

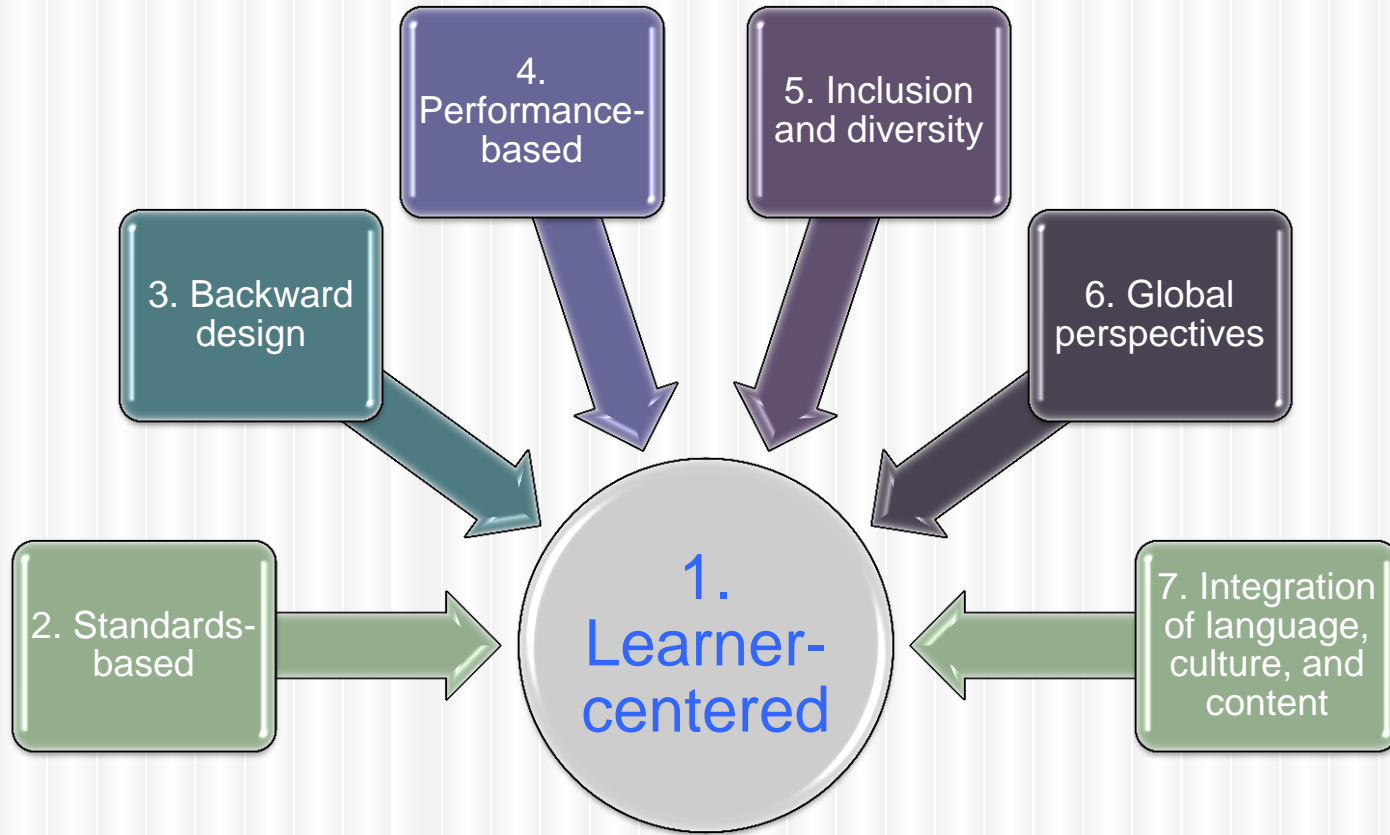
Selecting and Adapting Resources for Your Chinese Programs

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Principles of Curriculum and Materials Design for 21st Century Learners



1. Are the curriculum and materials relevant,³ engaging, and with clear expectations?

- Do the materials provide visually and culturally rich images and ample audio-based and written texts in a variety of genres?
- Do they help students to discover answers for themselves, in addition to rote memorization?
- Do they create contexts for students to use what they've learned in real life?



