

Literacy Information Evening

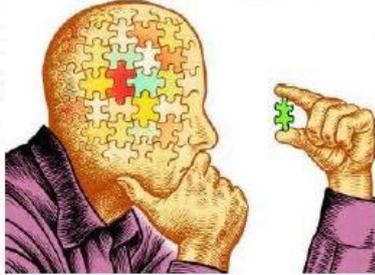
Our Mission

Beanstalk International Bilingual School seeks to empower its learners to become bilingual, multicultural and global-minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.



使命

青苗国际双语学校 (BIBS) 致力于将学生培养成具备双语能力、多元文化视角和全球化意识的公民，他们同时拥有广博的知识和正直的品格，能够在不断发展的全球化环境中有所担当，有所作为，并最终取得成功。



P3: Literacy Supports for Teaching and Learning 语言学习如何支撑起教与学

First Steps: Reading, Writing, Listening, and Speaking tracking through the Maps of Development.

首先：读写听说是有一定的发展路径可循的。

Raz Kids (一个在线学习软件)

Word Their Way (一种学习词汇的方法)

PM Benchmark (一种语言测试系统)

Ontario Curriculum 安大略课程系统

P4. Encouraging Reading 鼓励阅读

To ensure that your child is encouraged to become a reader, consider the following questions:

为确保您的孩子被鼓励成为一个真正的读者，考虑以下问题：

Is my child read to every day? 我的孩子每天都会被陪同阅读么？

Does my child see others reading at various times? 我的孩子能在各种时间里看到其他人在阅读么？

Is a comfortable place provided where my child can be read to? Does my child like this "space"? 孩子被陪同阅读的地方舒适么？他喜欢这样的“地方”么？

When reading aloud, is the tone of the voice changed for different characters, or to show emotion and excitement? 当大声阅读时，我们会根据不同角色调整音调么？或者带有感情的朗读？

Are reading material chosen that capture my child's interest? Is my child encouraged to select the story to be read? 被选定的阅读材料能吸引孩子的兴趣么? 我的孩子被鼓励去自己挑选想要读的故事么?

Is attention paid to how my child is responding to the story? 我们会关注到孩子对所听故事的反应么?

Is the reading stopped when my child loses interest? 当阅读被打断时我的孩子会丧失兴趣么?

Is my child encouraged to join in while being read to, e.g. turning the pages, holding the book, allowing them to "read" the bits they remember? 我会鼓励孩子一起加入阅读么, 比如, 帮忙翻页, 帮忙拿着书, 或者识读一些他们认识的小知识点?

Is my child given sufficient time to answer when questions are asked? 当问问题时会给孩子留足够的时间去思考么?

Are ideas in the story linked with things that happen in my child's life? 故事中的观点能够与孩子的实际生活相关联么?

Is my child encouraged to take notice of print, e.g. find letters from his or her name? 我们会鼓励孩子在阅读时多多留心么? 比如, 从书中人物的名字中找他熟悉的信息。

Is my child encouraged to retell or act out stories he or she has heard? 我们会鼓励孩子复述或表演出他听到的东西么?

P5. Reading to Your Child 读给你的孩子听

It is important to make reading aloud to your child part of your daily routine. Set aside a regular time every day, find a comfortable place without any distractions, and choose something interesting to read together.

建立一个坚持经常的每日大声阅读规律很重要。 每天明确下来一个时间, 找一个不受干扰的舒适地点, 跟孩子每天选些有趣的一起来读。

Things to do before reading 阅读前要做的事情

Encourage your child to select the book. Give them a pile of well-known books so they can choose which one will be read aloud.

鼓励孩子去挑选读物。 给他一大堆著名书籍让他自己选择哪些要被大声朗读出来。

Familiarize yourself with the book as this will make you a better storyteller. Take a minute to look over the book before you share it with your child.

提前熟知要讲的书的内容能让你成为一个更棒的讲故事的人。在给孩子讲故事前花一两分钟提前翻阅一下书的大体内容。

Settle your child down and talk a little about the book, e.g. "This story as if it is going to be funny."

让孩子静下来然后先简单聊两句这本书, 比如, "这个故事看起来很有趣呢。"

Browse through the book so your child becomes familiar with books and how they are handled, e.g. holding the book in the right way, turning pages.

先通览一下整本书, 这样孩子能够大体熟知并了解到该读书的方式, 比如, 用正确的方式捧好书, 及时翻页。

Things to do when reading 阅读时要做的事情

- Read clearly. Make the story interesting by exaggerating expressions for different character voices and sounds. The more dramatic the better.
- 读清楚。通过夸张的模拟不同人物的声音和响动让故事读起来充满生气，越戏剧化效果越好。
- Hold the book so your child can see the pictures and writing. 捧稳了书这样你的孩子能看清楚图文内容。
- Sometimes let your child hold the book and turn the pages. 有些时候可以让孩子来负责捧着书和翻页。
- Draw attention to the pictures. 关注图画那部分。
- Sometimes point to the words as you read. 有时候需要指一指你正在读的文字。
- Ask and answer questions as needed. 适时的做些小问答。
- Encourage your child to join and 'read' too. Invite him or her to describe pictures, 'read' pages or join in with words that are repeated. 鼓励孩子一起“读”。邀请他/她来描述一下画面，“读”两页，或者让他一起跟读那些重复率高的词。
- Accept and praise your child's attempts to read. 接受并表扬孩子每一次对“阅读”的尝试。

Things to do after reading 阅读后要做的的事情

- Talk about the characters and what happened in the book. 跟孩子聊聊书中的人物特点和故事。
- Help your child to tell the story from the pictures. 帮助孩子通过看图讲述故事
- Keep in mind that your child's reading level and listening level are different. When you read easy books, your child will soon be joining in with you. When you read more advanced books, you instill a love of stories and you build the motivation that encourages children to become lifelong readers.

