

TEACHER'S EDITION

ScottForesman

Balloons

幼儿欢乐英语



幼儿教师指导手册

2

WJH 外教社 上海外语教育出版社

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出版说明

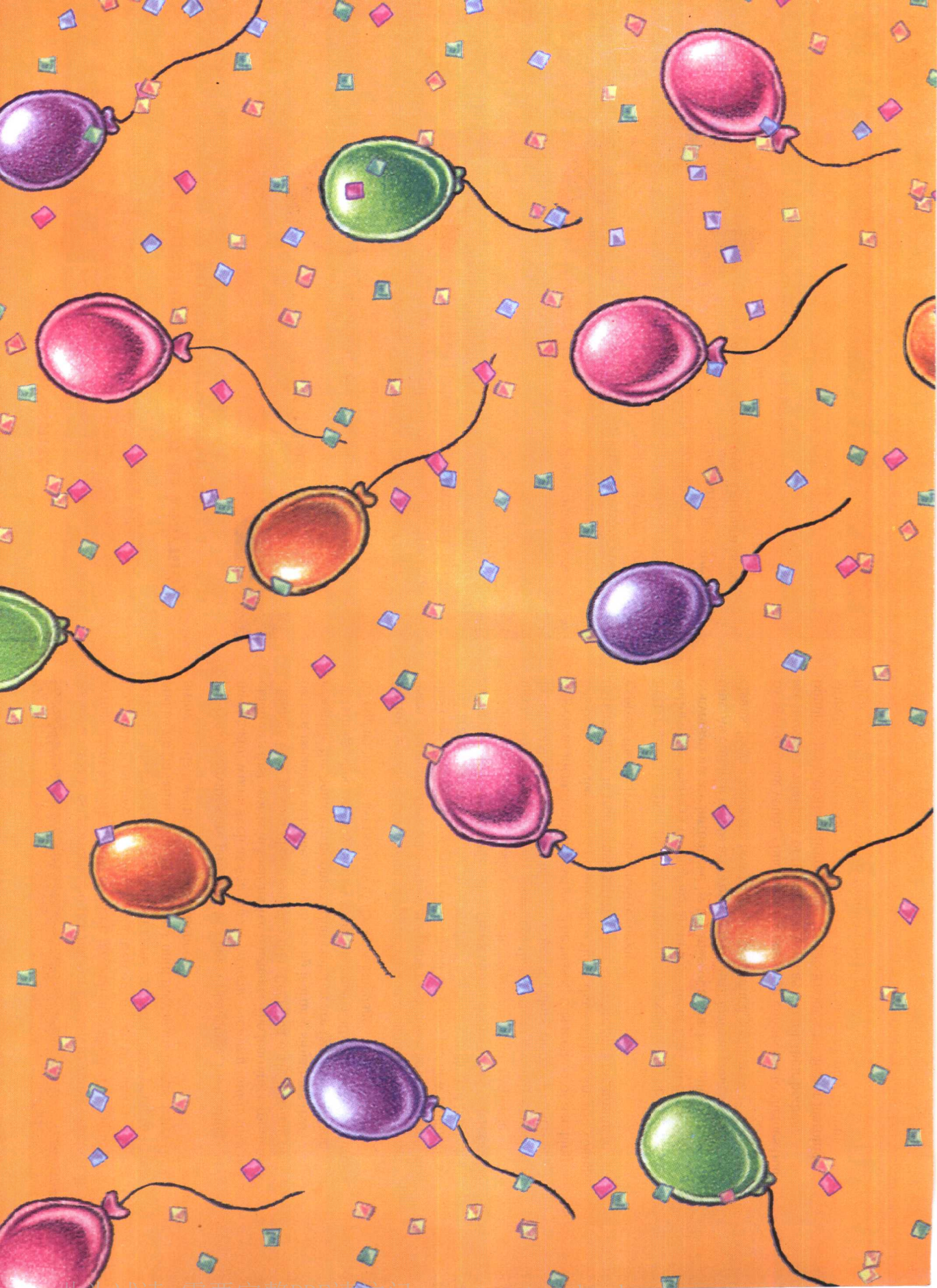
《朗文儿童欢乐英语》(Balloons)是外教社从国际上众多的儿童英语教材中精心挑选的儿童英语入门教材,原由国际著名英语教材出版公司——朗文公司出版。本套图书共分三级,针对三至五岁儿童的特点设计,模拟孩子们学习母语的过程,强调让他们在自然的环境中轻松学习英语。

