



**Participate
Learning**SM

Uniting Our World

Instructional Practices and Support in Spanish and Mandarin Immersion Classrooms


<https://bit.ly/PLInstructionalSupport>

Vera Woolard and Judy Ouyang
Saturday March 5, 2022
12:05-12:55

Introduction




Vera Woolard
Manager,
Education Programs

 @VeraWoolard



Judy Ouyang
Manager,
Education Programs

 @JudyOuyang



North Carolina

Interactive Opportunity

- Turn to your shoulder partner
- Share 1 or 2 instructional practice and support strategies that you use in immersion classrooms on regular basis?



Sentence Starter:

- One instruction and support strategy/activity I use daily in my classroom is _____ because

Sentence Starter: (Mandarin)Sentence Starter:

- 在教室里, 我每天都会用的一个方法 /活动是....., 因为...

Sentence Starter: (Spanish)Sentence Starter:

- Una estrategia/actividad de instrucción y apoyo que uso a diario en mi salón de clases es _____ porque...



Today's Agenda

1. Posting content learning targets



2. Staying in the target language



3. Implementing Second Language Learning Strategies



4. Incorporating collaborative discourse strategies



1. Posting Content Learning Targets

Content Target Learning Verbs

Content Objective Verbs

Knowledge	<ul style="list-style-type: none">list, identify, locate, memorize, review, label, describe, define, name, match
Comprehension	<ul style="list-style-type: none">recall, reproduce, summarize, explain, demonstrate, translate, rephrase
Application	<ul style="list-style-type: none">predict, compare, contrast, solve, classify, categorize, show, apply, make, build a replica
Analysis	<ul style="list-style-type: none">analyze, categorize, separate, distinguish between, show relationships, infer, draw conclusions
Synthesis	<ul style="list-style-type: none">build a model, combine, compile, compose, construct, create, design, elaborate, test, infer, predict, hypothesize, invent, design
Evaluation	<ul style="list-style-type: none">choose, decide, recommend, select, justify, defend, support
Creation	<ul style="list-style-type: none">design, develop, discuss, elaborate, estimate, formulate, imagine, improve, invent, make-up, modify, plan, predict, propose, solve

Language Objective Verbs

Listening	<ul style="list-style-type: none">tell, role play, identify, listen, recognize, point, show, follow directions
Speaking	<ul style="list-style-type: none">name, discuss, rephrase, ask, answer, predict, say steps in a process, pronounce, repeat, respond, state, summarize, explain, tell use
Reading	<ul style="list-style-type: none">preview, read aloud, find specific information, identify, skim, explore
Writing	<ul style="list-style-type: none">list, summarize, ask and answer questions, create sentences, state and justify, opinions, write, contrast, classify, record
Vocabulary Development	<ul style="list-style-type: none">define isolated words, define words in context, find words and construct meaning

Benefits:

- Helps students see their progression of learning by connecting previous to current lessons and/or activities
- Creates a visual focal point for both students and teacher



Mandarin Sample
Created by
Participate Learning



Today's Objectives:

Content: *Participants will gain insight into the instructional practices and support that promote students' language production and strengthen communication skills through collaborative and authentic conversations.*

Language: *Participants will explore and engage in highly effective second language learning strategies and practices, which will promote students' abilities to purposefully exchange information and ignite problem-solving skills.*

Social: *Participants will collaboratively explain the instructional practice and support shared in today's presentation as a means of expanding their toolkit for fostering students' language production and academic and authentic conversations.*



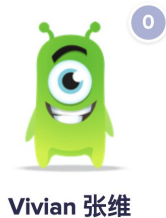
2. Staying in the Target Language

- 100% Teacher target language use
- Students language use
- Instructional resources
- Use of English

qǐng wèn zěn me
请问中文怎么说“dog”?

Created by
Participate Learning

qǐng wèn zěn me
请问怎么写“gou” 这个字?