请记住孩子阅读水平和听力水平是不一样的。当你读一些简单的书时，孩子很容易参与进来。但读到更高阶的书时，你需要把对阅读的喜爱之情渗透进来，鼓励孩子树立成为终生读者的愿景。

P6. Supporting Comprehension 帮助理解

Talking to your child about what you have been reading together is a wonderful opportunity to make connections with his or her life, in order to develop understanding of the text. Asking questions is one way for your child to respond to texts. Different types of questions will provide more information about your child's understanding of the text.

不失时机的跟孩子多聊聊正在读的内容与他/她的生活的真实联系，这能让他们更好的理解文字的内容。提出些问题也是一个了解他们对文意理解程度的办法。问不同类型的问题其实是在为让他们对文意加深理解提供更多信息的。

'Right There' Questions

'Right There' questions focus on what the author said. The answer is often 'right there' in the text or pictures. They usually begin with who, when, or what. It is helpful to follow up these types of questions with a further question that asks the child to clarify their answer, e.g. "Can you show/read me the part that says that in the book"

'就在那'类的问题

‘就在那’类的问题关注于作者交代的信息。这类问题的答案往往“就在那”些文字或图画

中。这些问题经常以谁、何时、什么开头来提问。这类问题之后还经常会跟些更进一步的问题可以帮助孩子进一步注解他们的答案，比如说，“能够指出或读出书中哪一块讲了你说的答案吗？”

‘Think and Search’ Questions

The answers to these questions can be found in the text but not necessarily in the one place. The child has to ‘put the answer together’ from various sections or sentences in the text, e.g. How are...and...alike? These questions are sometimes how and why questions.

‘思考并查询’类问题

这类问题的答案也能在书中找到但不一定是在同一块内容里。孩子需要从不同的章节或句子中把答案拼接出来。比如，...和...为什么是相似的？这类问题经常是“怎样”及“为什么”类的问题。

‘Author and Me’ questions

These questions require the child to base the answer on the text but also draw on their own previous experiences to reach an answer. The answer are not wild guesses; they should be probable, not just possible, e.g. “I wonder why...” “Are princesses always beautiful?”

“作者与我”类问题

这类问题需要孩子既要依据文字中的答案又要关联他们自身的经历去思考出最终的答案。这种问题的答案往往并不是不着边际的猜想，是要有一定可实现性的，并不仅仅是可能而已。比如说，“我好奇为什么……” “公主一定是永远美丽的吗？”

‘On my own’ Questions

These questions ask for the child’s own opinions or judgments. The answers are not found in the text at all, e.g. “Did anything happen in the story that has ever happened to you? Tell me about it.” “How have you acted when you were...(happy or scared)?”

‘自己来’类的问题

这些问题是问孩子自己的观点和判断的。答案在文字中根本找不到，比如，“类似故事里的事情在你身边发生过么？能讲讲吗”，“当你开心或害怕时你会有什么反应？”

It is not necessary to ask each type of question every time a story is read. Sometimes your child will stop and ask you questions, and other times you may ask the questions and direct your child’s attention to specific aspects of the story. This should always be a fun way to explore the story of information further, not a time when the child feels ‘tested’.

也不是每读一个故事时都要把所有类型的问题挨个问一遍。有时候你的孩子也许会打断并向你提问，而有些时候是你问问题并引导他把注意力向故事中的某些具体方向上引导。总之要把这种提问时的读书导入一条有趣的、探索性的道路上，而不是让孩子觉得你是在被“考问”。

P7. How to Support Early Readers 怎样帮助低龄读者

Read to your child every day. Early readers benefit from hearing ‘good’ readers.

每天给孩子读书。低龄小读者能够从“好”读者身上收益。

This is also an opportunity to share and discuss information presented in texts.

这也是个分享并讨论文中信息的好机会。

Encourage your child to choose texts to read on a daily basis.

鼓励孩子建立每天挑选阅读内容的好习惯。

Expose your child to a wide variety of texts and give them encouragement to read new material,

e.g. books by a new author, a different type of text such as poetry.

让孩子眼前总是有广泛可选体裁的读物，鼓励他们阅读新的内容，比如，一个不同作者的作品，或是换种体裁比如诗歌。

Give encouragement and praise whenever your child chooses to read.

任何孩子想要阅读的时候都能得到您的鼓励。

Ensure your child sees other members of the family reading, and talking about their reading.

确保孩子有机会看到家庭中其他成员也在阅读或谈论阅读内容。

Talk about characters, people, settings, plots and events in texts.

聊聊书中的各类人物、性格特点、场景、情节和发生的事件这类话题。

Encourage your child to express their opinion about texts and to justify their reactions.