每级分别以一种深受儿童喜爱的卡通形象为主角,借助色彩亮丽的图画、儿童喜闻乐见的人物和动物形象,向孩子们教授日常生活中的基本词汇和会话。更难能可贵的是,本套书的教师、家长用书根据这个年龄段孩子的特点设计了丰富多彩的游戏和动手实践活动,不仅强调在玩要中将孩子们不知不觉引入英语世界,更注重全方位开发他们的能力,如视觉、听觉、口头表达能力、身体协调能力、与他人的合作精神等,充分关注他们的健康成长。

本套书采用了全身反应法(TPR),即让孩子们完全用身体动作来回应老师的各种指令,这样既照顾了内向儿童的心理,又让孩子们对词汇的意义有切身的体验;此外,在教师用书中穿插了学生用书的内容,免去了教师和家长辅导时两相对照的麻烦,将给他们带来全新的教学感受。

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Balloons

The Teaching Approach of Learning English through Play



Meet the Authors

Mario Herrera is an award-winning Teacher Trainer with more than twenty years of teaching experience.

As an academic consultant, Mr. Herrera has worked in the international ELT field for eleven years. He is a co-author of *Parade*, the best-selling English primary course for children.



Barbara Hojel has been an educational consultant in Mexico and Central and South America. She has twenty-seven years experience teaching very young children and training teachers. She participated in the writing of *EFL/ESL Class Starters* and *EFL/ESL Poems and Finger Plays*. Barbara is co-author of the *My English Book* series, an EFL program for young children.

Our Philosophy

As we as teachers approach the teaching of English to young children, it is important to look at how children have already learned elements of their native language. As babies, children are talked to, sung to, and given words to describe household items and toys. They point to things and begin imitating sounds they hear until they learn words. Later they string words together to make sentences.

Everyday activities are powerful teachers of language. Interesting, meaningful words such as *ball*, *book*, *balloon*, *mommy*, *daddy* may be children's first words in their native language. The learning experiences children have in your classroom should reflect that early learning of natural language at home. You can set up learning situations that resemble the home environment that children are familiar with and encourage them to play as they learn language patterns and structures by engaging in conversations in the new language.

Balloons is based on a natural approach that assumes that children learn a language best when they are immersed in the new language, in this case English. In such an environment they use the new language as a means of communicating their wishes, needs, feelings, and interests and as a way of saying what they think. Some courses that teach English to young children are based on teacher-student stimuli-response interactions. Teachers start sentences that learners are only expected to finish. Children are asked to name objects, colors, or other concrete objects as identification practice. The reason this method of teaching has been popular is that people often think that children are too young to participate in true conversations since they are only beginning to express themselves in their native language.

In **Balloons**, on the other hand, children are expected to be eager, enthusiastic learners of language from day one of English class. Real conversations are introduced by the mascot at the beginning of each unit. As children create art projects and participate in games, songs, and chants, they practice the new language in a natural, joyful way.

By surrounding young children with language connected to themes that are already a vital part of their lives, such as school, their bodies, families, pets, clothes, homes, and neighborhoods, we foster learning situations in which they can succeed. Young children's play becomes their work and their work is found in their play!

Here are the steps that **Balloons** uses to help you introduce young children to English in the Student Book:

1. Warm Up

The unit opener introduces children to the theme environment around which their activities for the next four weeks will be organized. Motivation and interest are created as children point out familiar scenes and people with whom they can identify and use their prior knowledge.