Growing Hair Strategy

Ms. Liu, 4th Grade
Kensington Elementary School
Union County Public Schools,
NC

3. Second Language Learning Strategies

- TPR/Body movements
- Realia
- Songs
- Word Wall
- Conversation/Sentence Starters & Question Stems
- Visuals
- Anchor Charts/Graphic Organizers/Connection Charts
- Formative Assessment



TPR (Total Physical Response), Body Movements, Realia



Ms. Wang, Kindergarten
Cox Mill Elementary School
Cabarrus County Schools, NC



Ms. Diaz, Kindergarten → Realia
Marshville Elementary School
Union County Public Schools, NC

Song: 1-minute Stretch Break

Let's stretch for 1 minute.

[Youtube Exercise video in Chinese "Get up & Move!"
动起来 \(dòng qǐ lái\) By Groovi Pauli & Friends](#)

Word Wall



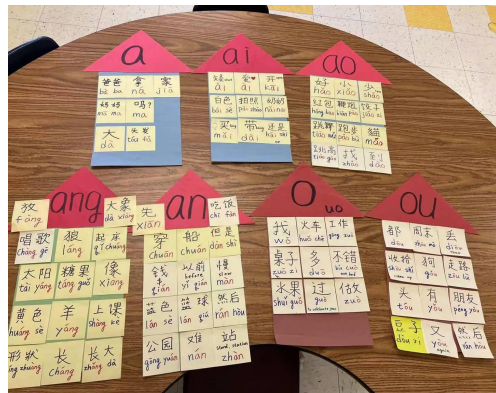
Mandarin Sample
by Radicals

Ms. Lyu, 1st Grade
Harrisburg
Elementary School
Cabarrus County
Public Schools, NC



Mandarin Sample by
Word Attributes

Ms. Liu, 2nd Grade
North Harnett
Primary School
Harnett County
Public Schools, NC



Mandarin Sample
by Pinyin

Ms. Chou, 2nd Grade
Marvin Elementary
School
Union County Public
Schools, NC



Spanish Sample

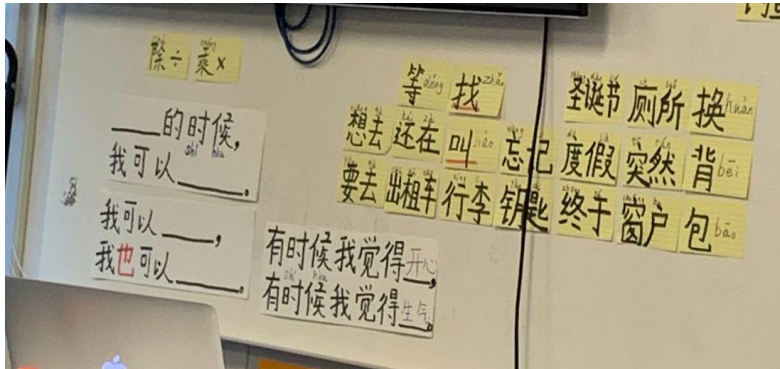
Ms. Diaz
Kindergarten
Weddington Hills
Elementary
Cabarrus County
Schools, NC



Sentence/Conversation Starters & Question Stems

Question stems and sentence starters	
¿Qué puedes inferir en este texto?	Yo puedo <u>inferir</u> _____
¿Qué conclusión puedes sacar de _____?	Yo puedo sacar la conclusión de <u>que</u> _____
En el <u>párrafo</u> _____, ¿qué quiere el autor que el lector concluya?	El autor quiere que el lector <u>concluya</u> _____
¿Cuál es el propósito del autor?	El propósito del autor es <u>es</u> _____ <u>porque</u> _____
¿Por qué escribió el autor este texto?	El autor escribió el texto <u>porque</u> _____
¿Cuál es la causa de _____?	La causa es _____

