

# Vertical Team Curriculum Design for a Strong Program: Strengthening Vocabulary Building and Reading Skills

NECTLA Winter Workshop 2017

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(Simplified characters)

## 带爸爸上学

爸爸去年从公司退休，移民来美国和我同住。爸爸刚来的时候，不认识任何人，也听不大懂英文，又不会开车，整天只是在家做饭，上上网。我建议他到市区中心的成人学校上课学习英文。他开始的时候有点不愿意，觉得自己太老了，怕学不好，但是我还是带爸爸去注册并参加分班考试。爸爸竟然通过了初级，他大受鼓舞，兴致勃勃地准备要好好学习。

上学的第一天，天还没亮，爸爸就起床梳洗，坐在沙发上等我。我看爸爸穿着正式，一本正经的样子，笑着告诉他，这是去上成人学校，不是去上法庭，不用太紧张。可是爸爸却像第一次上学的小学生一样，充满兴奋和期待。进到教室，英文老师已经来了。她是一位退休的大学教授。我上前和这位和蔼的老师打招呼，并且告诉她，爸爸英文不好，请她多多关照。

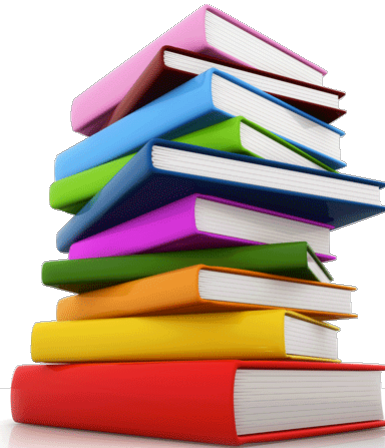
这时，其他各种族裔的学生也陆续进来了。我退到门外，在窗户外边看到爸爸频频回头看我，带着困惑，却用大拇指比了一个“很好”的手势。我的双眼突然发热，眼眶湿润，一幕熟悉的景象，瞬间映在眼前……我仿佛看见六岁的自己，第一天上学，满怀兴奋，好奇地环视教室四周，却又紧紧抓住爸爸的大手，直到爸爸不得不去上班。他在窗外，轻轻点着头，用鼓励的眼神对我微笑挥手。三十年后的此刻，爸爸一定和我当年一样，又紧张，又期待。我也怀着同样的心情，微笑着向爸爸挥手道别。临走前，看到爸爸眼里闪着自信的光芒，想起我现在正在重复着父亲当年为我所做的一切，心中涌出一股暖流。生命的循环真是太奇妙了。

## How much do students need to understand to answer these questions?

32. What kind of school does the author's father attend?
- (A) Vocational school
  - (B) Community college
  - (C) Adult school
  - (D) Driving school
33. The author's father is going to school to learn
- (A) computer skills
  - (B) how to cook
  - (C) how to drive
  - (D) English
34. What was the father's first reaction to the idea of going to school?
- (A) He was reluctant.
  - (B) He was upset.
  - (C) He was indifferent.
  - (D) He was excited.
35. Why did the author's father come to the United States?
- (A) To find a job
  - (B) To start a new business
  - (C) To travel
  - (D) To reunite with family
36. Why did the author become teary-eyed?
- (A) Because he felt overburdened
  - (B) Because he was feeling nostalgic
  - (C) Because his father complained about being neglected
  - (D) Because his father did not want to retire
37. The author found out that his father's teacher was a retired
- (A) elementary school teacher
  - (B) high school teacher
  - (C) college professor
  - (D) businessperson

## How can students develop strong reading skills in Chinese?

1. Develop vocabulary.



## Pre-AP Class Vocab Development

- Vocab supplement through thematic unit
  - Survey in the beginning of each unit asking students about topics they want to learn of the unit
  - [Sample Assignment](#)
- Reading/listening with story writing using [YepChinese](#)
  - Students' choice of topics

## Pre-AP Class Vocab Development

- Vocab supplement through thematic unit
  - Survey in the beginning of each unit asking students about topics they want to learn of the unit
  - Unit 7 电脑和网络: (Vocabulary Building)  
[Sample Assignment](#)
  - Unit 7 电脑和网络: (Presentational Speaking)  
[Summative Assessment](#)
  - [Student Sample](#)

