Personnel Introduction

- Susan Berg, Executive Director
- Dr. Luyi Lien, Academic Director
- Andrew Scheid, MS and Science Teacher
- Pin-Chen Huang, 3rd grade Teacher
- Mei Chen, parent of 3rd & 6th graders
- Joe Skelly, parent of 7th & 8th graders
Goals for Today’s Panel

• Communicate the value and benefit of homework
• Understand Yinghua’s expectations for homework
• Know what parents can do to help children with homework
• Realize the unique purpose of homework specific to learning Chinese
• Q & A
• Discussion
Overall Value and Benefit of Homework

• Allows students to practice, extend, and solidify the work done in class.
• Gives opportunities to deepen understanding and skills relative to content
• Provides positive effect on achievement and on developing the lifelong attributes of self-discipline, motivation, curiosity, and confidence
• Links school and home
Understanding Yinghua’s Expectations for Homework

- Kindergarten: weekend + reading everyday + extending students’ vocabulary (Family calendar)
- First to third grades: 60 minutes daily: CLA + MATH + ELA + Reading
- Fourth and fifth grades: 90 minutes with CLA + MATH + ELA + Reading plus science(4) and social studies (3)
- Sixth to eighth grades: up to 2 hours with daily CLA + MATH + ELA plus science(4) and social studies (3)
January

Family Homework Calendar

This homework calendar is designed to enhance students’ vocabulary through interactions with family members. Choose at least two activities to enjoy each week, and mark a star on the activity that was done. You may turn in your calendar at the end of each month to receive a golden ticket. We strive for 100% participation!

The theme for this month is traditions.

<table>
<thead>
<tr>
<th>Make a New Year resolution and watch the Rose Parade. Which float was your favorite? Why?</th>
<th>What are your family’s New Year traditions?</th>
<th>What is your favorite American holiday?</th>
<th>Play in the snow and make a snow angel. How did you do it?</th>
<th>Pour some sugar water over the snow and make your own sweetened icicle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit a relative and ask him/her to tell you about his/her favorite family tradition.</td>
<td>Go sledding/ice skating. How did it feel when you came down the hill or glided across the ice?</td>
<td>Visit the story time at your local library.</td>
<td>Visit Macy’s 8th Floor Holiday Display. What did you see?</td>
<td>Read stories about the Chinese New Year.</td>
</tr>
<tr>
<td>Learn about Martin Luther King Jr.</td>
<td>Have some hot cocoa after making a snowman. How did you decorate the snowman?</td>
<td>Look at a snowflake under a magnifying glass, and describe the shape of the snowflake.</td>
<td>Compare and contrast what Chinese children receive for Chinese New Year to what Western children get for Christmas</td>
<td>Read a clue to the Pioneer Press Medallion Hunt.</td>
</tr>
<tr>
<td>Watch a movie. What happened in the movie? What was your favorite part? (Use sequence)</td>
<td>Jack London was born in January, 1876. Read a story by Jack London</td>
<td>Find out what Chinese New Year’s Eve meant to people who celebrate this holiday.</td>
<td>Visit the Winter Carnival. Which ice sculpture was your favorite?</td>
<td>Eat a Chinese meal to celebrate the Chinese New Year. What was your favorite dish?</td>
</tr>
</tbody>
</table>
## Initial Data: Homework Reality
### Daily Average Homework Minutes

<table>
<thead>
<tr>
<th>Grade</th>
<th>CLA</th>
<th>ELA</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>26 minutes</td>
<td>18 minutes</td>
<td>22 minutes</td>
<td>16 minutes</td>
<td>12 minutes</td>
</tr>
<tr>
<td>8th</td>
<td>29 minutes</td>
<td>18 minutes</td>
<td>23 minutes</td>
<td>13 minutes</td>
<td>8 minutes</td>
</tr>
</tbody>
</table>
More Information about Yinghua’s Expectations

• K-4 Lower School: Teachers and Parents work together
• G5-8 Middle School: Coordination among MS teachers, students, and parents is critical
• Communication Tools:
  ➢ Daily homework sheet
  ➢ Planner
  ➢ Emails/Messages
  ➢ Infinite Campus
Daily Homework

• Math
• Chinese Language Arts
• English Language Arts
Homework: School Support

- Morning Homework Lab with teacher support (no charge): 7:45am to 8:15am
- AM Reading stations in Chinese and English (no charge)
- MS only - Mid-Day SLO Homework Lab: 11:36am-12:40pm
- PM Homeroom, Student Life Tutoring: 3:09-3:30pm
- Aftercare program ($15 per day): Homework First with teacher support 3:30-5:00pm
What parents can do to help students with homework

• Provide a quiet, well-supplied, and well-lit space
What parents can do to help students with homework

• Make sure the study space is free of distractions
• Check planner and homework as needed
• Be proactive in communication with school
What parents can do to help students with homework

• Positive attitude toward student’s job
• Teach time management
• Encourage self-discipline and independence
• Develop responsibility and great learning habits
• Model lifelong learning
• Value persistence
• Think ahead to high school and beyond
I can always improve. Mistakes help me learn.
I am inspired by people who succeed.
I can learn anything that I want to.
My effort and attitude make all the difference!
I like to challenge myself.

