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A Collaborative Thematic Approach to Transfer Skills in Immersion Classrooms

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Objectives for the session

- Share the experience of our project.
- Give examples of how we used collaborative approach to teach cross-curricular lessons in English and Chinese.
- Help participants brainstorm how they use this approach in their own school.





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Our Teachers
Our School
Our Approach

Program at A Glance

- K and 1st grade: Full Chinese Immersion
- 2nd grade: Begin formal English instruction for 60 minutes per day
- 3rd grade: 60 minutes English instruction per day
- 4th and 5th grade: 90 minutes English instruction per day



Challenges:

English Teachers:

- Not enough time for content instructions
- Not enough English vocabulary for acquiring content knowledge

Chinese teachers:

- Not enough Chinese vocabulary for deeper understanding
- Not enough time for preparation of Testing



MCA-II Assessment

Minnesota State Testing

- State-wide math and reading tests
- Beginning at 3rd grade
- Conducted in English



2009 – 2010 test results:

The first Kindergarten Immersion students

98% of our 3rd grade students scored proficient or higher in math.

87% of our 3rd grade students scored proficient or higher in English reading.



What does this data tell us?

- Students do learn!
- Between learned Chinese and English: Knowledge and skills are transferrable



How can we maximize students' learning with the challenges in Chinese and English instruction?

- Theme based curriculum design
- Maximum cross-curricular integration
- Collaboration between Chinese and English teachers



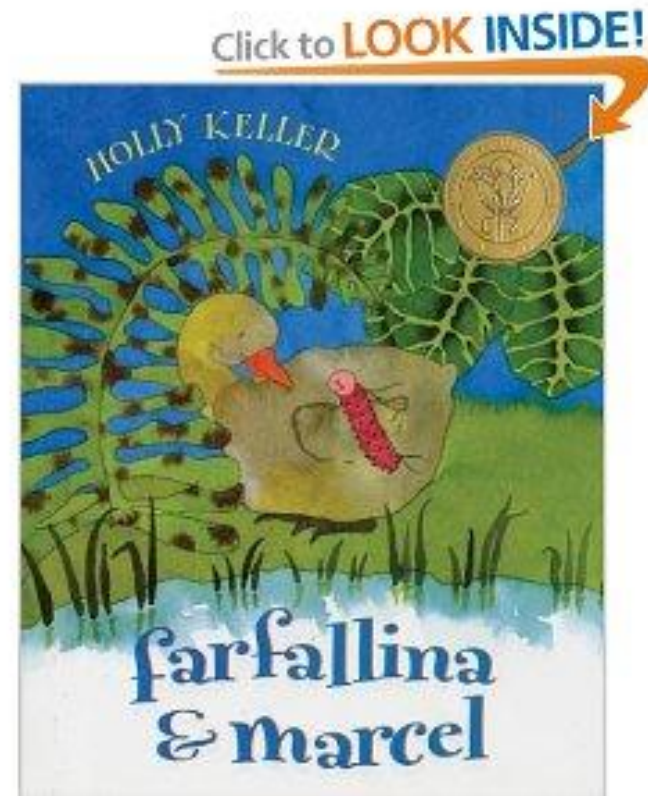
Pilot Study in 2nd Grade Classrooms

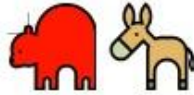
- Choose a theme and units
- Decide the objectives for the units
- Design methods and tools for assessing transferrable knowledge and skills
- Create lesson plans and reflections



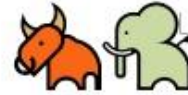
Growing Up

- ▶ Chinese-English integrated unit with content in science, literature, and language arts





Adult and Baby Animals



Name _____

Directions: Think of an animal that you like. Draw two pictures of this animal in the box below: one adult and one baby.

baby	adult

How are the adult and the baby animals the same? Write about it.