鼓励孩子表达他们对书中内容的观点，以此来观察判定他们的反应效果。

Point out and discuss common words with your child.

跟孩子一起找出并讨论一下书中见到的常用词汇。

Encourage your child to try different ways to work out a word they don't know: -predicting (guess using clues) -skipping the word and reading on to the end of the sentence -re-reading the sentence.

鼓励孩子尝试不同的方法去猜出他们不认识的生词：-预测(利用上下文线索)-跳过生词读到句尾 -再读一遍句子。

Encourage your child to talk about how the meaning of an unknown word was worked out or could be worked out.

鼓励孩子谈谈他们怎样猜出的生词词义或者他们觉得如何猜出。

P8. Reading to and with Your Child 为孩子读、跟他们一起读

Continue to spend time every day reading to and with your child. Vary the type of books read, e.g. short stories, poems, novels, informational texts.

持续不断的每天为孩子读、跟他们一起读。尝试多种体裁，比如小故事、诗歌、小说或说明类文章。

Things to do before reading 阅读前要做的事情：

Allow your child to select the text to be read and discuss the reasons for the selection.

允许孩子自己挑选阅读内容并讨论挑选的原因。

Encourage your child to look through the book and predict what it might be about.

鼓励孩子先通览全书并预言书中内容。

Point out the author's name and encourage your child to read other books by the same author, if they appeal.

指出书作者的名字并在他们感兴趣的前提下鼓励孩子再阅读同一作者的其他作品。

If you are reading a book as a serial, talk about what has happened so far in the story.

如果你们是读一个系列丛书，阅读新一本前聊聊直至目前都发生了什么。

Things to do while reading 阅读中该做的事情

Point out key words in the text and explain words your child may not know.

指出文中的关键字，给孩子进一步解释生词。

Sometimes stop and ask "What do you think will happen next?" Accept the answer even though it may not seem right, perhaps asking, "What makes you think that?"

有时候可以停下来问问孩子“你觉得接下来会怎样？”即使不一定很正确也要接受他们的回答，也可以再问问，“是什么让你这样想的？”

Occasionally ask some “Why” questions about the story, e.g. “Why do you think the author put that bit in the story?”

偶尔可以问一些“为什么”，比如，“你觉得为什么作者要在这里放这个信息？”

Answer the child’s questions even if it interrupts the flow of the story.

即使可能会打断讲故事的进展，也该尝试向孩子提些问题。

Talk about the illustrations to see if they match what is in the child’s mind or your mind.

罗列一些读过的前文内容看看是否与孩子或您自己的思路对的上。

Put aside a book if your child has lost interest and choose another.

如果孩子已经没兴趣了就暂时把手头的这本书搁置一边，可以再选一本。

Your child may want to read the book or sections of it along with you or even by him or herself.

Encourage your child’s reading even if it is not correct. Give plenty of praise and concentrate on all the things that are done correctly, not on the errors.

孩子可能想要跟着您一起读出声或自己读出声，即使读的不对也可以鼓励他们。多多表扬并关注他们做得对的地方，而不要盯着小错误不放。

Things to do after reading 阅读后该做的事情

Encourage your child to retell the text to you or another family member.

鼓励孩子向您或其他家庭成员复述一遍读过的故事。

Compare characters from the book with real people the child knows.

可以让孩子关联对比一下书中的人物与他熟知的真实人物之间的相似性。

Talk about the characters, plot, settings and events of stories, e.g. “Which was your favorite character?” “Where did the story take place?”

聊书书中的人物角色、故事情节、场景和事件等，比如，“你最喜欢谁？”“故事在哪发生的？”

Discuss the purpose of the text, e.g. “Why do you think the author wrote this book?”

谈论这本书的写作目的，比如，“你认为为什么作者要写这本书的呢？”

P9. Supporting Oral Reading 帮助开口阅读

If your child makes a mistake and corrects the error ... 如果您的孩子犯了个错误并改正了……

If your child comes to a word they don’t know and pauses ... 如果您的孩子遇到生词卡壳了…

If your child makes a mistake which does not make sense ... 如果您的孩子犯了个可笑的错误…

Offer praise or support for making the correction. 为了改正而鼓提供鼓励、支持

Wait and give them time to work it out. 耐心等待给他改正的时间。

If they’re successful, encourage them to read on to maintain meaning.

如果他们做的很好，鼓励他们接着读并保持下去。

If they are likely to know the word, ask them to go back to the beginning of the sentence and have another go at it.

如果他们看想要认识某个生词，请他们回到句子开头串联语句再尝试识读一次。

Ask them to guess a word which begin with the same letter and would make sense.

请孩子再猜一个以同样字母开头也很合理的类似单词试试。

Ask a question which will give a clue to the meaning, e.g. “How do you think Johnny feels? Angry?”

通过提问提供一些线索，比如，“你觉得 Johnny 现在是什么感受？生气么？”

If the word is not likely to be known, say it quickly and encourage them to keep reading to maintain fluency and avoid loss of meaning. Wait to see if they work it out for themselves and offer praise if they do.

如果这个词看上去很难懂，就快速读完它然后鼓励孩子们继续阅读以保持流利度并不致语意丢失。等等看孩子自己能否猜出词意，如果猜出了要表扬他们。

If they don't correct the word themselves ask, "Does that make sense?"