2. Presentation

As you present new vocabulary to children, offer them the opportunity to show that they understand the language by pointing, circling, and clapping. Children return to the Warm Up page and find the vocabulary words in the context of the scene. Children are engaged and responsive, showing you they "get it" by their involvement. The learning process is a cyclical one and the relationship between teacher and student is one of constant "give and take," rather than the teaching being a one-way process.

3. Practice

Practice is the way in which you, the teacher in the EFL classroom, cope with the reality of your being the students' core source of English. The EFL ambience should immerse children in practice situations through dramatic play, singing and chanting, pictures, games, and TPR activities. Children are given opportunities to repeat the language they are learning in a variety of settings and activities. Eventually children acquire language through this practice.

4. Application

Activities in which children apply what they are learning include problem solving through hands-on projects. Using their communication skills to produce tangible results, children use the language in real contexts in developmentally appropriate ways. The early childhood English classroom should be "in English," rather than "about English." Children will be doing those activities that they do naturally at this age: drawing, cutting, coloring, gluing, mixing, building, playing with puppets.

5. Assessment

Children show you the ways in which they can use the language they have learned in new contexts such as games and role plays.

teacher-student interactions and child-to-child interactions

At age three many children first move from the home-centered environment to a broader world. They are introduced to the world of school with its other children and an adult who is not a member of their immediate family as their teacher. The presence of other children takes on a special meaning as children learn the boundaries not only of space, but of relationships. Children begin to establish friendships that are independent of their families and teacher. Learning from classmates becomes as important as learning from teachers.

In order to facilitate child-to-child interaction, we as educators need to ask ourselves questions about the physical setup of the classroom.

- Does the seating arrangement allow for children to talk with each other?
- Can chairs be moved for music and movement activities and games?

"3-D" modeling

As important as the classroom setting is, equally important is the way in which teachers model the conversations they want children to practice. These conversations must enable children to use the language they are hearing in real, authentic ways. For example, the teacher greets a new student who enters the class in a face-to-face meeting. Dramatic play opportunities that allow children to play freely, sometimes with props such as puppets and stuffed animals, should be encouraged.

Conversations introduce children to new ways of using English. In these ways, modeling by you takes on a three-dimensional approach.

The sequence of activities that teach children to talk with each other and lead to effective child-to-child interactions are as follows:

- The teacher models short conversations with the help of a child and/or a puppet or even two puppets.
- The teacher then divides children into two groups, with each group playing the role of one of the puppets.
- A pair of children practices the conversation while the teacher and classmates listen.
- All children practice in pairs, monitored by the teacher. The teacher can walk around, watching and listening as she or he circulates.

Q: *What should my main role be when teaching?*

A: As a teacher of young children learning English, it is very important that you remember to exemplify new vocabulary, either by showing the children realia or pictures or by actually doing an action. By watching and listening to your modeling, the child understands what he or she must do and say. By seeing the vocabulary word in action, the child understands what that “strange” English word is all about.

As the English teacher, your role in a young child's class is very special. Your enthusiasm for learning, for practicing English, for having fun in the language is transmitted to the children who in turn decide they love being in school and learning English! As teacher, you must do silly things that children enjoy—like putting your hands on your head to make rabbit ears and inviting everyone to hop around the room while saying, “I’m a rabbit. I like to hop, hop, hop.”

By observing the children, you will know when it is time to change activities. Catch children doing things correctly and praise them. Correct children in a way that won't hurt their feelings (for example, ask everyone to practice the pronunciation of a word rather than just one child). Teachers who work with young children must enjoy being with young children, doing the things they like to do, and having fun teaching English.

Modeling is the most important technique or strategy to use when teaching a new language. Kids watch and listen and copy and learn. Do it often!

Q: *How do I set up classroom routines?*

A: Greet children as they enter and establish leave-taking patterns all children can understand.

Keep a neat and orderly room by having a place for everything. Label shelves with drawings of items that children can use for guidance when replacing items in their original locations at the end of the class.