GROWTH mindset
HOW YOU CAN HELP YOUR CHILD

1. TALK ABOUT IT
   - Talk with your child about their day, but guide the discussion by asking questions like:
     - Did you make a mistake today? What did you learn?
     - What did you do that was difficult today?

2. PRAISE THE PROCESS
   - Instead of saying, “You’re so smart!” praise effort, goal setting, persisting through challenges, or being creative.
   - You can say something like: “Wow! You must have worked really hard on this!”

3. ENCOURAGE FAILURE (SAY WHAT?!) 
   - Your child needs to know that failure can (and often does) happen and it is okay! Remind them that each time they fail and try again, their brain is growing stronger! Don’t step in to prevent your child’s failure - this is how they learn to persevere in the face of challenges.

4. THE BRAIN CAN GROW!
   - Remind your child that their intelligence is not fixed. Remind them that when things are difficult, their brain grows if they persist through the challenge. Each time they learn something new, their brain is making new connections. Your child needs to know this is possible!

5. HELP THEM CHANGE THEIR DIALOGUE
   - The way your child talks to themselves makes a huge impact on their mindset. If they say, “This is too hard!” help them change that to “I can’t do this yet, but I will keep trying.” Give them the words to say when they are feeling defeated by modeling it yourself!

We only get stronger when it's difficult!
# Growth Mindset

Failure is the most essential step to success

<table>
<thead>
<tr>
<th>INSTEAD OF.....</th>
<th>TRY THINKING....</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not good at this</td>
<td>What am I missing?</td>
</tr>
<tr>
<td>I give up</td>
<td>I’ll use a different strategy</td>
</tr>
<tr>
<td>It’s good enough</td>
<td>Is this really my best work?</td>
</tr>
<tr>
<td>I can’t make this any better</td>
<td>I can always improve</td>
</tr>
<tr>
<td>This is too hard</td>
<td>This may take some time</td>
</tr>
<tr>
<td>I made a mistake</td>
<td>Mistakes help me to learn</td>
</tr>
<tr>
<td>I just can’t do this</td>
<td>I am going to train my brain</td>
</tr>
<tr>
<td>I’ll never be that smart</td>
<td>I will learn how to do this</td>
</tr>
<tr>
<td>Plan A didn’t work</td>
<td>There’s always Plan B</td>
</tr>
<tr>
<td>My friend can do it</td>
<td>I will learn from them</td>
</tr>
</tbody>
</table>
Student Planner

- To-Do List, Daily HW Log
- Students must have the planner with them in every class
- Teacher writes HW on board daily, reflects any updates to assignment
- Teacher checks the planner during class, Homeroom Teacher checks for completion
- Parent should confirm HW and help student to check off the assignments when done
- Communication: What are you learning in school?
Experience Sharing: View from Parents and Students

How do I help my child(ren) with homework?
School and Family

• Work together

I can learn anything!
I can know anything!
I can be anything!
## Specific features of Learning Chinese

### Language Difficulty Ranking

<table>
<thead>
<tr>
<th>Categories</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category I: 23-24 weeks (575-600 hours)</strong></td>
<td>Afrikanns, Spanish, Norwegian, Danish, Dutch, French, Italian</td>
</tr>
<tr>
<td>Languages closely related to English</td>
<td></td>
</tr>
<tr>
<td><strong>Category II: 30 weeks (750 hours)</strong></td>
<td>German</td>
</tr>
<tr>
<td>Languages similar to English</td>
<td></td>
</tr>
<tr>
<td><strong>Category III: 36 weeks (900 hours)</strong></td>
<td>Indonesian, Malaysian, Swahili</td>
</tr>
<tr>
<td>Languages with linguistic and/or cultural</td>
<td></td>
</tr>
<tr>
<td>differences from English</td>
<td></td>
</tr>
<tr>
<td><strong>Category IV: 44 weeks (1100 hours)</strong></td>
<td>Hebrew, Hindi, Russian, Polish, Hungarian, Icelandic, Khmer, Lao</td>
</tr>
<tr>
<td>Languages with significant linguistic and/or</td>
<td></td>
</tr>
<tr>
<td>cultural differences from English</td>
<td></td>
</tr>
<tr>
<td><strong>Category V: 88 weeks (2200 hours)</strong></td>
<td>Arabic, Cantonese, Mandarin, Japanese, Korean</td>
</tr>
<tr>
<td>Languages which are exceptionally difficult for</td>
<td></td>
</tr>
<tr>
<td>native English speakers</td>
<td></td>
</tr>
</tbody>
</table>

Unique Purpose of Homework Specific to Learning Chinese

The memory process
Reasons to Practice Chinese Characters

• There are 3000 characters necessary for reading a Chinese newspaper
• Shapes brain development
• Develops muscle memory
• Writing is an active and visual way of processing characters
Q and A
We value our partnership!

THANK YOU for coming!
Resources

• What research says about the value of homework: Research review. *The Center for Public Education*
  [http://www.centerforpubliceducation.org/default.aspx](http://www.centerforpubliceducation.org/default.aspx)