2. Are the curriculum and materials standards-based?

ACTFL World-Readiness Standards for Learning Languages

Communication

Cultures

Connections

Comparisons

Communities



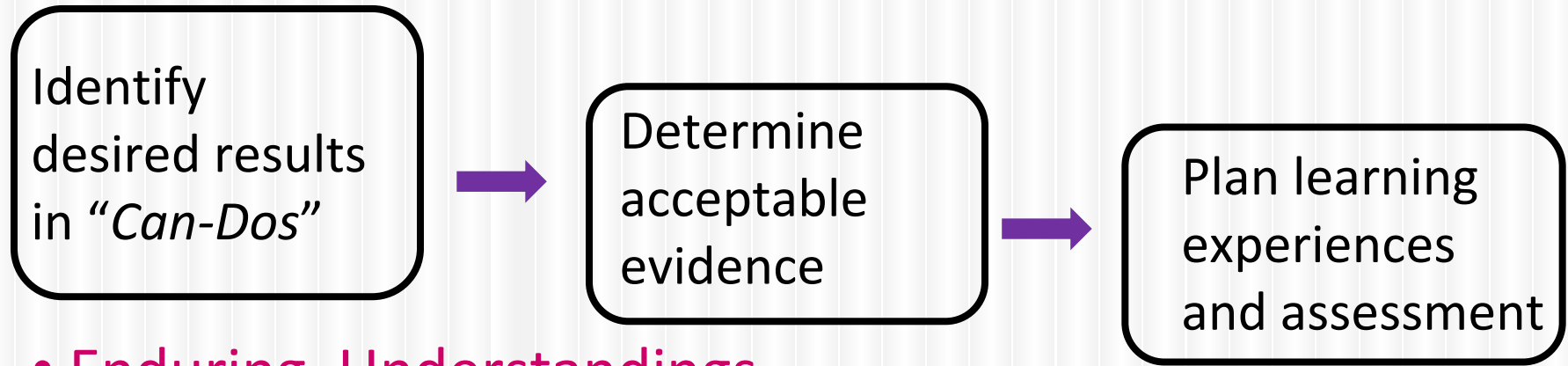
3. Do the curriculum and materials follow the principle of backward design?

- Do they start with the end goal in mind? What do they expect students to know and be able to do at the end of the lesson/unit/book?
- Do they help students connect *language, content, and culture* with a “big idea” and promote understanding beyond simply knowing vocabulary and grammatical patterns?



4. Is assessment performance-based?

Stages in the **Backward Design** Process:

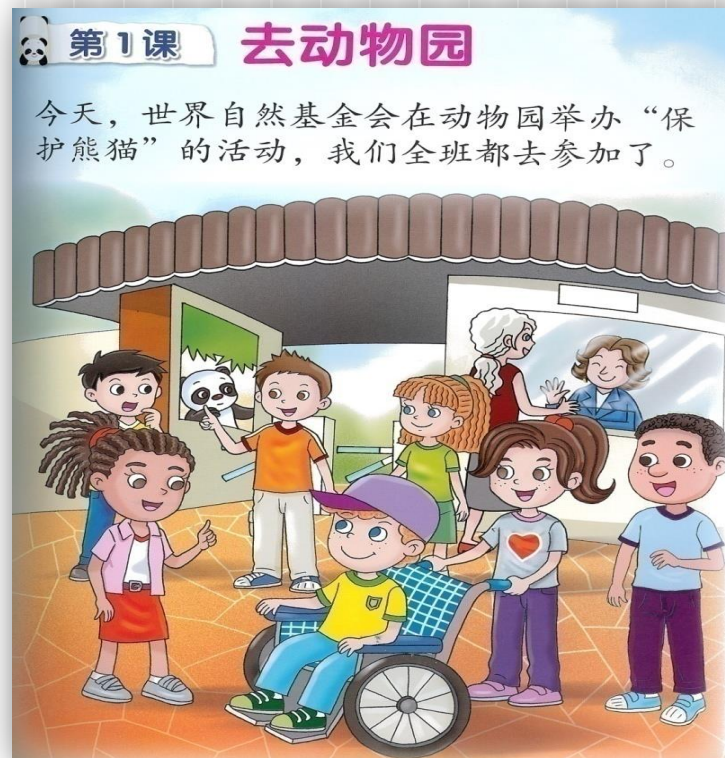


- Enduring Understandings
- Essential Questions

Does the Teacher Guide provide examples, instructions, and explanations?