Take good care of materials and equipment by showing children how they should be used.

Use your voice effectively. Use signals to get children's attention. For example, saying, “One, Two, Three red light” means it is time to “look and listen for instructions.”

Q: *It is easy to get a young child's attention, but how do I keep his or her attention throughout the English class?*

A: Plan a variety of activities that practice target vocabulary and sentences. Songs, TPR activities, working with picture cards, games that promote conversations, asking children to answer questions as they cut and paste, making things related to the theme you're working on, asking children to listen and follow directions, and pantomiming and doing actions are all good ways of keeping children's attention. Change activities at least every three to five minutes, keeping the pace of the class quick. Moving, chanting, and singing help your children stay interested in the class!

Using materials that are appealing to children also helps maintain children's attention. Use different things: toys, puppets, masks, pictures, cutouts, their drawings, and cards—cards to hang around necks, cards to play games with a partner, cards to hold up and put somewhere while listening to what you say. Use a variety of paper of different sizes, colors, and textures when you make materials. Use crayons, markers, and paints. Protect the materials you make with clear contact paper or with lamination if possible so they will stand up to little hands touching them and can be reused from year to year.

Keep each unit's materials together in folders or boxes, labeling them so they are easy to find next year!

The key to maintaining children's attention is planning activities in which they will be participating actively (holding up cards, cutting, pasting, coloring, pointing), and doing different things (acting out, singing, moving, pretending). Children naturally enjoy participating and learn as they do! Let them feel the roundness of a circle by tracing a hoop with their hands, or walk through the hoop to better understand the word *through*. Such activities help children communicate with each other in a very natural way about what they're doing.

Q: *How do I fit everything into my English class?*

A: Use the Teacher's Edition. It has everything planned for you! Warm up in English before doing Student Book and Workbook pages and use as many activities as possible afterwards. Be sure to schedule your time! Organize your English lesson so you will have time to do both the activities and the book pages. (See the **Time Guidelines** on page xxii.)

Q: *What should the pace of the English class be?*

A: Young children's attention spans vary; therefore, the pace in class should be lively! An activity should never be so long that a child loses interest. If you keep an activity short, children will want to get back to it soon. Young children like to do activities over and over again. Feel free to repeat activities as long as the children are still interested.

Q: *What is TPR, or Total Physical Response, and why is it important in teaching young children?*



A: Children like to be active. TPR lets you put their natural energy to use to learn English! TPR, as developed by James J. Asher, is ideal for students at the early stages of learning English, when their capabilities for verbal response are still undeveloped. TPR provides intense *listening practice* and repeated exposure to basic vocabulary words as children *physically respond* to commands. Children, especially the shyest, like TPR because no speaking is involved. Children just show they understand the action by doing the action. It's an important technique to use because it allows all children to feel successful in English from the very beginning!

Q: *What is dramatic play and why is it important?*



A: Dramatic play as a strategy for conversations among children combines the intellectual aspects of language, such as vocabulary, patterns, and structures, with the emotional and practical aspects of language. In this way, language becomes a holistic experience. In

dramatic play the teacher removes one of the major blocks to English speaking, the lack of confidence in using the language. It allows children to "step into someone else's shoes" as they become less worried about performing and more concerned about getting the meaning across to other children. Their English improves as they practice.

Q: *Why are singing and chanting key motivators in the EFL classroom?*



A: Children live in a musical, rhythmic world. Sounds, patterns, and movement are all around them. When they enter the English classroom, the most spontaneous way to introduce children to language and make them feel at ease is to involve them in music and chanting. Children who may be too shy to speak can be part of a group effort to make music. The combination of words with the beat of a chant or song is a powerful teacher of language. You, as their teacher, can write your own songs and chants by

- *thinking about key phrases and vocabulary being taught*
- *identifying a familiar easy-to-follow tune or rhythm*
- *matching the language with the rhythm*
- *looking for repetition possibilities*
- *mixing actions and TPR with props*

Use songs and chants as warm ups. Songs and chants foster memory for language through repetition. If you don't feel comfortable singing, chanting the words works equally well. Use the song suggestions in **Balloons** and chant the words.