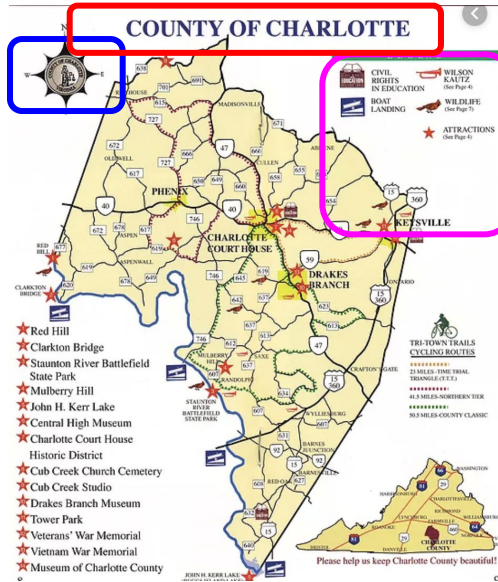
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Ms. Liu, 3rd Grade
Cox Mill Elementary
Cabarrus County Schools, NC

Visuals

标题
(biāo tí)



指南针
(zhǐ nán zhēn)

图例
(tú lì)



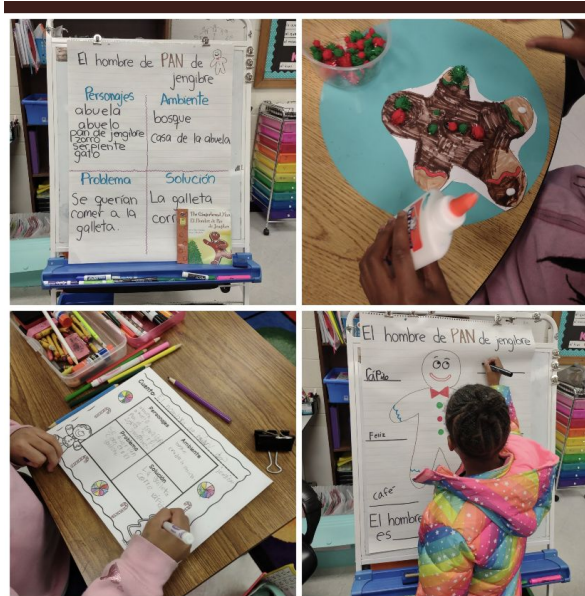
Mandarin Sample
Visuals
Created by
Participate
Learning

我看到.....
(I see)

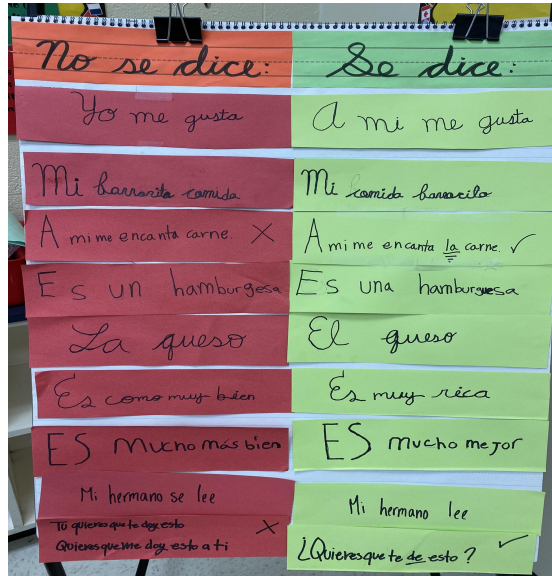
Mandarin Sample Visuals
Created by Participate Learning



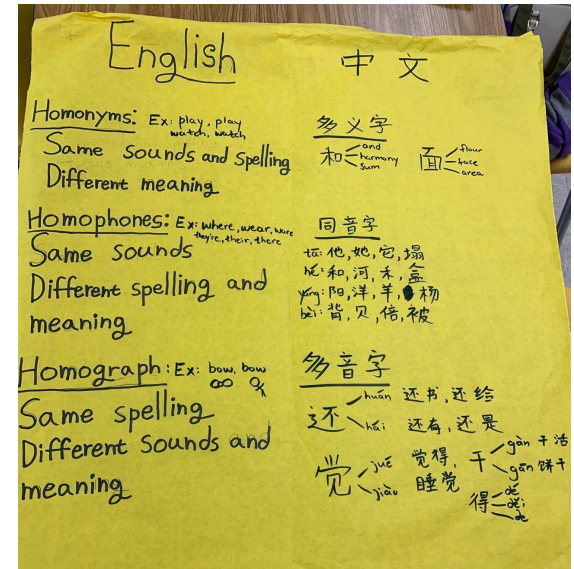
Anchor Charts/Graphic Organizers/Connection Charts



