Instructional Strategies You Can Use in Your Elementary School Classroom

Joy Kreeft Peyton, CELIN@Asia Society
joy@peytons.us
Betsy Hart, National Foreign Language Center (NFLC)
bhart@nflc.umd.edu
Meiching Chang, Glastonbury High School, CT
changm@glastonburyus.org

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Session Overview

• The 6 STARTALK Principles in Action - Meiching Chang

• STARTALK Resources - Betsy Hart

• CELIN Resources - Joy Kreeft Peyton

• Questions/Discussion
STARTALK Goals

• Increase the quality and supply of teachers of critical languages throughout the nation
• Stimulate significant increases in the number of students enrolled in the study of critical languages
• Improve the quality and effectiveness of critical language curricula
The six STARTALK principles for curriculum, instruction, and assessment
Implementing a Standards-Based and Thematically Organized Curriculum

• District curriculum on Rubicon
Implementing a Standards-Based and Thematically Organized Curriculum

- 2017 STARTALK Level 1 Curriculum

STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

The overarching theme of the program is "Discover China Through Authentic Tales". In level 1, students will explore and express who they are, where they live, and what their heritage is in the target language. They will learn to greet people and describe themselves and their families, including ages, birthdays, nationalities, and their likes and dislikes. They will exchange e-mail addresses and phone numbers, and they will be able to communicate with new acquaintances in person, on the phone, and in e-mails. Students will also experience the culture aspects of the tale through food, Chinese art, and performances.

Students will learn the advantages of knowing more than one language and will create an identity where they are working and living in the target culture as if they are simulated to have Chinese teenagers as reading partners and go to the famous TV show called "Readers" together in China. Students will learn to talk about their daily activities and schedules by comparing and contrasting their daily routine to their Chinese reading partners in China. In addition, students will learn, practice, and write Chinese calligraphy because they will give their Chinese calligraphy writing as gifts for their reading partners. Finally, students will role-play their future identities and will learn more about the identities of the other students in class.

By the end of the program, students will be able to introduce themselves, provide information about themselves and their families, and comprehend full sentences and phrases about their Chinese reading partners who are going to attend the famous TV show together.
Facilitating a Learner-Centered Classroom

- **Activities:** Students use picture cards to ask appropriate questions.
Facilitating a Learner-Centered Classroom

- *Stations:* Students work on putting parts of words together to make words, putting words together to make sentences, and identifying correct responses for questions.
Facilitating a Learner-Centered Classroom

- Project: Students present their knowledge of days of the week, food, measuring words, and colors in “The Very Hungry Caterpillar.”
Using the Target Language and Providing Comprehensible Input

• The single greatest factor to building student proficiency is use of the target language.

• i + 1 (Krashen)
Integrating Culture, Content, and Language

• Teacher-made Jeopardy Game
• Students demonstrated what they learned about Chinese New Year
• Culturally appropriate prizes
Integrating Culture, Content, and Language

- Teaching with authentic games, food, and activities
Integrating Culture, Content, and Language

• Making connections with local cultures
Adapting and Using Age-Appropriate Authentic Materials

- Using authentic children’s books in class
- Reading room
Adapting and Using Age-Appropriate Authentic Materials

- Lead teacher demonstrating how to use authentic children’s books in class in the target language
Conducting Performance-Based Assessment

• *Backwards design*: what students should know and be able to do at the end of the year, unit, lesson.
Conducting Performance-Based Assessment

- Variations of the same assessment for differentiation
RESOURCES FOR CHINESE TEACHERS

STARTALK Resources

www.startalk.umd.edu
RESOURCES, RESOURCES, RESOURCES

Website Updates

#startalk19
STARTALK Summer Programs

Information about 2019 STARTALK Summer Programs is now available to

STARTALK's Mission

STARTALK's mission is to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages. STARTALK offers students (K-16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development.
CLASSROOM ACTIVITIES

Organized by modes of communication

Find activities using filters

Video Support

#startalk19
**Interpretive Mode**
These activities ask learners to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Four Corners - Checking for Understanding**
  This activity is designed to allow students to demonstrate their understanding of a message by moving around the classroom in...