Q: *Why are games important in the EFL classroom?*



A: Classroom games motivate children to learn language by focusing on cooperative learning in group and pair work and are excellent examples of learner-centered activities. Paying attention to different learning styles can help you design games that allow for various levels of participation from all children. The process of playing a game is more important than "winning." Young children do not need to win. They just need to experience a game as a group activity.



Q: *What is the purpose of all of the art activities in the course?*



A: Through art activities, children become engaged in something they enjoy doing naturally. As they are involved in completing their projects, you will be walking around, making comments to them, and asking questions in English. Soon, they will be interacting naturally with each other in the new language. For example, in one typical art project, children make sponge paintings of shapes. As they become involved in this fun activity, children will naturally be motivated to use the vocabulary and patterns that they are learning: "I want the (paint)" or "Give me the (sponge), please."



Q: *What are some recipes I need to know?*



A: **Uncooked play dough**

5 cups flour	2½ cups water
2½ cups salt	food coloring

Mix dry ingredients in a bowl. Add food coloring to water, then mix.

Knead into a ball. Add more flour or water as needed. Store in a plastic bag in the refrigerator. Children love the texture of this dough!

Pretzels

1½ cups warm water	1 tbsp. honey
1 package yeast	1 tsp. salt
4 cups flour	1 egg

Mix warm water, yeast, and honey together and let the mixture sit for five minutes. In a separate bowl, mix the salt and flour. Add the yeast mixture and stir them together. Use a small piece of dough for each pretzel. Brush completed pretzels with a beaten egg. Bake for 12 minutes at 425°.



Q: *What basic materials should I be collecting?*



A: Puppets: Start collecting and making puppets and use them to introduce, play games, and model. Allow children to use them. (Shy children will often not be shy with puppets or animal masks.)

How to make puppets:

Paper bag puppets: You will need: small- to medium-sized paper bags, crayons, yarn, construction paper, glue.

1. Make a bag that fits your hand into the face of an animal by drawing a mouth, nose, and eyes on it.
2. Use yarn for hair and add ears to the sides of the bag with construction paper.

Sock puppets: You will need: clean socks (small sizes for children), styrofoam balls, rubber bands, yarn.

1. Place your hand inside the sock. Your thumb should fit into the heel so the puppet can "talk."
2. Glue a styrofoam ball onto the end of the puppet for a nose or for eyes. Or, you can make eyes by pinching balls of the sock fabric together with rubber bands. Yarn makes a horse's mane.

Materials for art activities: Sponges; paints; paper plates; markers; crayons; glue; beads; stars; buttons; brightly colored paper scraps; newspapers, catalogs, and magazines to cut out pictures; scraps of materials; yarn; paint; string; ribbons; any old, small objects that can be used for collage work.

Materials that help you be creative: Large construction paper cards where you can make simple drawings of the vocabulary words or use for cut and paste activities, Storybooks for reading aloud (see

Bibliography), counters, construction paper, foil, chart paper, paper clips, used boxes that can be turned into animals and objects.



Q: *What is the most important thing about using the Student Book?*



A: The Student Book is not a book for children to work with alone! The Teacher's Edition tells you what to do to encourage conversation, to get children ready to work in the book, and to teach different skills and learning strategies.

With the book, children are listening and following directions, learning how to work in the book, and learning how books work: recognizing the front, recognizing the back, turning the page, and moving from left to right. Activities are there to encourage talking with peers and to help

children think in English. Children participate actively on each page, interacting with friends, listening to their teacher, thinking and reacting, and doing different kinds of activities.

Q: *When do I use the Workbook?*

A: The Workbook can be used in class for extra practice and reinforcement of Student Book skills when you offer additional hours of English. It can also be taken home to use as homework or to show families how their child is progressing.

