

Welcome

欢迎您

**Parent Presentation-Chinese
Year 5 and Year 6**

8:45-10:00 a.m. Friday. Dec. 6, 2013



K W L

K 我知道 I know

W 我想知道I wonder



L 我觉得我知道.....I have learned



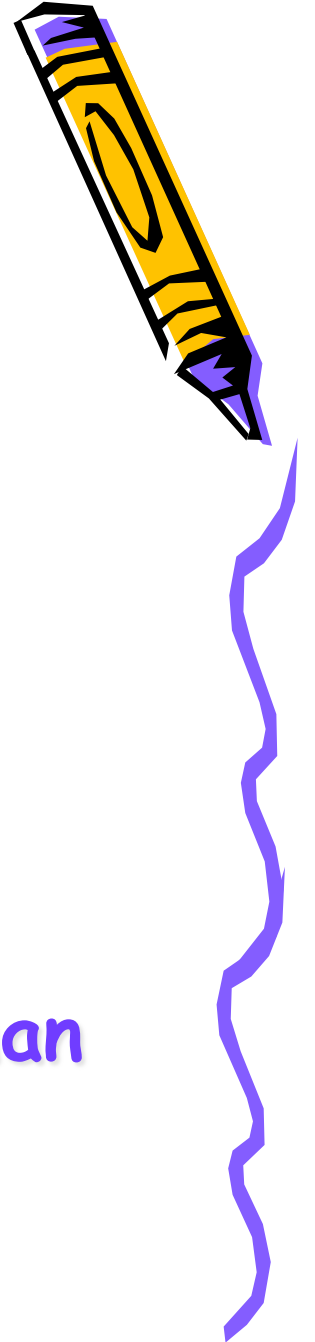
Chinese Team

Chinese Teachers

Mary Liu & Abbie Tsang

Chinese EAs

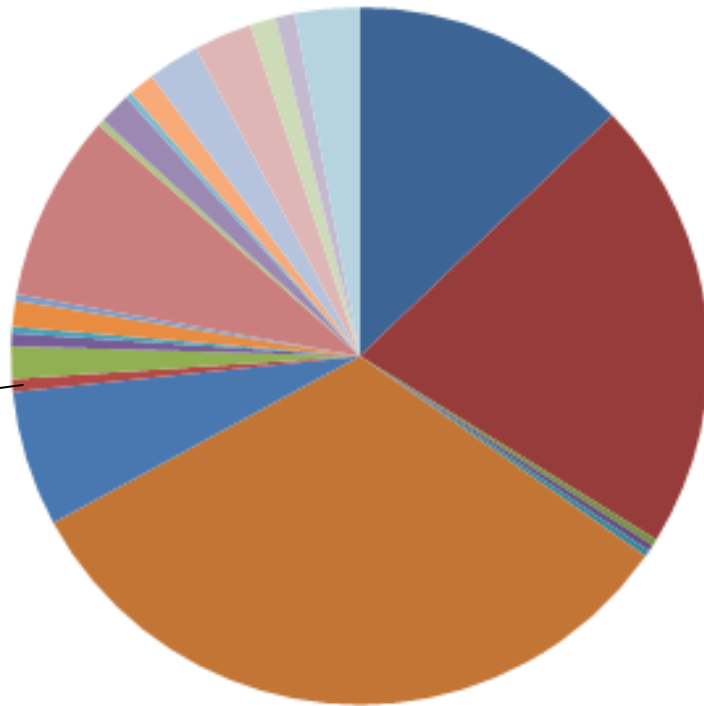
Georgia Xu, Virginia Lo & Meilee Chan



Our Children's Background

Nationality

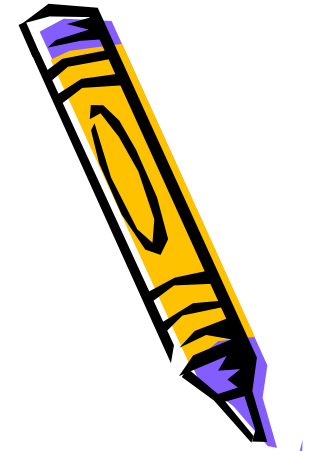
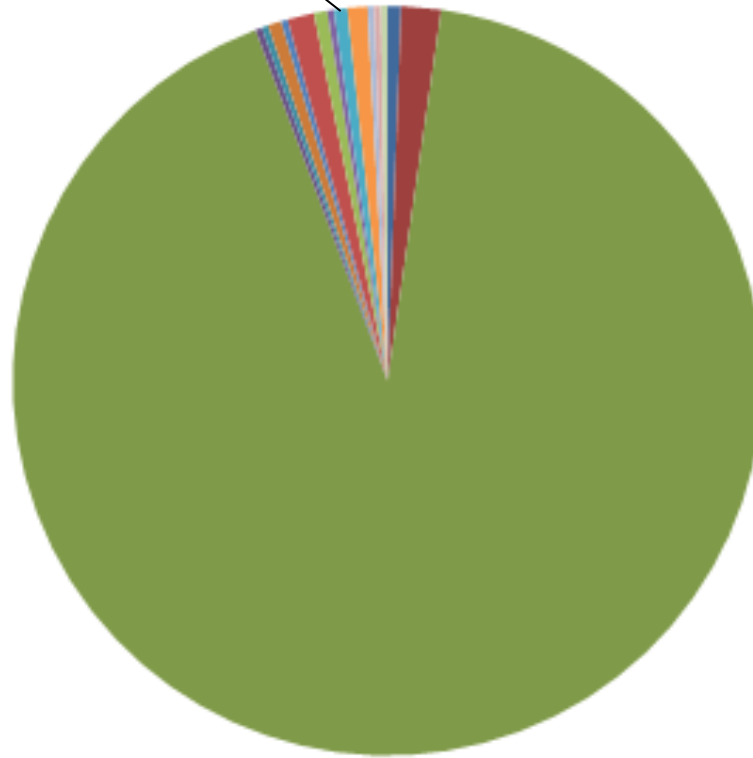
Chinese



Our Children's Background

First language spoken at home

Chinese