如果发现他们没能猜对语意，问一下，“这个意思合理么？”

Ask a question which will give a clue to what the word is, e.g. "Where will he go to catch the train?"

提一个对理解生词有益的线索问题，比如，“他要去哪里搭火车呢？”

If the word is not likely to be known, say it quickly and encourage the child to read on. Later, when the whole text has been read, go back to unknown words and help your child use other word- identification strategies such as:

- sounding out
- individual sounds in a word
- sounding out chunks of words, e.g. base or root of the word, prefixes and suffixes
- looking at the words around it.

如果这个词很不容易猜出，快速读过并鼓励孩子接着读完整句。然后，再回到生词的地方，尝试用其他词来提示——识别的小窍门有：

- 整词读出声来
- 词中的每个发音逐个读出
- 读出词语的各块音节，比如，词根，前缀，后缀
- 再看看生词前后上下文词语

Do nothing until the child has finished. 孩子能够完成这些工作前不需要再做别的了。

When they have finished go back to the word and say "You said this word was __; it made sense but it begins (or ends) with the letter __ so what do you think it could be?"

当他们完成上述猜词的步骤后，再回到生词那问一下：“你觉得这个词的意思是…，这是合理的，但它是…开头(或结尾的)，所以你觉得应该什么？”

You may wish to discuss the letters of the word with your child and see if they can think of any other words with similar letters.

你也许想要跟孩子再谈谈与这个单词类似的其他单词。

P10. Selecting Texts 选择文章

Ensure a wide variety of texts is available, e.g. books, comics and magazines. This will give your child exposure to many reading possibilities. If you work on a computer, read signs when you are out, read labels at home or use a road directory, you are also showing your child other instances where reading is involved.

请确保孩子有多种图书可以选择，书本、漫画或杂志类的。这会让孩子眼前有多种阅读可能。可以在电脑上识读，出门的时候识记各种标识牌，在家里识记各种标签或道路指示牌，总之，让孩子在各种环境下都有可以识读识记的内容。

Your child may enjoy texts that: 您的孩子可能会喜欢这些文字：

describe familiar experiences, e.g. first day at school, trip to the zoo.

描述熟悉的经历，比如，第一天入学啊，动物园游园啊

describe familiar concepts and objects, e.g. book on rabbits

描述熟悉的概念或物体，比如，有关兔子的书

have elements of fantasy or imagination, e.g. fairytales

带有幻想充满想象力的元素，比如，童话故事啊

use repetition to capture the rhythm of the language, e.g. The Three Billy Goats Gruff

通过重复而获得语言押韵韵律的文章，比如，三个坏脾气的小山羊

are traditional rhymes and songs. Usually children can't resist joining in because of the rhythmic patterns.

是传统的节奏和歌曲的。通常孩子们都无法抗拒这种韵律的吸引。

Consider the use of other reading materials such as: 考虑尝试其他类型的阅读品例如：

book and audio tape sets 书籍音频制品 CD-ROMs 光盘

Making regular trips to the local library, attending storytelling sessions or visiting local bookstores are ways of increasing your child's access to a wider variety of books.

经常去当地图书馆，参加讲故事环节，或者常去书店，这些都是让孩子有更广泛接触图书的途径。

P.11 Developing Vocabulary in Early Readers 拓展低龄读者词汇量

For your child to develop vocabulary, it is important that they are exposed to a wide variety of experiences. Assist your child to develop a large vocabulary by:

为了让孩子拓展词汇量，重要的是要让他们大范围接触到(词汇)的经验。有以下几种途径：

reading aloud a variety of good literature. 大声诵读优秀文学作品

reciting poems together 一起背诵诗歌

saying rhymes together 一起说韵律诗

singing songs together 一起唱歌

encouraging your child to dress up and use the language of characters from stories read.

鼓励孩子用书中人物形象着装和模拟说话

going on outings to ensure your child has a wide range of experiences to talk about.

多带孩子外出为他们累积广泛的生活经验以增加他们的谈资

encouraging your child to retell the day's events at the dinner table or on the way home in the car.

鼓励还在晚餐时或放学路上讲讲他们一天中发生的事情

discussing what you have seen with your child.

跟孩子聊聊您自己的见闻

Introducing words to describe the shape, color, and movement of toys as you both play with them.

在陪孩子玩玩具的时候多跟他们介绍一些对玩具的描述，形状、颜色和动作等。

valuing what your child says and providing a model of how to communicate, e.g. through initiating and maintaining conversations.

珍视孩子们每一次的话题并对如何进行沟通起示范作用，比如，开始建立或延续一些你们的

对话。

encouraging your child to talk with other children. This will provide opportunities to interact with different models of language.

鼓励孩子多跟同龄人交流。这能帮助他们在不同语言环境下建立互动。

using correct terminology when introducing new language to your child.

