

Chinese Language Pilot

Pre –K and Kindergarten



What?

- We propose to pilot an early language program for the purpose of enrichment at the pre-K and kindergarten levels.
- Our hope is to enhance language processing skills and further develop the areas of the brain associated with language development.

[Becoming Citizens of the World](#)

Where?

- Kindergarten – Cornwall Terrace Elementary school
- Pre school – the high school based site/early childhood learning lab

When?

Kindergarten

- During the tiered intervention time (RtII) for students who are already benchmark
- Five days during a six day cycle (½ hour each session)



- Pre school – 2 times per week – most likely Tuesdays and Thursdays in the AM
- All students would be included in these 20 minute sessions

Who?

- Learning will be facilitated by our guest teacher: Liangyang
- Facilitation will be supported by the Department of Curriculum and Instruction
- The classroom teacher will be expected to be present, but not expected to develop the lessons or direct instruction

Why?

- Research indicates language acquisition is most effective in the early grades – young brains are primed to learn
- Why Chinese – Chinese is recognized as one of the critical languages; we have the resources to support an early learning program; Chinese is a language of complex sounds most easily learned at a young age while the brain has the greatest neuro plasticity, additionally, because of this range of sounds, research suggests the language processing area of the brain can be enhanced.

How?

- We will be using a story based program to support learning
- Learning will be authentic and grounded in interaction
- Learning is thematic and can be paired with similar themes already taught in kindergarten and pre-school
- Direct instruction will be supported by story telling, active learning centers, and an on-line learning component
- Students will be encouraged to speak and interact thus engaging language throughout the process

Vision and sustainability:

We envision this pilot program growing as resources can support it. We believe, for the 2011-2012 year we would be able to continue to support the program at the 2010-2011 level and move to pilot the program in a first grade enrichment setting. Beyond 2012, expansion to other buildings or growth to the 2nd grade level and beyond would be dependent upon fiscal considerations and access to human resources. We do however, believe, we can develop other resources within the community and use technology to possibly grow this pilot program beyond what we can now support.

Alignment and Curriculum:

The proposed World Languages standards are not grade specific, however, the introduction of World Languages is recommended at the elementary level (PDE proposed standards for Modern World Languages)

The study of World Languages can foster the ability of students to:

- Improve their understanding and sensitivity to cultural differences
- Succeed in an ever changing and competitive global community
- Engage critical thinking and problem solving skills

12.1 – Communication in a target language

Stage 1

12.1.A – know the basic sound system

12.1.C – recognize common vocabulary
terms through listening and reading

12.1.E – identify words in the target
language that are commonly used in English

Performance Indicators: speak common phrases
(greetings, farewells), recognize simple spoken
conversation (colors, weather, likes and dislikes), recite
basic words with correct punctuation

12.3 – The role of culture in language acquisition

Stage 1

12.1.B – know typical expressions and gestures for basic social interaction in the target culture

Performance indicators: use culturally appropriate memorized expressions and gestures for basic social interactions (greeting and leave taking, familiar and polite forms of address, common courtesies)

<http://www.betterchinese.com/Login.aspx>

Pedagogy and the Program:

- Student centered
- Inquiry and story centered
- Repetition and review
- Active learning
- Culturally rich resources
- Resources available to take learning beyond the classroom
- Visual, auditory, and tactile learning opportunities
- on-line reinforcement
- Flexibility
- Can mirror behavioral and instructional routines already established in the regular classroom

Program Overview:

My First Chinese Words series is for the beginning young learner with no prior exposure to Chinese. This set of 36 size-appropriate storybooks is designed with the idea that young children learn best when the information given is relevant to their everyday lives, which makes learning fun and exciting. The stories contain meaningful sentence structures, teaching students to communicate in full sentences as opposed to have them memorize individual characters. The series also use overlapping content and a predictable narrative structure to provide a springboard for creative role-playing and acting. This gives children the opportunity to quickly apply what they learn in real-life situations as well as start communicating in Chinese right away.

Additionally, the storybooks are supplemented by on line learning activities further reinforcing vocabulary and pronunciation and development of literacy skills . CDs and CD-ROMs further provide opportunity for the integration of song and music and other cultural elements to make learning fun.

Program Specifics:

My First Chinese Words is a flexible series that accommodates to the student's learning environment. The 36 story books can be used in various orders according to the educators' and parents' lesson plans.

For daily lessons/sessions: Educators and parents are recommended to teach 1 story book per school week. The series is appropriate for 1 academic year (approximately 32 weeks).



For fewer than 2 weekly sessions: In learning environments in which students have 2 or less sessions per week, teachers are recommended to complete 1 story book in 2-3 weeks with additional cultural activities and learning. This series is recommended for 1 to 2+ academic years depending on learning objectives and goals.

http://www.youtube.com/watch?v=zSgM_WfRFHg&feature=player_embedded