5. Do the curriculum and materials show diversity and inclusion of all children?⁷

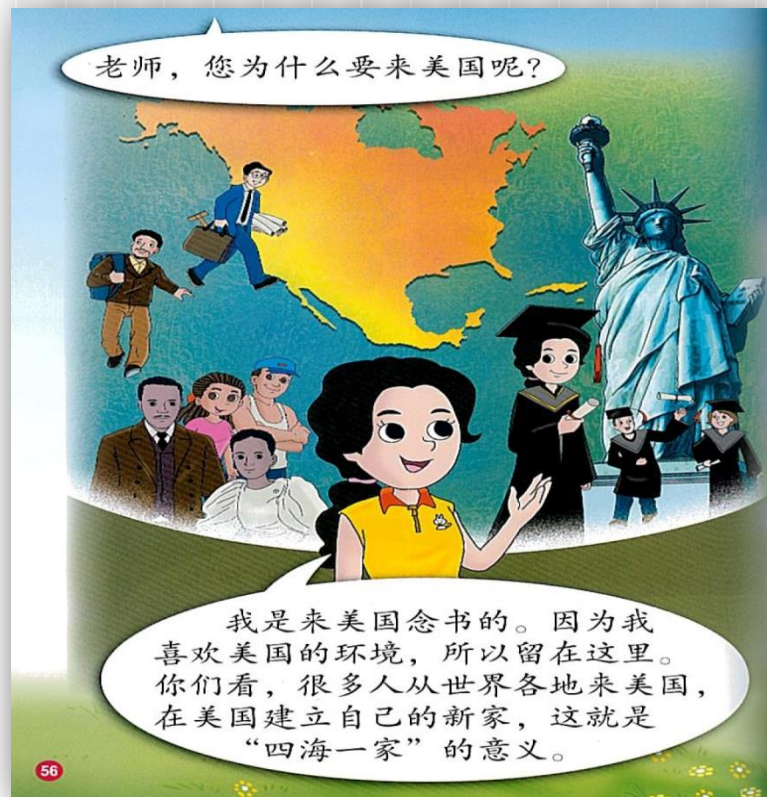
- Will learners develop an appreciation for diverse cultures, characters, backgrounds, abilities, interests, and perspectives?
- Do the curriculum and materials pay enough attention to age, proficiency levels, multiple intelligences, different learning styles, and thinking skill development?



6. Do the curriculum and materials develop students' global perspectives?

Will learners:

- Develop a worldview?
- Understand that there are multiple perspectives?
- Have the opportunity to explore China, the U.S., and other countries and cultures?
- Compare languages, cultures, and ways of being in the world?



7. Do the curriculum and materials integrate language, culture, and content?

孙悟空来看我



第一课 这是什么？



第九课 孙悟空，再见



From Principles to Practice

The story of Yu Ying's
balanced literacy program and
its six-year journey of selecting
and adapting
Curriculum, materials, and
resources to meet the needs of
students



Washington Yu Ying Program

- Opened Fall 2008
- K-Grade 5: 50% partial Chinese immersion
- PreK-3 & PreK-4: full Chinese immersion
- K-Grade 5 all subjects taught in both Chinese and English on alternating days
- Racially diverse population
- High-performing school in Washington, DC



Yu Ying Base Curriculum

- Fall 2009
- K-2
- PD for teachers (mid year)
- Met all our requirements for an Immersion Chinese Curriculum

6-Year Journey

2009

Entire Curriculum was based on *Flying with Chinese* (FWC, Wang, Dahlberg, et al. 2007-13)



2014

FWC has continued to be the foundation of our Chinese language arts program; we have been expanding our curriculum, materials, and resources as we grow