Workbook pages are referenced at point-of-use in the Teacher's Edition, at the end of the lessons. When there is a cutout page, the reverse side is a design so that the process of cutting out the page will not destroy work on the back.

Q: *What is the purpose of the cutting activities and how do I help children with cutting?*

A: As young children cut out the pictures in their Student Book, they will develop eye-hand coordination and fine motor skills. The cutouts in each unit have been designed to give children practice in cutting along straight lines.

When children are first introduced to cutting, show them how to open and close the thumb and forefinger to pretend they are a pair of scissors. You may want to let children use sturdier paper when they begin to cut. Give them lots of experience cutting any way they want. Invite them to make a collage with their cuttings!

The purpose of the cutouts is to provide children with manipulatives they can use when playing games with a partner and to give them hands-on experience in learning the skill of cutting. Make sure you take the entire cutting area out of the book before the child tries to cut individual squares or rectangles. After a child has cut out and used pictures of the objects, save the cutouts in an envelope with his or her name on it so that they can be used again.

Q: *What should I use for homework?*

A: To introduce young children to the idea of homework, being responsible for getting something done on their own, ask them to bring something from home to use for a class activity. A Color Red box: "Everyone must bring something small and red tomorrow. You can color it or cut it out of a magazine, or it can be something you have at home like a plastic car." Show the objects to the rest of the class. Ask the class to say, "Red."/"It's red!" as you put each one in the Red Box.

The Workbook has practice activities that can be used for homework.

The Little Books at the end of the Workbook are perfect for sending home with children. Look at them together first in class to make sure children use the key vocabulary words they have learned when they show them to their families.

Q: *Why is giving feedback to young children important?*

A: Children need to know if they are doing something right or wrong. Catch them doing something right! Praise them! Many times children's mistakes are mispronouncing or omitting words in sentences or leaving off the ends of words. Repeat the correct version. Many times you need to overemphasize so they get the correct way of saying it.

Q: *How can Balloons be used for both large and small class sizes?*

A: All of the activities have been designed to work with small or large groups. Remember with large groups, you may want to invite one group to do a TPR activity while the others watch. Be sure that children who are watching are involved by clapping, moving, or saying "yes." Children should not be waiting for their turns! For example, if you are acting out weather words, some children can pretend to use umbrellas, others can be puddles, and still others can make rainstorm sounds. You may also divide children into pairs to practice conversations.



How do I help children make the transition between Level 1 and Level 2?



A: When children return to school for the new school year, they may have forgotten some of what they learned the previous year. You can use the Newcomer Activities on the Opener pages of each unit to provide children with a quick review of the key vocabulary and language patterns they learned in Level 1. As children begin Level 2, they will begin to remember what they learned in Level 1. Some children who never seemed to “master” what was taught in Level 1 may “bloom” or “take off” as they begin Level 2. Remember, some children take longer to speak than others.



How do I teach four-year olds who've never been introduced to English?



A: Before you begin teaching each unit in Level 2, use the Newcomer Preteaching Activities on the Opener pages to teach the key vocabulary and language patterns from Level 1. You may want to obtain the Picture Cards from Level 1, place them on the board, and display them for a month. Talk about the vocabulary and use it in games as you proceed with the Level 2 units. Because the themes are the same broad ones across all three levels of **Balloons**, the vocabulary will always be in context. Children will catch up because the Scope and Sequence is reviewed and recycled.

You may also want to teach newcomers the colors, shapes, prepositions, vocabulary, and actions that were used in Level 1. Here are some activities you can use throughout the lessons to introduce and review the language.

Colors: To introduce a new color (red, for example), use a box of red objects that you have brought in (a red ball, a red flag, and a red toy car are possible items). As you pull each item out, say and ask children to repeat the word “red.” (You can then introduce the sentence “It’s red.”) Next, invite children to look for red things in the room. There are many activities you can do as you review a specific color such as red: make

charts of red things, make little books of red things, use red play dough, make red paper hats, paint red items, eat red jello!