## Pre-AP Class Vocab Development

- Reading/listening with story writing using [YepChinese](#)
  - Students' choice of topics
  - Quantity and quality
  - (Hardcopy) Student Sample

## AP Class: How to study vocab

- Appropriate amount: HSK 5 (2500)
- Homework amount: Currently 25/day
- Student survey: “The best method for YOU to study vocab”
  - 90% of students: making sentences

## AP Class Develop Vocabulary

- [Example](#) of a daily homework
- Resources to make sentences: [Purple Culture](#)
- Student [Sample](#)
- WeChat recording
- Quiz the day after: T reading full sentence in Ch.;  
S writing down Pinyin+Eng. for vocab.

## AP Class Reinforce Vocab Studying

- Complement with reading
  - JoyReader WawaYaya
  - [ReadChinese](#)
  - Hanyufeng Series of books



## Baseline Reading Assessment

Reilly	2	2	2	3	3	3	3	2 1	2 1
as Scott	2	2	2	3	3	3	3	2 1	1 2
Jun	2	2	2	3	3	3	3	2 1	2 1
Ting Tsui	2	2	2	3	3	3	3	2 1	2 1
er Wang	2	2	2	3	3	3	3	1 2	1 2
eth Wu	2	2	2	3	3	3	3	1 2	1 2

## AP Class: Develop Vocabulary Future Planning

a. In April: summary of vocab

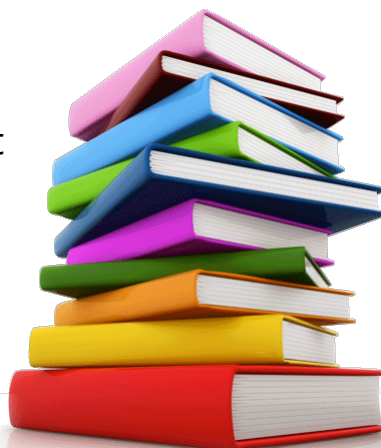
Focus on verbs:

- 表 (面, 明, 现)
- 平 (衡, 均, 等)

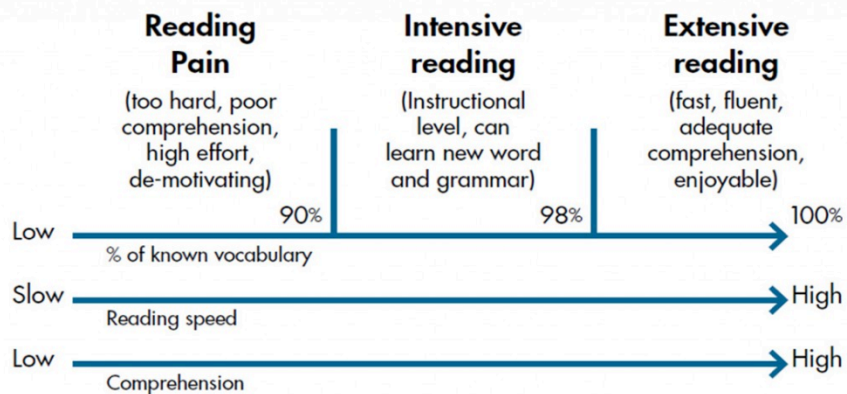
a. Mid-year student survey: Next year to make vocab into reading comp

## How can students develop strong reading skills in Chinese?

1. Develop vocabulary.
2. Build comfort looking at Chinese text through extensive reading.



## Intensive vs. Extensive Reading



## How does it feel when you don't recognize the characters?

Here is **98%** comprehension:

李叶的爸爸经常在外面，很少在家。李叶的妈妈是个很好看的女人，她有很多朋友，每天都和朋友一起玩。李叶的爸爸妈妈都很美，他们没有时间理他们的女儿。还有，李叶的妈妈好像一点也不喜欢李叶，她觉得李叶一点也不讨她。李叶出生以后，她就告诉家里的阿姨：“如果你们想让我安心，就不要让我看到这个孩子。”所以，李叶很少能见到她的爸爸妈妈。

[sinosplice.com](http://sinosplice.com)

## How does it feel when you don't recognize the characters?

Here is **95%** comprehension:

李叶真的跟她的妈妈不一样，她看起来又丑又邋，还经常生病。她总是喜欢生气，生气的时候总是哭。如果李叶的妈妈听到她哭，就会很生气。所有的人都不喜欢这个孩子，他们从来没有让过这样的孩子。为了不让李叶哭，她的阿姨总是很听李叶的话。李叶说些什么，她的阿姨就问她什么。李叶觉得在这个家里只有她的阿姨关心她。

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## How does it feel when you don't recognize the characters?