Considerations

- Alignment with Core Curriculum Model
- Teaching in Isolation
- Common Core
- State Testing
- Non-heritage Parent Support
- Experience Level of Teachers
- Administrative Support
- Resources

Adaptations/Modification

- Breaking down the curriculum for your program
- Differentiating between 3 and 4 skilled words

4 Skilled

友



Read, write, understand, and recognize

3 Skilled

山



Read, recognize, and understand



Literacy

Modified Chinese Daily 5

- Word work
- Reading
- Guided, SSR, Assessment
- Writing
- Listening to reading
- Writing program
- Whole-group lessons



Literacy

Take Home Readers



Guide Reading Running Record (Teacher Guide)
 指导阅读流水记录 (教师指导)

Accurate reading 认读准确	✓✓✓	✓✓✓✓ 我爱中文
Substitution 代替	我爱中文 (child) 我爱中文 (text)	✓✓✓大 我爱中文
Self-correction 自我更正	我爱中文 我爱中文	✓✓✓sc✓ 我爱中文 ✓✓✓sc 我爱中文

Running Record Level D

Name: Y. Chen Date: _____ Assessed by: _____

Page: _____ E = errors S-C = self-correction

儿的世界

亮, 有这么多鱼!

好像天上的星星!

他好像石头不像鱼。

好像一匹小马。

里, 石头鱼、海马。

复
nce)