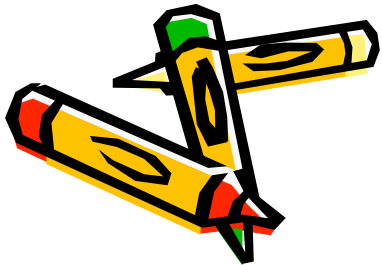
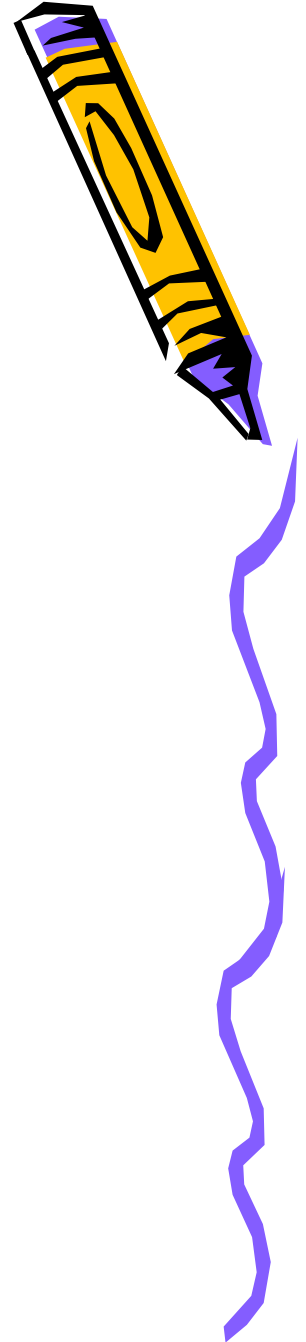
Outline

1. 课程设置 The Curriculum Structure

2. 教学评估 Assessment

3. 教学方法 Teaching Philosophy in Practice

4. 课后支援 Home Support



What the PYP believe about learning language

“Learners’ needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired.”

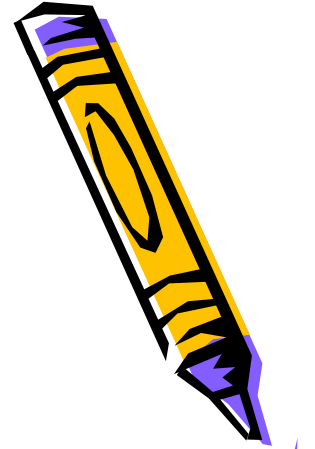
IB Language Scope and Sequence



We believe that language learning should construct meaning for the purpose of communication in daily life and we use a variety of teaching resources to deliver the curriculum.