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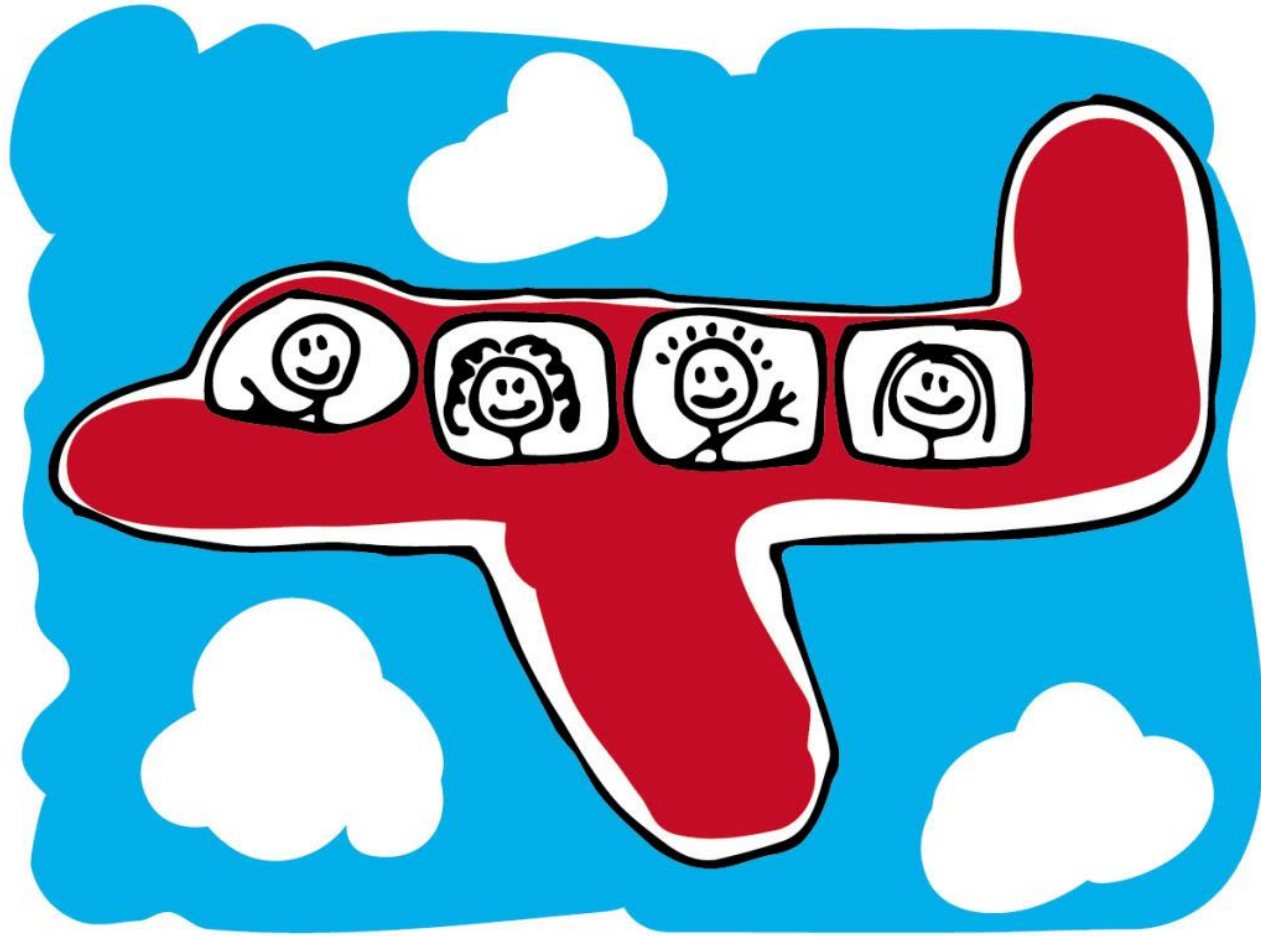
How are the adult and baby animals different? Write about it.

