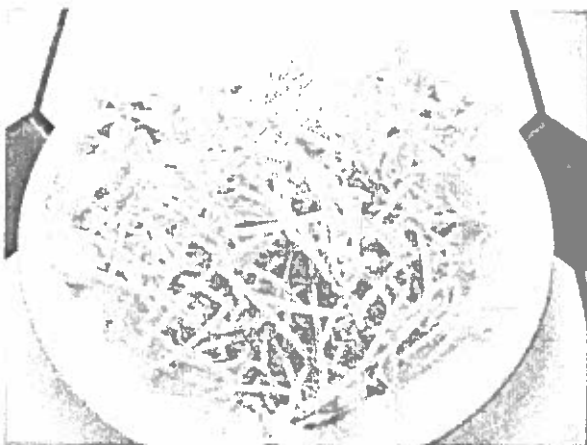
bánh tráng



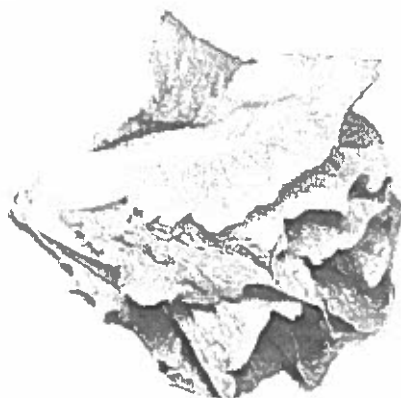
đồ chua



bún



giá



xà-lách



húng lủi



hẹ



tía tô



ngò

Authentic Activity

Date: March 2, 2016

Length (minutes): 30 minutes

Grade Level: 1

Objective: Students will use the recipe make a shopping list with teacher support.

Materials: food item picture cards , spring roll recipe, shopping list

Benchmark: Listening, Speaking, Reading, and Writing

Benchmark (reading, writing, etc.): Listening and Writing

ACTFL Can-Do Statements: I can list the ingredients needed to be purchased (grocery list) with teacher support.

Activity (Please describe the activity below along with materials/handouts, etc.): The students want to prepare spring rolls. They will first need to listen to the teacher read the recipe and listen for the ingredients needed. The students will name the ingredients and the teacher will write it on the board so they can copy the list of ingredients on their grocery list.

Recipe

<http://mulanbepnha.blogspot.com/2013/07/nem-nuong-cuon.html>

Món Đồ Cần Mua

đã mua <input checked="" type="checkbox"/>	Món Đồ	Giá Tiền \$
	Tổng Cộng	

Authentic Activity

Date: March 2, 2016

Length (minutes): 30 - 40 minutes

Grade Level: 2

Benchmark: listening, speaking, reading, and writing

ACTFL Can-Do Statements: I can name, read, and write the names of the food items.

Objectives:

- Students will learn food item vocabulary (ingredients for spring roll - nem cuon) and make spring rolls.
- Make a shopping list for the ingredient

Materials: food item picture cards , spring roll recipe, shopping list

Activity 1: The students will prepare spring rolls. They will first need to listen to the teacher read the recipe and listen for the ingredients needed. Then the teacher will demonstrate how to make spring roll. Students will orally tell the steps on how to make spring roll to the teacher. How to make spring roll step-by-step chart will be on display to support students that need it

Activity 2: The students make a list of ingredients and go shopping for the ingredient.