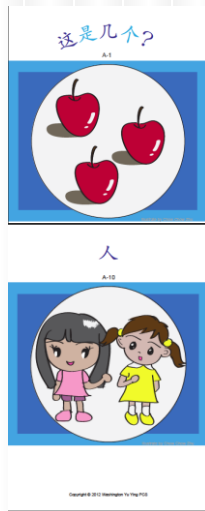
我爱中文
~~~~~

海底世界。

## Assessment System



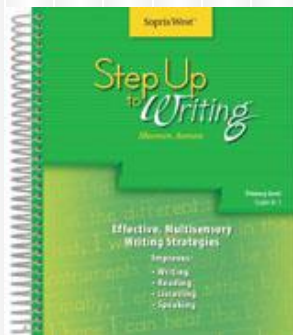
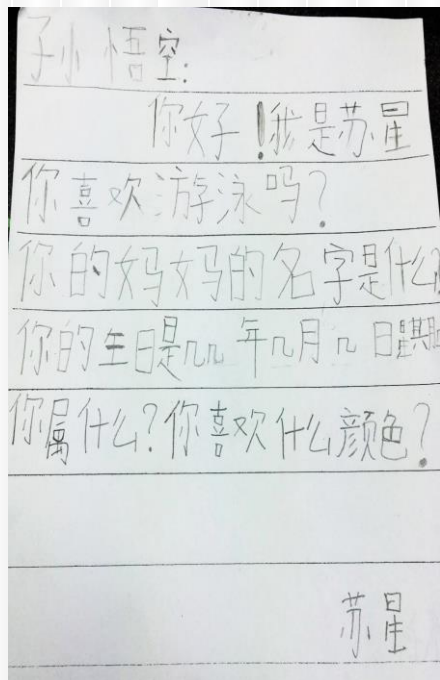
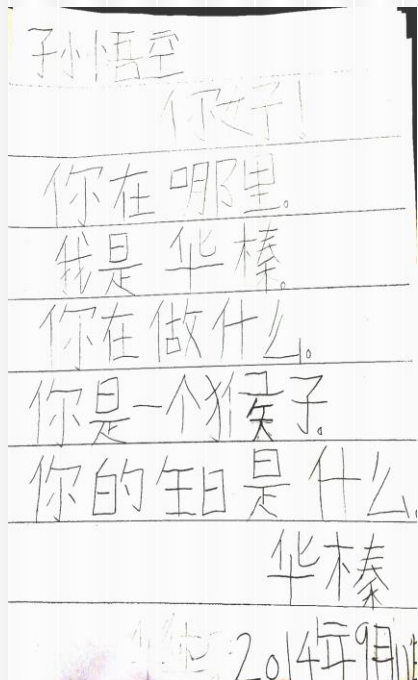
## Literacy Assessment



## Reading Series

# Writing

Grade- extended writing practice from FWC Lesson 1 and 2 in 2A - a letter to Sun Wu Kong



Color code questions words for the writing program

疑问词/动词 (解密颜色系列)

Color coded Question Words

|   | Words    | Pictures | Sound                |
|---|----------|----------|----------------------|
| 1 | 谁        |          | <input type="text"/> |
| 2 | 什么       |          | <input type="text"/> |
| 3 | 哪里       |          | <input type="text"/> |
| 4 | 什么时候     |          | <input type="text"/> |
| 5 | 动词       |          | <input type="text"/> |
| 6 | 怎么 / 怎么样 |          | <input type="text"/> |

# Assessments

1st Grade Chinese Writing Assessment (1)  
 ----- total point 25 -----  
 班级: \_\_\_\_\_ 名字: \_\_\_\_\_ 成绩: \_\_\_\_\_

一、把句子的各部分涂上不同的颜色。(15%)

\*\*提示:

谁 (红色)      什么 (粉红色)      什么时候 (绿色)  
 谁 (蓝色)      为什么 (黄色)      怎么样 (紫色)

1. 昨天, 我跑到山上玩。  
 2. 新年, 小朋友吃饺子。  
 3. 春天, 平平喜欢听鸟叫。  
 4. 今天, 莉莉穿漂亮的衣服去学校。  
 5. 八点半, 外公说十二生肖的故事。

K Chinese Language Art Assessment  
 (Writing With Chinese BC 13, 14, 15, 16)  
 名字: \_\_\_\_\_ 日期: \_\_\_\_\_ 分数: \_\_\_\_\_

(一) 完成下列的字:

例: 七 → 日

(1) 三      (2) 六

(二) 数一数:

例: 日 (4) 笔 第2笔是 ( 7 )  
 (1) 四 ( ) 笔 第3笔是 ( )  
 (2) 五 ( ) 笔 第2笔是 ( )  
 (3) 六 ( ) 笔 第1笔是 ( )  
 (4) 七 ( ) 笔 第1笔是 ( )

(2) 鱼  
 (3) 年  
 (4) 春  
 (5) 香

(四) 连一连

(1) 过年吃粽子  
 (2) 过年吃鱼  
 (3) 过年吃年糕  
 (4) 年夜饭又叫  
 (5) 那是水饺  
 (6) 天黑了, 老

Grade: 2nd Class: \_\_\_\_\_  
 Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Reading or Writing       | Name of the Assessment                    | Total Number Points | Number of Points Attained |
|--------------------------|-------------------------------------------|---------------------|---------------------------|
| Writing                  | Filling in the Missing Stroke             | 30                  |                           |
| Reading                  | Matching Words and Pictures               | 24                  |                           |
| Reading                  | Combining Characters to Create A New Word | 24                  |                           |
| Reading                  | Filling in the Blank                      | 9                   |                           |
| Reading                  | Circle the Answer                         | 9                   |                           |
| Reading                  | Homonyms                                  | 9                   |                           |
| Reading                  | Sequence the Sentences                    | 6                   |                           |
| Reading                  | Reading Comprehension                     | 9                   |                           |
| Reading                  | Filling in the Blank with UOI Words       | 9                   |                           |
|                          | Total                                     | 129                 |                           |
| Authentic Resource Score | Authentic Resources                       | 9                   |                           |

四、填空, 只填a, b, c序号。

例: a. 莉莉    b. 可是    c. 不过  
 我叫 a 。

a. 感谢    b. 进步    c. 兴奋

- 莉莉要和爸爸妈妈到中国去, 她很\_\_\_\_\_。
- 玛丽每天都和朋友说中文, 她的中文\_\_\_\_\_了许多。
- 我的新同学们很和气, 他们常常帮助我, 我很\_\_\_\_\_他们。

看看图片, 你在这里会做什么?



- A. 写信  
 B. 寄信  
 C. 丢垃圾

4. 什么时候我们送给朋友这个卡片?

- A. 感谢他们的时候  
 B. 他们生日的时候  
 C. 过中国年的时候



# Alignment

| POI unit                         | Proficiency level expectation | MLA standards | Performance tasks                                                                                                                                                                                                                                                                                                                                                          | transitional words/phrases/social language                                                                                                                                      | literature (i.e. fairy tale, traditional story, classics etc.) | informational text | poem |
|----------------------------------|-------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------|------|
| K - Who We Are                   | NL                            |               | <p>I can imitate the sounds and works that I hear.</p> <p>I can say the names of familiar people, places, and objects in pictures and posters using single words or memorized phrases.</p> <p>I can introduce myself</p> <p>I can count number in Chinese up to 30</p>                                                                                                     | 我们是朋友/家人的关系。妈妈/爸爸/哥哥/弟弟/妹妹/姐姐                                                                                                                                                   |                                                                |                    |      |
| K-Where We Are In Place and Time | NL                            |               | <p>I can imitate the sounds and works that I hear.</p> <p>I can say the names of familiar people, places, and objects in pictures and posters using single words or memorized phrases.</p> <p>I can use an appropriate introduction to begin a presentation</p> <p>*I can say a planned journey including people, location, things should bring and what might happen.</p> | 旅行/火车/汽车/船/校车/飞机/自行车, 我和谁——坐——去——。                                                                                                                                              |                                                                |                    |      |