当要为孩子介绍一种新的语言(环境)时，使用(该领域的)正确术语。

P12. Reading and Writing Links 阅读与写作的关联性

Encourage your child to be involved in writing as often as possible. Focus on the meaning of the message and don't be overly concerned with errors. It is inevitable that children will make mistakes as they are learning about the English spelling system. When your child is more confident, encourage them to look at any misspelled words and see if they can 'have another go' at writing the word. 鼓励孩子尽可能多的参与写作。关注于信息的表意不要太担心一些小错误。在孩子系统性学习英文拼写的过程中犯些小错误是不可避免的。当你的孩子建立更强的自信时，再鼓励他们去看那些错误的拼写，并看看他们是否愿意再尝试一下正确的写法。

Encourage your child to do any of the following. 鼓励孩子进行如下任何一种尝试。

Write messages, letters and postcards to other family members. 给其他家庭成员写小纸条、书信或明信片。

Make cards and invitations for special occasions e.g. birthday parties. Use stamps, stickers or cut-outs to decorate them and have your child write the message.

为一些特别时刻制作卡片和邀请函，比如生日会。贴上邮票、贴纸或小剪艺作品作为装饰，然后让孩子自己书写内容。

Keep a diary or journal when you go on a trip or holidays. This is especially valuable if you are travelling and your child is missing school. Collect printed materials such as brochures, leaflets, and tourist guides to include in the journal.

在假日旅行时保持记日记的好习惯。特别是当孩子需要请假出行时这个习惯就显得尤为重要。收集一些印刷品资料例如小手册、宣传单或旅游指南之类的，夹在日记册中。

Assist you to write weekly shopping list. 请孩子帮助您书写每周购物清单。

Help compile list for a particular purpose, e.g. birthday presents wanted, people to attend a party. 帮忙梳理特殊用途的清单，比如，生日礼物心愿单或宴会参加人名单

Give a diary, birthday book or notebook to a friend as a present.

朋友生日是送他们日记本、生日书或笔记本作为礼物。

Make a 'How to' book on an area of special interest, e.g. How to Build a Hen House.

为感兴趣的事情做一个“如何做”小手册，比如，搭一个母鸡窝

Have your child read it to another person. 请你的孩子读给别人听。

P13. Types of in class writing lessons 课堂写作课类型

Model Writing: Demonstrating writing behaviors and verbalizing the cognitive processes involved with those behaviors.

示范写作：由老师演示如何写作，有意识的教授为完成写作而进行的遣词造句等工作。

Language Experience: To use a shared experience as a basis for jointly composing a text.

语言练习：建立在以大家交流分享的经历的基础上的分块整合写作。

Shared Writing: Working with students to compose and construct a piece of writing, with the teacher acting as a scribe.

共享写作: 同学们一起合作, 分块组织完成一个整体写作内容, 老师在一旁当记录员。

Interactive Writing: Working with students to compose and construct a text collaboratively, using a share pen.

互动写作: 同学们一起合作, 分工合作完成一个整体写作内容, 大家轮流共用一只笔。

Independent Writing: Students independently apply previously learnt writing processes, understandings and strategies to own texts.

独立写作: 学生独立完成自己的写作, 应用到之前所学的写作步骤、理解和方法。

Author's Chair: An opportunity for students to voluntarily shared their writing and receive constructive feedback.

小作者席位: 主动与大家分享自己的写作作品, 并倾听大家的建设性意见反馈。

P14. Writing with Your Child 跟孩子一起写作

It is important for you to write with your child so that they can see you writing and hear what you are thinking when you are writing.

跟孩子一起写作很重要, 因为孩子可以看见你写, 听到你会怎样讲出你想写的东西。

Use photos from an outing to make a book about what you did, e.g. a trip to the zoo. Plan what to write with your child and talk about the letters being used.

利用外出时拍的照片制作一本关于你们做了什么的, 比如, 一次动物园出行。跟孩子一起做计划, 聊聊该用哪些文字。

Keep a diary with your child. They can draw a picture or glue in photos to remind them of the day. Sometimes point to the words as you are reading.

跟孩子一起记日子。他们可以画个小画或贴个照片以记录他们经历的一天, 有时可以把你们阅读时遇到的词语在这里用一下。

Talk about what you are writing and why you are writing it, e.g. a shopping list so that you know what to buy, an email to Grandma to thank her for the birthday present.

跟孩子聊聊您在写什么以及为什么, 比如, 写购物清单这样你们就知道要买什么了, 或者, 给外婆写一封邮件表达对收到生日礼物的感谢。

When writing with your child talk about the way you are writing, e.g. It is a letter so I write 'dear Grandma' and I finish it by writing 'love from'...

跟孩子一起写作时跟他们聊聊你写作的方式, 比如, 因为是在写信所以我写了“亲爱的外婆”而且要用“来自爱你的”来结束。

Talk about the letters you are using to begin a word, e.g. I need to write sausages on my list. It sounds like Stephen's name at the beginning because they both start with 's'.

跟孩子说两句关于你要写的词语的开头字母, 比如, 我想在我的清单上写上“sausages (香肠)”。它跟“Stephan”这个名字有点像因为都是“S”开头的单词。

Involve your child in many different types of writing such as: 让孩子接触到多种写作的文体比如

- reminders about jobs to do 关于要做的事情的提醒
- emails to friends and relatives 给亲人朋友的电邮
- making cards for special events, e.g. birthdays, weddings, new baby, thank you 特别用途的卡片, 比如, 生日, 婚礼, 新生儿, 感谢等

- phone messages 电话留言便签
- letters to Santa 给圣诞老人的信
- invitations 邀请函
- shopping lists 购物清单

Make a book of the songs or rhymes your child knows and include an illustration with each song so that your child can 'read' the book.