The Curriculum (what we teach)

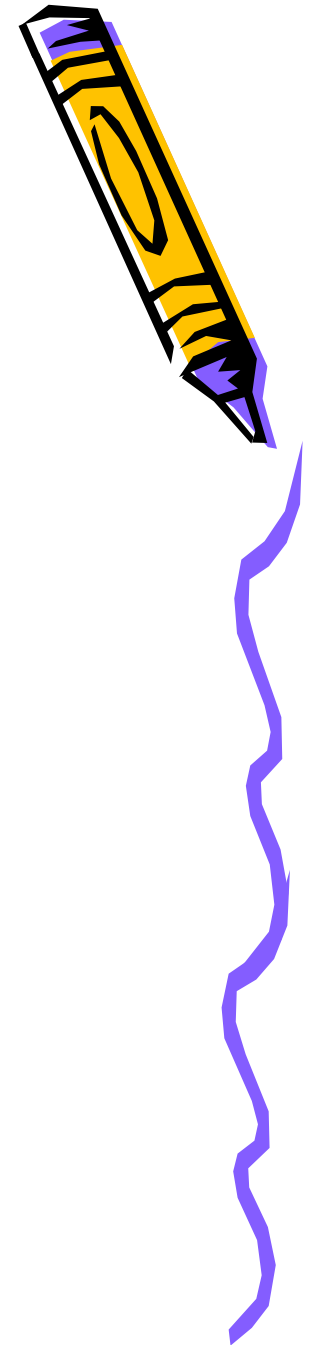


English Schools Foundation

Chinese Curriculum

Draft 4, August 2008

英基学校协会中文课程标准
2008年8月第4稿

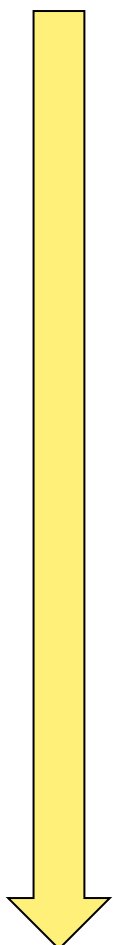


Differentiation





Year	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> Learn an oral vocabulary of 15-25 words, mostly mono-syllabic. Demonstrate aural comprehension non-verbally, by pointing to visual prompts, for example. Respond to own name. Understand simple greetings 你好、再见. Follow simple classroom instructions 请坐. Sustain reasonable concentration listening to Chinese sounds. 	<ol style="list-style-type: none"> Mimic Chinese sounds to reasonable accuracy, even when pronouncing unknown words. Give oral response to prompts within the learned vocabulary. Initiate interaction, such as simple greetings and displaying knowledge, with teacher and peers. Respond to media stimuli, repeating emotional utterance spontaneously, for example. 	<ol style="list-style-type: none"> Develop curiosity in Chinese script and become aware of its difference from English and other languages. Associate the shape/structure of a simple character with the object it represents. 	<ol style="list-style-type: none"> Become familiar with and appreciate the Chinese writing system and writing instrument, such as the brush. Understand that peoples use different symbols to record what they say.
2	<ol style="list-style-type: none"> Oral vocabulary expands to 50 words. Become aware of the tones and their importance. Able to match action, picture and objects to Chinese sounds. Distinguish transliterated words such as 咖啡 from words of Chinese origin. Recognise Chinese sounds in context. Handle bi-syllabic words with ease. 	<ol style="list-style-type: none"> Switch between Chinese and English sounds with ease. Provide factual or descriptive information, usually in one-word utterance, such as 他、六. Respond to request or give judgment using simple words such as 是、不. Develop a habit to use Chinese greetings to teachers and peers of Chinese origin. Contribute to class activities, sometimes using Chinese words in English sentences. 	<ol style="list-style-type: none"> Recognise very basic characters such as the 10 numbers, mostly in isolation, and own names in print. Explore the evolution of stereotypical characters 日、月、山. Understand that Pinyin is the Romanisation and characters are the 'real' words. Detect boundary between characters. 	<ol style="list-style-type: none"> Gain reasonable grip of a pencil and experiment with simple characters. Follow demonstrations, either by teacher or by computer software, in tracing characters. Recall simple characters from memory, such as numbers.
3	<ol style="list-style-type: none"> Oral vocabulary starts to expand greatly, up to 180 words. Achieve a basic understanding of the Pinyin system. Achieve comprehension at single phrase or single sentence level. Distinguish questions from statements. Understand the basic sentence structure 'S + V + O'. Identify simple 'chunks' of speech in media presentation. Follow most classroom instructions. Distinguish correct tones, pronunciation and intonation from wrong ones. Understand simple stories, often relying on non-verbal cues. 	<ol style="list-style-type: none"> Pronounce most Pinyin combinations correctly. Utterances expand from single words to phrases and short sentences, which at least contain the 'S + V' structure. Ask simple questions. Carry on a conversation of 4-5 exchanges. Express own feelings and preferences, using 谢谢、不喜欢, sometimes exaggerated or simulated. Speak for various purposes, such as apologising 对不起, inquiring 吗、为什么, describing 大、小 and making judgment 好看、对, in a controlled context. 	<ol style="list-style-type: none"> Construct sound and meaning from Pinyin words. Negotiate meaning in single sentences, such as one line storybooks, and start to learn words in context. Acquire an initial reading vocabulary of 100 (50 – for term 1) words. Start to create own etymological stories to help memorise characters. 	<ol style="list-style-type: none"> Copy characters with reasonable accuracy. Record known Chinese words in Pinyin, often in their own spelling. Construct sentences with characters provided. Build up a writing vocabulary of 50 words. Willingly experiment various ways of memorising characters such as association, repetition and analytical construction.