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Vocab, changes, writing dialogue, timelines



Let's Go to Japan

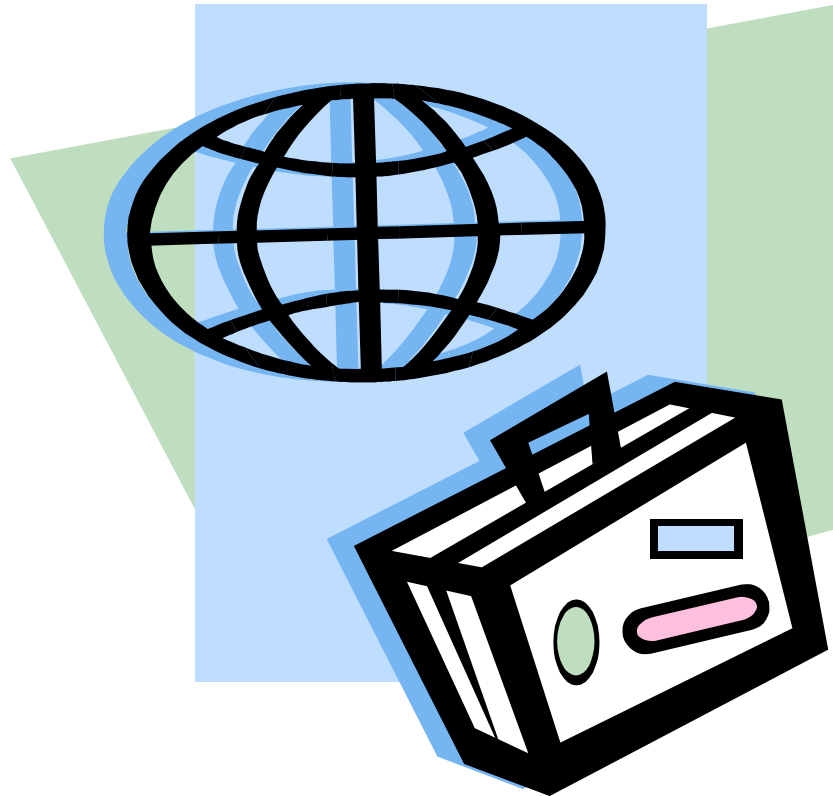


Let's Go to Japan

- ▶ Chinese Skills
- ▶ Clothing vocabulary
- ▶ Grammar
- ▶ Where is Japan?
- ▶ Japanese cultural traditions
- ▶ Performing a play
- ▶ English Skills
- ▶ What is Art?
- ▶ Using a map legend
- ▶ What is a capital?
- ▶ How to use chopsticks
- ▶ Using reference materials
- ▶ Writing

Let's Go to Japan

- ▶ Students made and packed a paper suitcase with items they would need on a trip to Japan