制作一本孩子熟悉的歌曲或押韵诗的小记录本，里边要包含每一首，这样孩子可以“阅读”它。

Encourage your child to 'have-a-go' with writing, by writing letters to family members or notes to yourself. Try and provide feedback.

鼓励孩子随时都能写点什么，可以是给您和家人写点只言片语。争取要给孩子一些回复。

Accept and praise your child's attempts to 'write' even though it may not look like regular writing. 接受并表扬孩子每一种对写作的尝试，即使甚至看起来都不像常规的写作。

P.15 Developing Vocabulary in Writing 通过写作拓展词汇量

Children will use the vocabulary they know when they are writing. It is important to continually provide your child with opportunities to learn new and encourage them to use them in their writing. Assist your child to develop a large vocabulary by:

写作的时候孩子们会使用他们认识的词汇。为他们提供更多接触新词汇的机会和鼓励他们在写作中使用，这是很重要的。帮助孩子拓展词汇量的途径有：

talking about and helping your child to recognize words that are meaningful to them, e.g. name of their street, town, school, pet, friends.

跟孩子们聊聊并帮他们识记对他们有意义的词语，比如，街道、区县、学校、宠物、朋友的名字。

Pointing out key words in the text and explaining words your child may not know.

指出文章中的关键字为孩子解释生词。

Reading aloud a variety of good literature

大声诵读各种优秀文学作品。

Reciting poems together 一起背诵诗歌

Saying rhymes together 一起说韵律诗

Singing songs together 一起唱歌

Talking about topics of mutual interest with the expectation that your child will listen and respond.

跟孩子聊一些你们共同感兴趣并且可以预见孩子能聆听并回应的话题

Encouraging your child to retell the day's events at the dinner table or on the way home in the car.

鼓励孩子在晚餐时或放学路上讲讲他们一天中发生的事情

valuing what your child says and providing a model of how to communicate, e.g. through initiating and maintaining conversations.

珍视孩子们每一次的话题并对如何进行沟通起示范作用，比如，开始建立或延续一些你们的对话。

P.16 Writing and Reading Links 写作与阅读的关联性

Reading and writing are connected in many ways. Developing children's understanding in reading will help in the development of their writing. Reading and discussing a range of texts with your child allows them to:

阅读和写作在很多方面都是相关联的。开发孩子在阅读上的能力也能助于其写作能力的开发。再阅读和讨论一些广泛的文章能够让孩子们:

- hear different language patterns and structures 听到不同的语言形式和结构
- be exposed to new vocabulary 有机会接触到新词汇
- share and discuss opinions about what is presented 分享并讨论文章都讲了什么
- see how different types of writing are organized 看到不同体裁都是怎样组织(结构和语言)的
- transfer what they know about reading to their own writing 把他们从阅读中学到的转化到自己的写作中

Read to your child every day 每天都读给孩子听

Encourage your child to join in when being read to, e.g. turning the pages, holding the book, allowing them to read the bits they remember.

鼓励您的孩子在倾听阅读的时候也参与进来, 比如, 翻书页, 帮忙捧着书, 允许他们读出他们记得的小块内容

Share book tapes together, particularly those that indicate when to change the page. Make up a tape together of your favorite book.

一起听图书磁带, 特别是听那些表示要换页了的提示。跟孩子一起制作一个你们喜欢的书的录音磁带。

Make sure your child sees you and other members of the family reading and writing. Try to read as many different things as possible. Talk about what you are reading and writing and why you are doing it, e.g. 'I am reading this to find out which batteries your toy needs'. 'I am filling out this form for your tennis lessons.'

请确保孩子能看到您和您家庭中其他成员在阅读和写作。尽可能多的去阅读不同的东西。跟他们讲讲你在读和写着什么以及为什么, 比如, “我读这个是为了弄清楚你的玩具需要装几号电池”, 或者, “我在为你的网球课填写报名表”。

Outside the home, talk about signs, labels and logos, e.g. 'I am stopping because there is a stop sign; look, it starts with the letter "s", the same letter as your name Sophia.'

在家庭以外, 可以谈谈路标, 标签和品牌标志, 比如, “我停下来是因为这里有停止标示; 看, 这个也是 s 开头的单词, 跟你的名字 'Sophia' 是一样的。”

Demonstrate how reading is used in the home every day, e.g. 'I am going to make pancakes, so let's read the recipe and work out what ingredient we need.' Talk through the recipe as you gather the ingredients and follow the procedure.

为孩子演示一下在家中日常事是如何应用阅读的, 比如, “我要做煎饼, 所以需要读菜谱找食材原料。”那么, 阅读食谱就要贯穿整个找食材的过程中了。

Provide opportunities for storytelling by: 创造让孩子讲故事的机会

- encourage your child to make up stories 鼓励他们来编一些故事
- using picture books to make up stories 利用绘本让他们编故事
- retelling favorite stories 复述喜欢的故事
- telling stories about your own child and the things they like doing 讲一些关于孩子自身的和他

们喜好的故事

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Talk with your child about the different parts of a book and how print works is important for your child to know before they start writing. As adults we know this information so well that we ever learnt it.