- **Picture Sequencing**
  The purpose of this activity is to present language in meaningful context with supporting visuals. This activity requires that...

- **Respond to a Survey**
  This is a self-paced activity, in which students read questions or statements and select the most appropriate answer from a...

**Interpersonal Mode**
These activities ask learners to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- **Find Someone Who...**
  This activity allows students to ask and answer questions with many different partners (ideally most if not all other students...)

- **Inside/Outside Circles**
  This cooperative learning strategy actively engages students as they work with multiple partners to ask and answer questions...

- **Keep the Conversation Going**
  The purpose of this activity is to allow students to say everything they know how to say about a topic. This activity allows...

**Presentational Mode**
These activities ask learners to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- **Frayer Square**
  The Frayer Square is a four-section graphic organizer tool that can be used to gain a deeper understanding of vocabulary and...

- **Recall Brainstorm**
  This is a quick activity that allows students to both consolidate prior learning and connect current & prior content using...

- **Storytelling with a Photo**
  In this activity, students carefully examine a photograph that is culturally authentic and has an emotional element. Then...
Classroom Activities

Displaying 1 - 8 of 18 found  Reset

Agreement Circles
Agreement Circles is a kinesthetic process that engages students in debating ideas concerning the topics allowing...

Chat Stations
Chat stations are low-prep, small-group discussions on different topics that allow students...

Clothespin Sliders Partner Conversations
This is a structured conversation activity in which students take turns allowing...

Find Someone Who...
This activity allows students to ask and answer questions with many different partners (ideally most if not all other students...)

Four Corners - Conversations
This activity is designed to allow students to demonstrate their understanding of a message by moving around the classroom allowing...

Inside/Outside Circles
This cooperative learning strategy actively engages students as they work with multiple partners to ask and answer questions allowing...

Jigsaw: Base Groups/Expert Groups
The purpose of this activity is twofold: first, to comprehend and infer meaning from a text by becoming an expert on a portion allowing...

Keep the Conversation Going
The purpose of this activity is to allow students to say everything they know how to say about a topic. This activity allows...
Four Corners
Chat Stations
This or That?
Frayer Square
The Big Wind Blows
What's in the Bag?
Silent Debate
Inside/Outside Circle
LESSON CAN DO: I can say what I want to visit in a city.
Discover the French City of Angers

Author
Laura Terrill

Description
Students explore the city of Angers from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique.

NCSSFL-ACTFL Global Can-Do Indicators

Novice > High > Interpersonal: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Novice > High > Interpretive: I can identify the topic and some isolated facts from simple sentences in informational texts.

Novice > High > Interpretive: I can understand familiar questions and statements from simple sentences in conversations.

Novice > High > Presentational: I can present personal information about my life and activities, using simple sentences most of the time.

Publish your lesson in CREATE and it will be available for other educators to find, use, adapt.
THE CHARMING CITY OF LIJIANG, CHINA

AUTHOR
Luzhen (Lynn) Tian

TOPICS
China, Teaching And Learning, Cultural Understanding

TARGET LANGUAGE
Chinese *

GRADE RANGE
High School (9-12)

TARGET PROFICIENCY LEVEL
Novice > Mid

TIME REQUIRED
200 min.