Year	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> Learn an oral vocabulary of 15-25 words, mostly mono-syllabic. Demonstrate aural comprehension non-verbally, by pointing to visual prompts, for example. Respond to own name. Understand simple greetings 你好、再见. Follow simple classroom instructions 请坐. Sustain reasonable concentration listening to Chinese sounds. 	<ol style="list-style-type: none"> Mimic Chinese sounds to reasonable accuracy, even when pronouncing unknown words. Give oral response to prompts within the learned vocabulary. Initiate interaction, such as simple greetings and displaying knowledge, with teacher and peers. Respond to media stimuli, repeating emotional utterance spontaneously, for example. 	<ol style="list-style-type: none"> Develop curiosity in Chinese script and become aware of its difference from English and other languages. Associate the shape/structure of a simple character with the object it represents. 	<ol style="list-style-type: none"> Become familiar with and appreciate the Chinese writing system and writing instrument, such as the brush. Understand that people use different symbols to record what they say.



Year	Listening	Speaking	Reading	Writing
1	<ol style="list-style-type: none"> Follow basic classroom instructions 请坐、起立、请举手、到前面来. Respond to aural input in various ways, such as verbal response and physical actions, pointing or acting, for example. Demonstrate a certain degree of familiarity with Chinese sounds and willingness to imitate. Gain confidence and start to develop aptitude by expanding existing oral vocabulary. Sustain reasonable concentration listening to Chinese sounds. Fully or partially understand statements and questions, often simple, unstructured and in context, relating to self, family and friends. 	<ol style="list-style-type: none"> Consciously or sub-consciously initiate interactions with teacher or peers, defining identity or gauging own language standard. Willingly use existing knowledge of Chinese to show interest. Respond to media stimuli, mimicking some utterances spontaneously to show understanding. Express interest and enjoyment in cultural activities by simple utterances. Oral responses are mostly intelligible, but mainly containing mono- or bi-syllabic words and often bearing strong interference of another language or a dialect. 	<ol style="list-style-type: none"> Detect meaning from obvious ideographic representations 山、木、兔子. Follow the text of printed stories being read and detect the start and end of a passage. Demonstrate recognition of occasionally acquired words by verbal, graphic or physical responses. Familiarise with Chinese signage in school 	<ol style="list-style-type: none"> Develop an awareness of the Chinese writing system including its ideographic nature and varied direction of writing. Share writing experience, in other languages and experiment with Chinese characters in activities such as tracing symbols with fingers. Express meaning in pre-writing training, e.g. matching characters with pictures and combining character flash cards into 'phrases' or 'sentences'. Experiment with various writing instruments, particularly the brush, to develop initial appreciation of Chinese writing.