在孩子开始写作之前,请跟孩子讲讲一本书的不同构成部分以及为什么这些印制信息对他们这么重要。作为成年人我们对这些信息太熟悉了以至于我们都忘记最初是怎么学得了。

Select one or two points from the following list to discuss with your child each time you read together.

每次一孩子一起阅读时都从以下清单中选择 1、2 个点跟孩子先讨论一下。

-A book has a front, a back and a cover. 每一本书有封面、封底和包装。

-A book has a right way up. 每一本书都要翻开读

-Books are read from front to back. 读书从头向后读。

-Pages are turned to reveal the next part of the book. 翻页是为了开启书的下一部分内容。

-The left-hand page is read before the right-hand page. 先读左手页再读右手页。

-Print is different from pictures. 印刷品跟画作是不一样的。

-Talk about first and last. These can be applied to pages in a book, words on a page or letters in a word. 讲讲先后次序,一本书翻页有之,每一页的词语有之,每一个词的字母亦有之。

-Words such as 'letter', 'sound', 'word' and 'sentence' describe different things. 有些名词,比如,“字母”“读音”“单词”和“句子”,他们说的是不同的东西。

-Words consist of letters. 单词由字母组成。

-Numbers and letters are different. 数字与字母是不同的。

-Letters have two forms: capital letters and lower-case letters, e.g. 'M' and 'm'.

字母有两种书写方式,大写字母和小写字母,比如,“M”和“m”。

Draw your child's attention to letters and words that are part of daily life. Point out and read aloud any printed material, e.g. cake packet directions, traffic signs, advertising signs, opening times.

请孩子关注日常生活中的常用字母和词汇。指出并读出任何印制的信息,比如,蛋糕包装指示标,交通标志牌,广告牌,营业时间等。

Teach your child to recognize words or letters that are significant to them, e.g. letters in their name, names of siblings, road signs.

教会孩子那些对他们意义深刻的词或字母,比如,他们名字的字母,家族名称,或道路指示。

Magnetic letters are one way your child can play with and build words. Your child can pick out and play with letters, placing them on the refrigerator or magnetic board.

磁力字母块是让孩子边玩边组词的一种方式。孩子可以挑出合适的字母,在冰箱表面或磁力板上组出词语。

P.18 Supporting the Writing Process 辅助写作过程

The Writing Process can be broken into five stages: 写作过程可以被分解为五个阶段:

Planning- time to gather ideas, brainstorm, read and discuss.

计划-这阶段要收集想法,头脑风暴,读些东西再讨论一下

Drafting- time to get their thoughts down on paper, produce their first draft.

草稿-这个阶段需要把他们的想法付之于纸上，产生他们的第一版草稿。

Conferring- time to receive feedback from others.

商讨-这个阶段他们需要其他人的反馈输入。

Refining- time to revise, edit and proofread their work.

修改-这个阶段需要修改、编辑并校正他们的作品

Publishing- time to share their work with others

出版-这个阶段他们可以向他人一起分享品读自己的作品了

Below are some questions to ask your child as they are working on writing assignments.

在孩子完成他们的写作任务时您可以提问以下问题。

At the planning stage. 在计划阶段要做的。

What is the purpose of your writing, e.g. information, inviting, explaining?

你写作的目的是什么，比如，信息说明，邀请或解释一些问题？

How are you going to organize your writing, e.g. as a letter, a story, a research report?

你准备怎样组织你的写作，比如，作为一封信，一个故事，一个研究报告？

Who is the audience for your piece of writing, e.g. classmates, pen pal, buddy?

你这个写作的读者是谁，比如，同学，笔友，哥们？

How are you going to organize your thoughts about what you are going to write, e.g. brainstorming, listing questions that you need to research, planning headings.

你准备怎样组织你要写的东西，比如，头脑风暴，罗列你需要调研的问题，计划开头？

How are you going to find the information you need, e.g. visit to library, Internet search?

你准备怎样找到你需要的信息，比如，去图书馆，去互联网上找找？

At the conferring and refining stages: 在商讨和修改阶段

Have you read through your writing? 你有没有通读了你的作品？

Do you think your message is clear? 你觉得你的信息清晰么？

Have you organized your information logically? 你的信息组织的符合逻辑么？

Is there more information that you can include? 还有你想再涵盖的信息么？

Have you used the best words, e.g. included descriptive words or subject-specific words?

你有没有用到最佳表意的词汇，比如，包含了描述性词汇或具象描述的词汇吗？

Are your sentences well written? 你的句子写的漂亮么？

Have you left any words out? 你有没有落下什么字？

Have you punctuated correctly? 你的标点都加对了吗？

Have you checked all your spelling? 你的拼写都检查了么？

At the publishing stage: 在出版阶段:

How are you going to produce a final copy of this work so you can share it with others?

你准备怎样做好最终版本来跟其他朋友分享这个作品？

-Do you need to write it out neatly? 你想要写的干净整洁吗？

-Can you type it on the computer? 你能在电脑上打出来么？

-Can you publish it in a different way, e.g. design a PowerPoint presentation, a chart, a portfolio?