Shapes: For the introduction of a new shape (squares, for example), give out straws and invite children to work in small groups to form shapes with them. Encourage them to talk with each other using patterns such as, “It’s a square. It’s a triangle.” Collect straws when children are finished and save for reuse. When teaching circles, give each child a piece of yarn to make circles with a partner. Talk together about big and little circles. Cut out shape collages, form shapes with play dough, use cookie cutters, make shape charts, play shape games, and look for shapes in the classroom. Use a variety of materials and activities to keep interest high!

Prepositions: Prepositions are best taught by physically acting out the spatial relationships. For example, ask children to stand up and put their arms in front of them (or behind them). Children can line up and say “through” as they go through a hoop. Prepositions are difficult to understand unless you have “lived” them.

Vocabulary/Actions: Use picture cards, realia, or drawings made by children. Model names and play games using vocabulary. If you are using picture cards, show the card, name it, and invite children to clap if you name it correctly. They can shake their heads “No!” if the word is wrong. Later, ask a child to play the role of the teacher and ask other children to respond. Remember to use TPR when introducing commands. Using TPR keeps young children active and helps you check their comprehension.

学生用书

不断出现的人物

游戏

剪切画

吉祥物

图画辞典

讲故事画册

练习册

提供回家后或在课堂上使用的练习

强化学生用书中教过的语言点

还包括教学生自己制作的小画书

图画卡片

介绍并练习新的语言点

提供做游戏的机会

听力磁带

对话、句型、歌曲、儿歌

玩偶

每级都配有长毛玩偶吉祥物

使用玩偶进行语言示范

与学生用书互相穿插的教师、家长用书

原尺寸的学生用书书页

易于使用的授课计划

对话

歌曲

儿歌

游戏

TPR活动

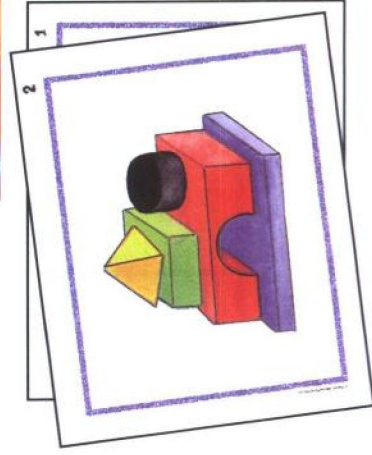
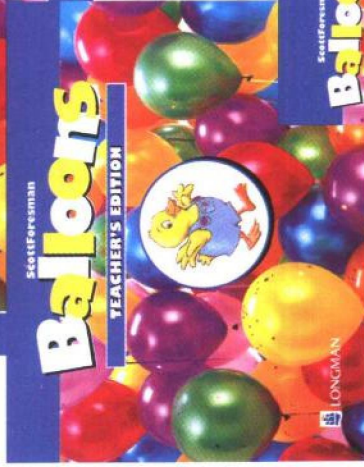
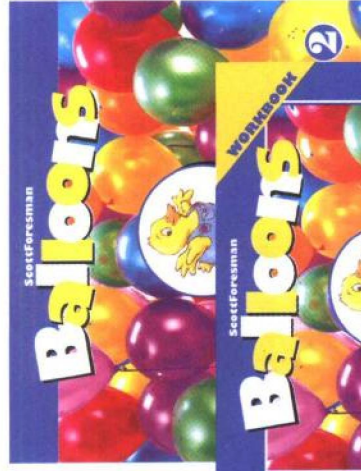
贯穿整个课程的内在联系

张贴板建议

时间安排指南

家庭参与

以及其他!