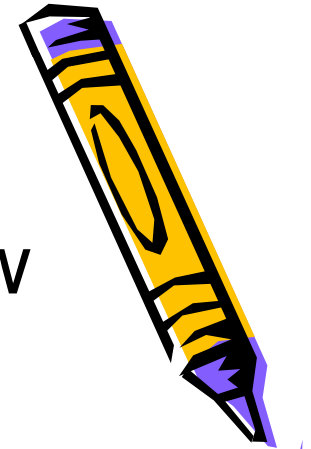
“We facilitate the children learning of Putonghua through a flexible, differentiated, outcomes based program with a focus on listening, speaking, reading and writing skills.”

Peak School Language Policy



Assessing

How we discover what the students know and have learned.



Recording

How we choose to collect and analyse data

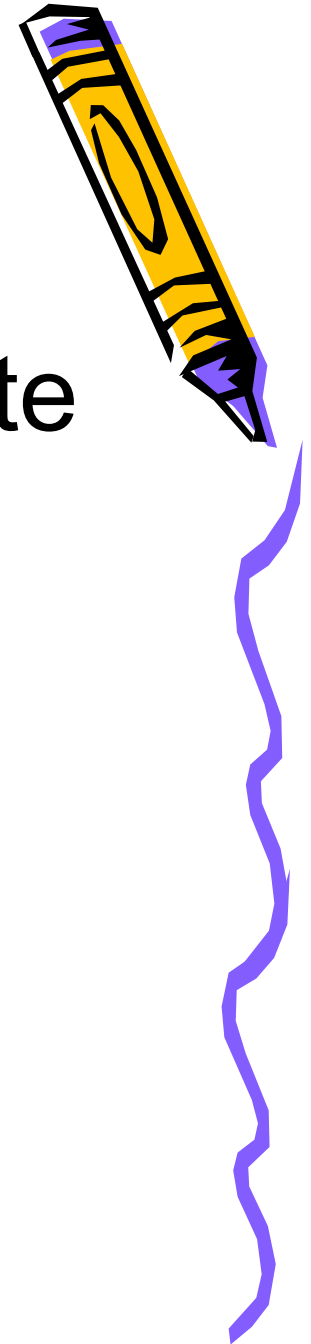
Assessment strategies and tools					
Assessment tools \ Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓



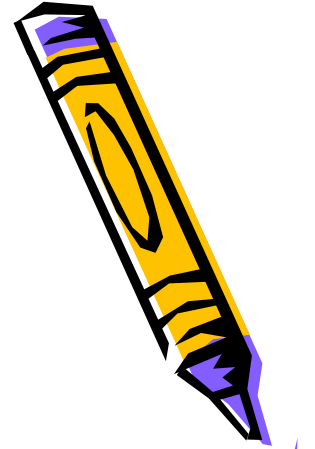
Reporting

How we choose to communicate information

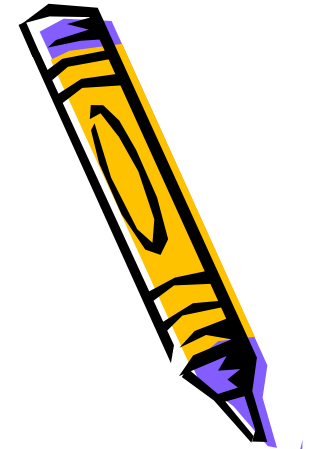
- Online Portfolio
- Gateway Report
- Parent Conference
- Student Led Conference



Teaching Chinese (How we teach)