你能把它做成不一样的形式么，比如，设计成一份 ppt 讲稿，一张图表或者一个组合图？

-Can you add anything to enhance your published piece, e.g. pictures, models, diagrams, artifacts?

为了提高你的出版能力你还能再增加点什么吗，比如，插画，模型，量表或手绘制图？

Have you published it in the most suitable way for your purpose and audience?

你曾用过最符合你的目的以及适合你的观众的方式把它出版出来吗？

How do you feel about what you have produced?

你对你的作品整体感受如何？

Is there anything you would do differently next time?

为了让下一次更不一样一些你还有什么可做的吗？

It is important for your child to gain the most from the writing experience, therefore ensure child has ownership of the work.

从写作经历中尽可能多的积累对孩子很重要，因此请确保在他们的写作中建立主人翁意识。

P. 19 Building Understandings About Different Types of Writing 从不同类型的写作中加深理解

Every piece of writing has a purpose and an audience. Your child needs to be clear about the purpose and audience of a piece of writing as this will have an impact upon the decisions your child will make about the way the text is organized, the structure, and the type of language used.

每一个写作作品都有它的目的和读者。您的孩子需要非常清楚他的作品目的和观众，因为这会影响孩子为了他们的作品而决定文章怎样组织，文章结构和使用的语言类型。

The following are some suggestions to help you support your child to develop their understanding about different types of writing.

下面是一些建议，关于如何帮助孩子加深对他们写作类型的理解。

When your child is reading, discuss the **purpose** of the text, i.e. why do you think the author wrote this text? As there are many different purposes for writing, your child will discover there are texts where the prime purpose is to:

当孩子阅读的时候，讨论一下文章的**目的**，比如，你觉得为什么作者要写这篇文章？由于有很多不同类型的文章，孩子会发现有如下的主要目的时文章类型不同：

-entertain, e.g. poems, jokes, cartoons 娱乐型的，比如，诗歌，笑话，卡通

-recount, e.g. journals, retells 详述型的，比如，日记，复述

-describe, e.g. contents pages, simple reports, labels 描述型的，比如，内容页，简报，标签

-socialize, e.g. SMS messages, emails, invitations 社交类的，比如，手机短信，电邮，邀请函

-explain, e.g. classroom rules, tables 注解型的，比如，课堂规则要求，表格

-instruct, e.g. directions, road signs, rules 说明类的，比如，方向标，路牌，规章

-inquiry, e.g. interview questions 问询类的，比如，面试的问题

-persuade, e.g. brochures, catalogues 劝服类的，比如，宣传手册，分类目录

Discuss the audiences of different forms of text, e.g. a letter, a recipe, a list, a book about Ancient Greeks, a short story. Talk about how the layout is different. Remind your child to think about how they need to organize their text when they are writing.

探讨一下不同类型文章的针对读者，比如，一封信，一份菜谱，一个清单，一本关于古希腊的书，一个小故事。谈谈结构设计会有什么不同。提醒您的孩子仔细考虑一下写作的时候该怎样组织他们的文章。

Different forms of text will have different organizational features. When reading, draw your child's attention to:

不同的文章形式会有不同的组织特征。阅读时，请孩子们对一下信息留心：

-headings and subheadings 文章标题和分部标题

-captions 标题说明

-diagrams and other visual aids (photographs, graphs, tables, cross-sections) 量表和其他可视辅助(照片，图片，表格或剖面图等)

-tables of contents 内容表格

-bolded or italicized words 加粗或斜体文字

-computer menu 电脑菜单

-bullet points 主导观点

-hyperlinks 热链接

-footnotes 注脚

-appendix 附录

-bibliography 文献目录

-index 参数表

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If your child needs to learn new words, encourage them to use the 'Look, Say, Cover, Visualize, Write, Check' strategy.

如果孩子需要学习生词，鼓励他们使用“看-说-挡-映-写-验”的策略

Look- Ask your child to look at the word and identify any 'tricky' parts. They may like to highlight these.

看-请您的孩子看着生词识别出“难搞”的部分。他们很容易提炼出这些的。

Say- Ask them to say the word out loud

说-请孩子们大声说出生词

Cover- Have them cover the word so they can no longer see it.

挡-请孩子挡住生词这样他们暂时看不到了

Visualize- Ask them to close their eyes and see if they can picture the word in their minds

映-请孩子闭上眼睛看看他们能不能在脑海中将这个生词映像出来

Write- Ask them to 'have a go' at writing the word

写-请他们尝试写出这个生词

Check- Have them uncover the word and check the spelling of the word

验-请孩子们挪开遮挡检验一下他们拼写出的对不对

Fun ways to learn words include: 一些有趣的学习生词的方法包括：

-have your child write the word in large letters, then cut the word up into individual letters and put the letters in order.

让孩子把生词大大的写在纸上，把这个词里的每个字母都剪下来，重新排列。

-write the word in sand, on a doodled board, into icing or flour

把生词写在沙子上，涂鸦板上，冰块上，面粉里

-look for words with words, e.g. friend

在字中找字，比如，“friend 朋友”（这个字中可以找到“end(尽头)”）

-make up mnemonics, e.g. There are only e's in cemetery.

找出些助记标记来，比如，在 cemetery（墓地）中，e 是唯一的元音字母，可作为助记标记