时间安排指南

每周1小时/每周3次	(20分钟) 使用课本前 使用课本时 (20分钟) 使用课本后 使用课本前 (20分钟) 使用课本时 使用课本后	每周1.5小时/每周3次	(30分钟) 使用课本前 使用课本时 (30分钟) 使用课本后 使用课本前 (30分钟) 使用课本时 使用课本后 每周两页；教学效果评估后最后一天使用讲故事画册
每周1小时/每周2次	(30分钟) 使用课本前 使用课本时 使用课本后 (30分钟) 使用课本前 使用课本时 使用课本后	每周1.5小时/每周2次	(45分钟) 使用课本前 使用课本时 使用课本后 (45分钟) 使用课本前 使用课本时 使用课本后 每单元结束时使用讲故事画册

理想的单元安排

每周2.5至5小时

	星期一	星期二	星期三	星期四	星期五
第1周	热身练习 使用课本前 使用课本时	使用课本后 练习册对应页	授课 使用课本前 使用课本时	使用课本后 练习册对应页	复习孩子们喜欢 的或需要多下功 夫的培养会话能 力的活动
第2周	练习 使用课本前 使用课本时	使用课本后 练习册对应页	练习 使用课本前 使用课本时	使用课本后 练习册对应页	复习孩子们喜欢 的或需要多下功 夫的培养会话能 力的活动
第3周	应用 使用课本前 使用课本时	使用课本后 练习册对应页	应用 使用课本前 使用课本时	使用课本后 练习册对应页	复习孩子们喜欢 的或需要多下功 夫的培养会话能 力的活动 练习册小画书
第4周	培养会话能力 的活动	更多活动 练习册对应页	教学效果评估 使用课本前 使用课本时	使用课本后 练习册对应页	讲故事活动

问：我怎样来评估小朋友们的英语？



答：由于孩子们是按照单元目标/目的活动的，您应该很了解他们能做什么、不能做什么。他们做游戏、玩玩偶以及做书中的题目时，运用的是自己学过的知识。

试着在一个小小的笔记本上迅速记下您对孩子们语言使用情况的观察结果；或者在身边准备好可粘贴的便笺，在上面可以记下关于某个孩子的情况。然后您就可以把这些轶事一样的记录整理好并贴在纸上，放到一个笔记本里。请确保您是在各种各样不同的情景中来观察孩子们的，并记下他们正在进行活动的地点。不过，对一个小朋友进行评估时，不要作示范，因为您是想知道这个小朋友从您的课堂上学到了什么。

要明白，许多三岁或四岁的孩子一开始可能不肯大声讲话，他们的沉默持续六个月到一年的时间。通常当孩子们开始下一年的英语课时，就能够讲这门新语言了。第一年中，他们与其说是在输出语言，不如说是在输入语言。他们不愿讲话的时候，不要强迫他们。他们的沉默完全是语言学习过程中的一部分。要根据他们玩游戏或遵从指令的方式，来对他们进行评估。

记忆游戏对于评估孩子们学到了什么尤其合适。他们在一个友好的游戏氛围中练习新词汇。有些孩子可能羞于开口讲话，但当他们做游戏的时候就会不自觉地开口。

怎样玩记忆游戏

让小朋友们与伙伴一起玩记忆游戏。让他们两人一组，使用两套剪切下来的卡片或画有手绘图画 of 卡片，卡片上写有新词汇。两人把他们的卡片放在一起洗好，正面朝下摊放在桌子上，轮流翻开两张卡片并说出单词。如果两张卡片相同，翻开这两张卡片的孩子们就拿走这对配起来的卡片；如果不同，就把它们放回去，由他的伙伴来继续下去。所有的卡片都配起来后，游戏结束。

经常翻翻学生用书，看一下学生的进步情况。让每个孩子每月都画一画他们自己。其他进行评估的办法有：

- 拍下小组活动的照片，并展览出来。
- 把孩子们的剪切画分别存在一个信封里，标上他们的名字，这样就可以在做游戏时反复使用。把剪切画塑封一下可以延长它们的使用寿命。随着时间的推移，您将注意到他们剪切技巧的进步。
- 保存好孩子们的首次画作，并把他们说的关于自己绘画的话贴在上面。
- 在孩子们唱歌、吟诵及对话的时候，录下他们的声音。

学生口语评估检查表

单元

学 生 姓 名

问题/任务

[illegible]

N=2需要进一步练习

M=有进步