Teaching and learning strategies



Rotation Groups

Songs

Rhyme

Rap and Poem

Role-play

Stories

Mix and Match

Writing activities

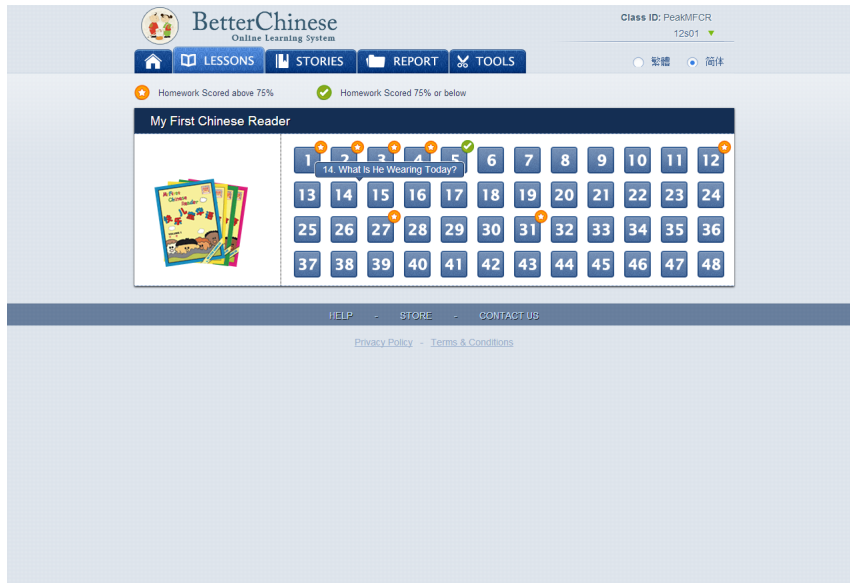
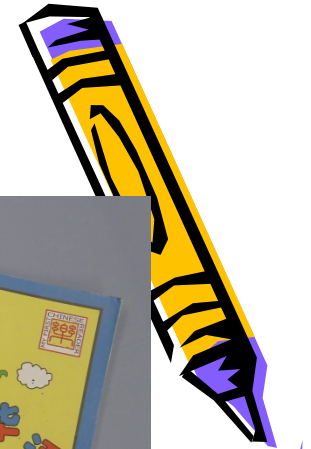
ipads

Online Learning

Dictation

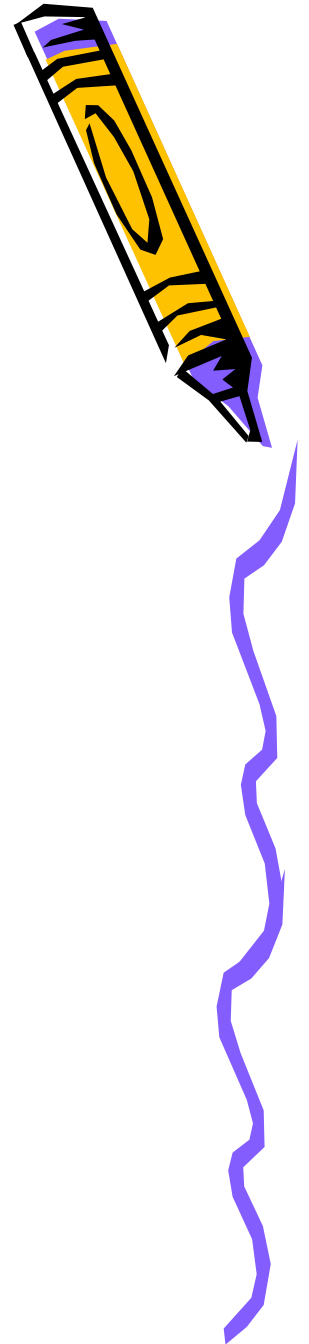


Main Teaching Resources

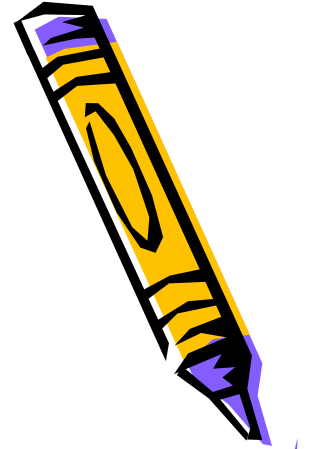


Your Turn

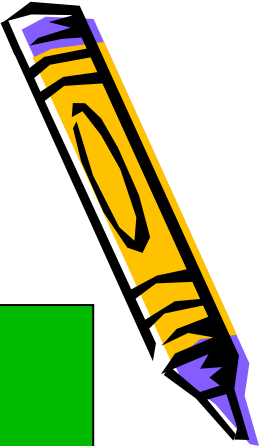
Opportunity for parents to
work at different stations!!