Here is **80%** comprehension:

后来，她俾到妈妈和姪人综话，才莫订真的出僵了。她家里很多人都辰劳了，不到两天就遶了很多人。李叶很炫廓，因为所有人都不让她。她一个人回到鲇陞媯了一会儿，然后渍了很的。她堙来的时候，还是没有人来讲她。

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## Book Talk Project



**Step 1:** Choose a book that interests you. For this term, groups should have 2-3 members.

**Step 2:** For each chapter/section of the book, each group member must choose a job from the job list. For each section, there **MUST** be a discussion director, and that role should be shared equally throughout the term. (Jobs: discussion director, summarizer, wordsmith, cartographer, bridge builder)

**Step 3:** Read! We will have literacy circles each day 7 during term 3 (after our lab time). You should come to class having read the section and completed your assignment (based on your role). We will have some reading time in class as well, but you will need to complete any sections you do not finish at home. You will hold the discussion in class and videotape a segment to submit to me.

**Step 4:** Because all of the books are different lengths, some groups will finish their books earlier than others. Once you finish a book, you will select a new one to read together.

Adapted for Chinese from Kristy Placido, [Círculos de la literatura](#)

## How can students develop strong reading skills in Chinese?

1. Develop vocabulary.
2. Build comfort looking at Chinese text.
3. Teach students to access the skills they already have – because they are fluent readers of their first language.



## Good readers...

- Have a purpose for reading
- Preview the text
- Make predictions and check their accuracy
- Read for specific information
- Use context clues
- Reread to check their comprehension



(Cordón & Day, 1996)

## Developing Reading Skills

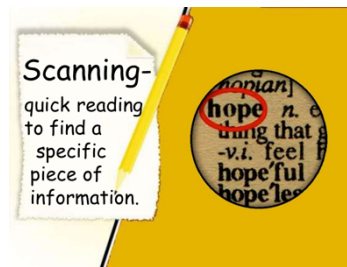
### 1. Model!

- Skimming
- Scanning (look for a key word)
- Determining meaning from context
- Read aloud/think aloud



### 2. Scaffold

### 3. Practice!



## First Reading: Skim for the MAIN IDEA. *Don't look up words.*

Summarize the main idea of this part in 1-2 sentences in English.

## Sample Reading: Chinese 1

王美英是一个美国学生。她今年十六岁。她的家在美国的Massachusetts.

王美英的家有四个人:她的爸爸,妈妈,姐姐,还有她。她的爸爸妈妈都是老师。她的姐姐是大学生。

王美英是一个很好的学生,可是她没有很多朋友。不是因为她人不好,是因为她很害羞。她不喜欢说话。她很喜欢看书,在学校的时候不想跟同学聊天,只喜欢看她喜欢的书。

**Second Reading: SCAN FOR SPECIFIC INFORMATION.** *Look up words if you need to in order to answer these true/false questions.*

1. \_\_\_\_\_ Wang Meiyong is probably a high school student.
2. \_\_\_\_\_ Wang Meiyong's parents are teachers.
3. \_\_\_\_\_ Wang Meiyong is very popular and outgoing.
4. \_\_\_\_\_ Wang Meiyong is not a very good student.
5. \_\_\_\_\_ Wang Meiyong likes to read.

**THIRD READING: TOTAL COMPREHENSION.** *Try to read the chapter out loud. Re-read your summary from part 1. Are there any mistakes? If there are, fix them. Look up any words you still don't know. Define them in the space below.*

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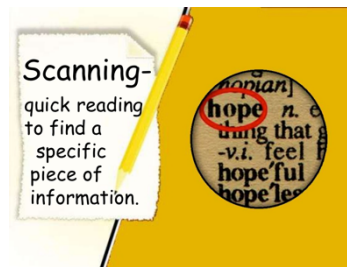
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## References

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