DESCRIPTION
This is a section of the curriculum. The thyme is "My New Community", guided by a story of an American boy relocated with his family to Yunnan, China. He is settling in and exploring the region to gain a better understanding of it.
www.startalkcreate.org
K-5 Word Frequency Dictionary & Character Assessments

*The Word Frequency Dictionary can help to:*

- Predict L2 student’s reading comprehension by grade
- Provide vocabulary guidelines for textbook writing and reading material selection
- Inform the development of assessments

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Guiding Principles for Early Literacy Experiences for Beginning Learners of Chinese

Committee Members: Helena Curtain, Michael Everson, Yalan King, Claire Kotenbeutel, Magaly Lavadenz, Ping Liu, and Claudia Ross

As more STARTALK Chinese programs are implemented, the need for direction on how to provide appropriate early literacy experiences while also building oral language skills has become clear. Chinese programs in general do not have the advantages of commonly agreed-upon approaches to literacy that are found in mainstream first language (L1) English language programs or in programs for more commonly taught foreign languages (L2). Also, few materials give guidance on basic methods of teaching literacy to students who are beginning their study of Chinese, especially at the elementary and middle school levels. This paper is an attempt to synthesize effective practices in this area. The focus is on programs in grades K–8, but the principles can be applied to the teaching of students at any level. The focus is also on students who have had no previous exposure to Chinese as a heritage language, but the principles apply to both heritage and nonheritage learners.

The following three guiding principles for effective Chinese language literacy instruction can assist how best to approach early literacy instruction for beginning learners of Chinese. The principles are based on the concept that character and vocabulary knowledge are not taught in isolation but instead are integral parts of thematically based content and contexts. These three principles flow from and are an extension of the six STARTALK Endorsed Principles for Effective Teaching and Learning. Each is designed to be used in conjunction with those six principles.

Principle 1: Literacy instruction is an integral part of a comprehensive STARTALK language program.

1.1 Teachers establish realistic literacy goals based on the type of program and on the instructional time available.

1.2 Literacy instruction takes into consideration the students’ age, Chinese proficiency, and English reading and writing levels.

1.3 Practices in literacy instruction are supported by research on Chinese first and second language readers.

Principle 2: Literacy instruction is incorporated in a thematically based, balanced approach that encompasses both higher- and lower-level skills and competencies.
Chinese Early Language and Immersion Network: CELIN at Asia Society

Shuhan C. Wang  Joy Kreeft Peyton  Ting Shen

http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network
Mission

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world
CELIN Briefs 专题指南系列

- 11 CELIN Briefs have been published
- Bilingual in English and Chinese

CELIN Briefs Editors:
Shuhan C. Wang, Ph.D., shuhancw@gmail.com
Joy K. Peyton, Ph.D., joy@peytons.us

Find CELIN Briefs at: http://AsiaSociety.org/CELIN
Curriculum, Instruction, and Assessment for Elementary Chinese and Immersion Programs

Introduction

World language education in the United States is becoming increasingly important and is an integral component of our ever-changing global society. Students must strive to become 21st century citizens, fully equipped with the necessary skills to participate successfully in school, the workplace, and their lives. These skills include intercultural competence as well as interpersonal skills, which are learned and enhanced in language classes. Across the country, more and more young learners have the opportunity to study Chinese in elementary school. Elementary school Chinese programs help to prepare students with a solid foundation in Chinese language and culture and lead them toward becoming proficient speakers. The design of these programs is integral to their success in providing students with Chinese language and culture that is developmentally and linguistically appropriate.

This Brief provides information and strategies for curriculum planning, instruction, and assessment for language learning and teaching. It also highlights components needed for a successful elementary school experience and provides strategies for engaging children in their learning. It intends to be useful for Chinese language teachers, curriculum developers, and program administrators in helping children achieve their targeted learning goals in the elementary school Chinese foreign language or immersion program.

The Brief draws heavily on knowledge and resources developed and lessons learned from STARTALK, a U.S. Department of Defense-funded project whose mission is "to increase the number of U.S. citizens learning, speaking, and teaching critical need foreign languages" (STARTALK, 2017). Since 2007, STARTALK has offered students in grades K–16 and teachers of these languages "creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development." These programs are developed using principles of highly effective language teaching and learning, which have become the foundation for successful STARTALK programs. Learners work with authentic, age-appropriate texts, in a learner-centered environment, as they engage in real-world performance tasks, which allow them to use the target language beyond the classroom.