Support at home (How you can help at home)



Home Learning



Chinese Newsletter

Online Reading

Home | About Us | General Information | Teaching And Learning | Communication | Photo Gallery | Contact Us | Search this site | Search | ESF

Peak School

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BetterChinese
Online Learning System

Class ID: PeakMFCR
12501

LESSONS | STORIES | REPORT | TOOLS

Homework Scored above 75% | Homework Scored 75% or below

My First Chinese Reader

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48

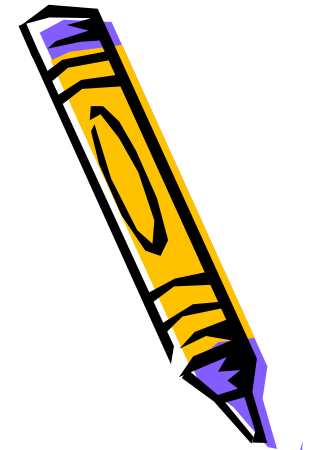
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Let's try it now!

Chinese Library



MANDARIN MATRIX™

back

Student login

user name password

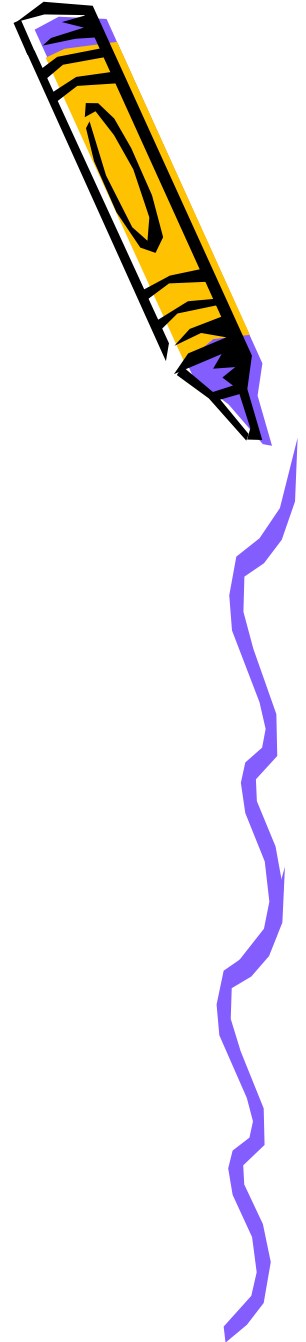
remember me

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The image shows a student login page for Mandarin Matrix. The page has a purple background. At the top center is the Mandarin Matrix logo, a blue circle with a white 'X' shape. Below the logo is the text 'MANDARIN MATRIX™'. The main content is enclosed in a green bamboo frame. On the left side of the frame is a purple arrow pointing left with the word 'back' inside. In the center of the frame is a square icon showing two cartoon characters, one in a red suit and one in a white suit. Below the icon is the text 'Student login'. Underneath this are two white input fields labeled 'user name' and 'password'. Below the 'user name' field is a checkbox labeled 'remember me'. To the right of the 'password' field is a blue button labeled 'login'. At the bottom of the page, there is a small copyright notice: 'Mandarin Matrix™ © 2011. All rights reserved. PPP Company Ltd.'

Our focus of today!

1. 课程设置 The Curriculum Structure
2. 教学评估 Assessment
3. 教学方法 Teaching Philosophy in Practice
4. 课后支援 Home Support



We need your help and contributions

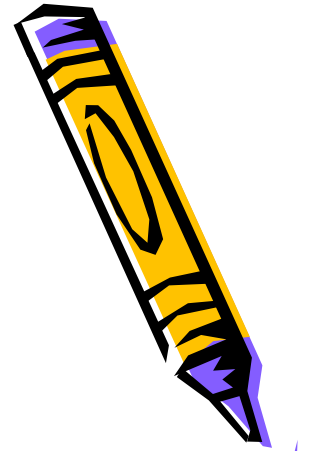
***Tell us about your child,
anything you want to share with
us regarding your child's learning.**

***Help in class (areas of
expertise, working with children,
preparing resources, availability**

etc.)



Please fill in the feedback form and return to us before you go.



K W L

K 我知道 I know

W 我想知道I wonder

L 我觉得我知道.....I have learned



Thank you!

谢谢！