| K-How the World Works            | NL                            |               | <p>I can imitate the sounds and works that I hear.</p> <p>I can say the names of familiar people, places, and objects in pictures and posters using single words or memorized phrases.</p> <p>I can use an appropriate introduction to begin a presentation</p>                                                                                                            |                                                                                                                                                                                 |                                                                |                    |      |
| K-Sharing the Planet             | NM                            |               | I can present simple information about something I learned using words, phrases, and memorized expressions.                                                                                                                                                                                                                                                                |                                                                                                                                                                                 |                                                                |                    |      |
| K-How We Organize Ourselves      | NM                            |               | I can express my likes and dislikes using words, phrases, and memorized expressions.                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                 |                                                                |                    |      |
| K-How We Express Ourselves       | NM                            |               | I can present simple information about something I learned using words, phrases, and memorized expressions.                                                                                                                                                                                                                                                                |                                                                                                                                                                                 |                                                                |                    |      |
| 1st-Who We Are                   | NM                            |               | <p>I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <p>I can evaluate if an action is responsible or irresponsible according to our responsibilities.</p>                                                                                                                                                                          | <p>_____的工作是什么？</p> <p>_____的工作是_____。</p> <p>_____在哪里工作？</p> <p>_____在_____工作。</p> <p>_____做什么？</p> <p>_____帮助我们/社区_____。</p> <p>_____ (职业)用什么工具？</p> <p>_____ (职业)用_____。</p> |                                                                |                    |      |
| 1st-How We Organize Ourselves    | NM                            |               | <p>I can present personal information about myself and others using</p> <p>I can present short description on function of social hierarchy.</p> <p>I can describe how a job helps the community.</p> <p>I can describe my family members' job.</p>                                                                                                                         |                                                                                                                                                                                 |                                                                |                    |      |

## Current Unit: How We Organize Ourselves: Community

### Summary

Subject Focus: English, Social Studies, Chinese. Year: Grade 1 Start Date: W3 October  
 Duration: 6 weeks

4 of 6 weeks



### Transdisciplinary Theme

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### Central Idea

People live, work and interact within their communities.

### Lines of Inquiry

- Elements of a community\*
- Interdependence of a community
- Ways to take action within our community

# Alignment

|                                                                                |                                                                                                                                                                                                                                        |                                                                                                                                                                                    |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards</b>                                                               |                                                                                                                                                                                                                                        |                                                                                                                                                                                    |