Let's Go to Japan

- ▶ Students learned about Japanese geography



Let's Go to Japan

- ▶ Students learned Japanese art



Let's Go to Japan

- ▶ Students learned about culture through art



Let's Go to Japan

- ▶ Academic Performance ~ Let's Go to Japan Play



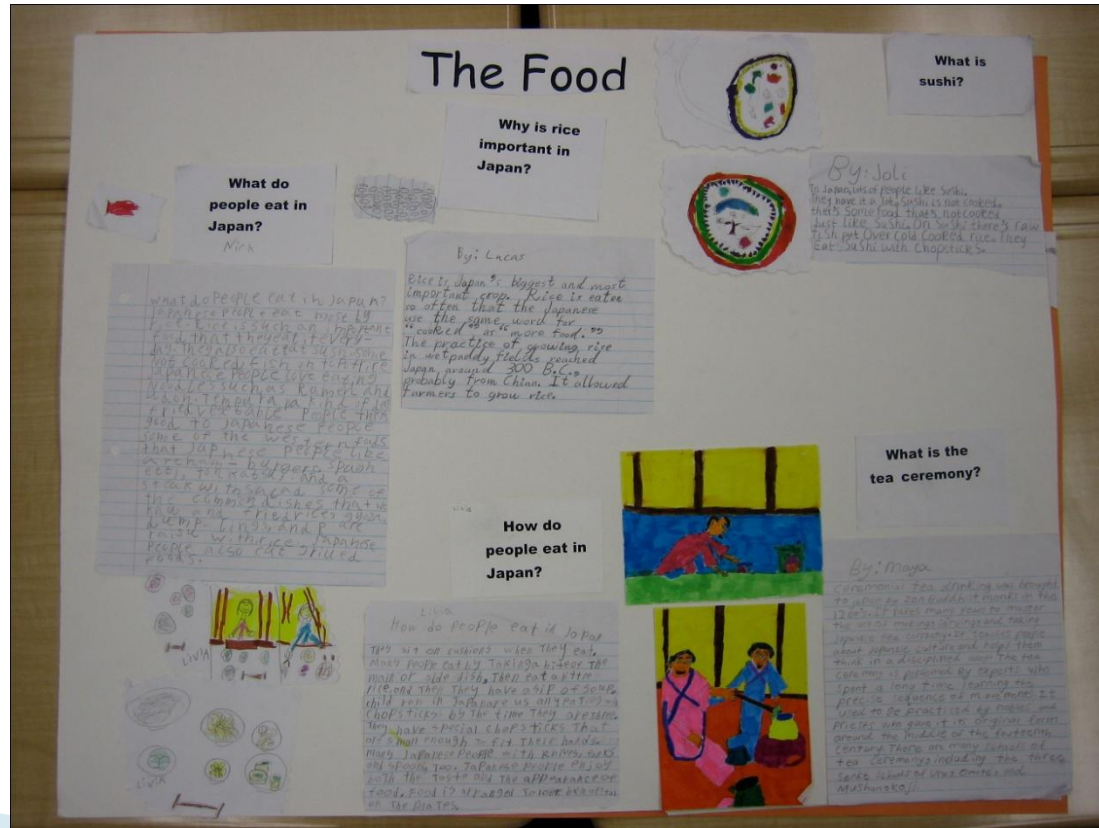
Let's Go to Japan

- ▶ Practiced using chopsticks in English class



Let's Go to Japan

- Students worked in groups to research aspects of Japanese culture



How Did We Do It?

- ▶ Weekly Planning Times



How Did We Do It?

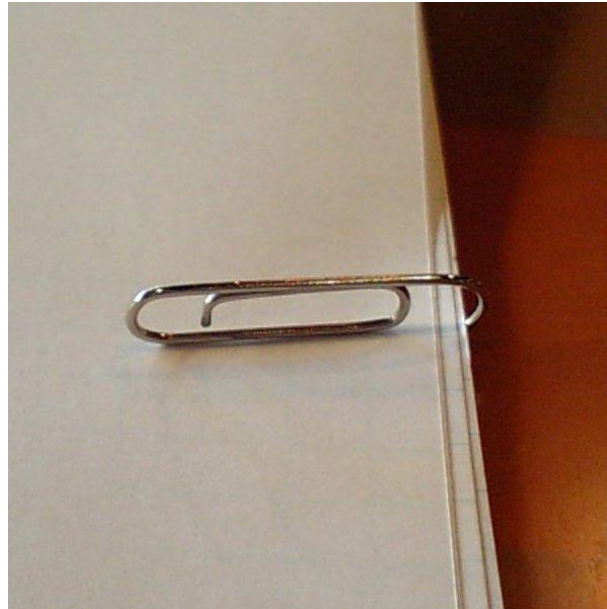
- ▶ List possible skills that could be transferrable



- ▶ Decide which skills should be taught in which language/class

How Did We Do It?

- ▶ Get organized
 - Can't do it all in one day
 - Go over completed lesson plans together
 - Set weekly goals



How Did We Do It?

- ▶ Follow-up and Reflection
 - Daily email check-in



- Reflection log

How Will YOU Do It?

- » Discuss how you could integrate an English/Target Language unit at your school



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Thank you very much!

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