| <b>Resources Needed</b>                                                        | Big foldable books, pens, markers, construction paper                                                                                                                                                                                  | Big foldable books, pens, markers, construction paper                                                                                                                              |
| <b>Snack 11:10-11:30 Chinese Language Arts Flying with Chinese 11:30-12:00</b> | 1. Students get their snack and form a circle to sit on the carpet<br>2. The teacher will read a Chinese book to the students<br>3. The students brainstorm ideas for their class book and write together with the help of the teacher |                                                                                                                                                                                    |
| <b>End of Week Objective</b>                                                   | Display the feeling words: 烦恼, 高兴, 担心, 兴奋. Ask students how they feel and why, using 因为。。                                                                                                                                              | Show students what mulan did, and look at the dialogues together.                                                                                                                  |
| <b>Interpretive Mode</b>                                                       | Building Literacy<br>1, tell someone that something is dangerous and tell someone not to worry about me<br>2, introduce a question, using 请问<br>3, make an explanation, using 因为。。                                                     | Building Literacy<br>1, tell someone that something is dangerous and tell someone not to worry about me<br>2, introduce a question, using 请问<br>3, make an explanation, using 因为。。 |
| <b>Interpersonal Mode</b>                                                      | 4, make a comment by providing another point of view, using 虽然。。                                                                                                                                                                       | Read page 20 and 21. Do role play.<br>您好, 请问花将军在家吗<br>你是谁, 我不认识你<br>您认识我的, 请问花将军在吗<br>我就是, 你是谁?<br>爹, 您不认得我了吗? 我是您的女儿啊。                                                            |
| <b>Interpersonal Mode</b>                                                      | Discuss 花将军可以不去打仗吗? 儿子可以替他去吗? 他有什么责任?<br>Talk about your responsibility at home.                                                                                                                                                       | Students discuss with partners what kind of thing is 危险                                                                                                                            |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>End of Week Objective</b>        | SWBT describe the impact of migration                                                                                                                                                                                                                                                                                                                                                                                                                                         | SWBT describe the impact of migration                                                                                                                                                                                                                                    |
| <b>Direct Instruction</b>           | Show the story in Flying with Chinese 4. Discuss why each character move to the U.S and the impact of their migration. Show immigration data from: <a href="http://teacher.scholastic.com/activities/immigration/">http://teacher.scholastic.com/activities/immigration/</a> exam the facts.                                                                                                                                                                                  | Reflect what students can bring with them in a brown bag, brainstorm the challenge immigrants face. Discuss the impact of immigrants to the U.S., eg: bring culture, skills...Review the concept 四海一家(no matter where people are from, they are a community/family here) |
| <b>Learning Centers</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                          |
| <b>Center 1 (Interpretive MOC)</b>  | Students take notes and do a "I read/ I feel" T chart.<br>Tell students they are going to migrate to China and give each one of them a large brown bag. Instruct them that they cannot bring anything with them that will not fit into the bag. They brainstorm and decide what possessions they would like to take. Discuss the weather for the trip, the time frame, and transportation. Students then write on another card about what they could do to impact the locals. | Students will continue to work on their migration story book.                                                                                                                                                                                                            |
| <b>Center 2 (Interpersonal MOC)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students brainstorm ideas to ask immigrants and do a mini interview.                                                                                                                                                                                                     |

|                                    |                                                                               |                                                                                                                                                                                |
|------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>End of Week Objective</b>       | Read Aloud<br>Chinese Language Art/FWC                                        |                                                                                                                                                                                |
| <b>FWC whole group instruction</b> | 费的好处。讨论好处坏处<br>句型: 因为。所以。对。有好处/坏处<br>处: 好的地方<br>处: 坏的地方<br>。的好/坏处: 给。带来的好/坏/处 | SWBAT use 如果。就。。<br>除了。以外。还。<br>match the following pictures and make reasonable sentences:<br>如果下雨, 就要带伞。<br>如果你渴了, 就要喝水/饮料。<br>如果饿了, 你就吃东西。<br>如果去中国, 就要说中文。<br>如果生病了, 就要吃药。 |
| <b>Interpretive Mode</b>           |                                                                               |                                                                                                                                                                                |

Year 5- on Alignment

# Home Connection

育英

WASHINGTON  
YU YING  
PUBLIC CHARTER SCHOOL

220 Taylor St NE  
Washington DC 20017

202-635-1950  
info@washingtoneyu.org

## Chinese Flashcards/Word Rings

All files are in PDF format.

To make the **Flashcards**: print each page, cut in half, fold, and staple.

To make the flashcards into a **Word Ring**: punch a hole in the top of the flashcards, and add a ring or string to attach the cards together.

| Grade         | Trimester 1 (4 skilled words) | Trimester 2 (4 skilled words) | Trimester 3 (4 skilled words) | Whole school year 2010-2011(3 skilled words) |
|---------------|-------------------------------|-------------------------------|-------------------------------|----------------------------------------------|
| Kindergarten  | KA                            | KB                            | KC                            | 3 Skill Words                                |
| 1st           | 1A                            | 1B                            | 1C                            | 3 Skill Words                                |
| 2nd, 3rd, 4th | 2A                            | 2B                            | 2C                            | 3 Skill Words                                |

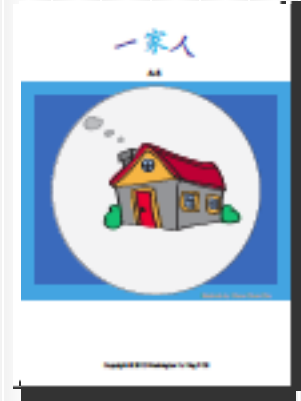
NOTE: 1st, 2nd, 3rd Graders should also review KA, KB, and KC words, which were taught in the 2009-2010 school year.

Add item [Customize this list](#)

| Flashcards/Word Rings | Grade         |
|-----------------------|---------------|
| Sort                  |               |
| Flashcard 2A          | 2nd, 3rd, 4th |
| Flashcard 2B          | 2nd, 3rd, 4th |
| Flashcard 2C          | 2nd, 3rd, 4th |

## Level E

|              |              |
|--------------|--------------|
| E-2 花花找不到书包  | E-2 花花找不到书包  |
| E-1 动物园有意思吗? | E-1 动物园有意思吗? |
| E-3 小猪去舅舅的家  | E-3 小猪去舅舅的家  |
| E-4 小猫吃鱼     | E-4 小猫吃鱼     |
| E-5 乐乐和她的朋友  | E-5 乐乐和她的朋友  |
| E-6 小月月学乖了   | E-6 小月月学乖了   |



## Virtual Chinese Word Wall

Similar to the Word Walls in the Chinese classrooms, this resource can be used to help with reading and writing homework.

1. To practice reading at home.
2. To review what has been learned in the classroom.
3. To further learning more new words if interested.
4. To help assist with Chinese reading and writing homework.

Click on the links below to download PDF files to practice listening, speaking, reading and writing. You will need [Adobe Reader](#) to view and listen to the audio in each of the files below. Adobe Reader can be downloaded for free at <http://www.adobe.com/reader/>. \*Note: users: If you use the application Preview for PDF documents, it will NOT work for the audio portion of these files. You must use Adobe Reader.

|                        |                                         |                  |                             |
|------------------------|-----------------------------------------|------------------|-----------------------------|
| 常用动词<br>Action Words   | 动物、鸟、昆虫<br>Animals, Birds, Bugs         | 身体<br>Body       | 情感<br>Emotion               |
| 交通工具<br>Transportation | 地点<br>Place                             | 衣服<br>Clothes    | 运动<br>Sports                |
| 颜色<br>Color            | 食物<br>Food                              | 饮料<br>Drink      | 什么、为什么...<br>Question Words |
| 月份<br>Months           | 星期<br>Days of Week                      | 职业<br>Occupation |                             |
| 家庭<br>Family           | 反义词、形容词<br>Opposite & Description Words | 天气<br>Weather    | 季节<br>Seasons               |



# Resources

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- [Books used in the program](#)
- Chinese Resource Room
- [Portal Chinese Resources](#)
- [Authentic Resources](#)
- [Homemade Chinese level readers](#)
- [Chinese guided reading books](#)
- [Chinese resource inventory\\_2014-2015](#)
- [CLA pacing in Managebac](#)

# Discussion

## Questions for Yu Ying?

Questions from Chinese Early Language and Immersion Network at Asia Society (CELIN):

- *What are your needs in materials, curriculum, or assessment?*
- *What can we do together?*



# Thank you! 谢谢!

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