Graphic Organizer
Ms. Del Castillo, 2nd Grade
Wolf Meadow Elementary
Cabarrus County Schools, NC



Student-Created Anchor Chart
Ms. Sandino, 5th Grade
Wedding Elementary School
Union County Public Schools, NC



Sample
Connection Chart
Created by Participate
Learning



Second Language Learning Strategies Model

Let's Learn Some Mandarin!

我们来学中文！



1. 铅笔

qiān bǐ



2. 橡皮

xiàng pí



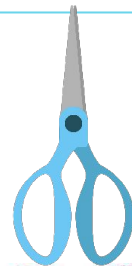
3. 尺子

chǐ zi



4. 剪刀

jiǎn dāo



5. 书包

shū bāo





书包里有什么？

shū bāo lǐ yǒu shén me



书包里有 铅笔。

shū bāo lǐ yǒu

qiān bǐ





书包里有什么？

shū bāo lǐ yǒu shén me



书包里有 橡皮。

shū bāo lǐ yǒu

xiàng pí





书包里有什么？

shū bāo lǐ yǒu shén me



书包里有 尺子

shū bāo lǐ yǒu chǐ zi





书包里有什么？

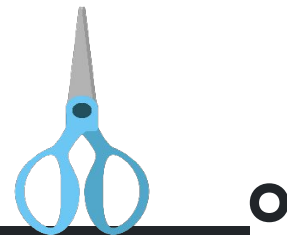
shū bāo lǐ yǒu shén me



书包里有 剪刀。

shū bāo lǐ yǒu

jiǎn dāo



我们来唱歌！



shutterstock.com · 537621550



书包里有什么？有什么？

shū bāo lǐ yǒu shén me

yǒu shén me



书包里有铅笔。有铅笔。

shū bāo lǐ yǒu qiān bǐ

yǒu qiān bǐ



我们来唱歌！



shutterstock.com · 537621550



书包里有什么？有什么？

shū bāo lǐ yǒu shén me

yǒu shén me



书包里有橡皮。有橡皮。

shū bāo lǐ yǒu xiàng pí

yǒu xiàng pí



我们来唱歌！



shutterstock.com · 537621550



书包里有什么？有什么？

shū bāo lǐ yǒu shén me

yǒu shén me



书包里有尺子。有尺子。

shū bāo lǐ yǒu chǐ zi

yǒu chǐ zi



我们来唱歌！



shutterstock.com · 537621550



书包里有什么？有什么？

shū bāo lǐ yǒu shén me

yǒu shén me



书包里有剪刀。有剪刀。

shū bāo lǐ yǒu jiǎn dāo

yǒu jiǎn dāo



Formative Assessment/Checking for Understanding

Gestures:

- Thumbs up/Thumbs down
- 1,2, 3, 4

Online tools:

- Kahoot, Quizizz, Google Form, etc

Paper:

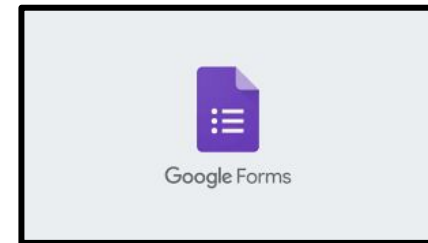
- 3-2-1 Exit ticket

Orally:

- Answer a question/give an example
- Share with a partner what you have learned



3	Things I Learned ...
2	Things I Found interesting ...
1	Question I Still have ...



4. Collaborative Discourse Strategies

Collaborative Discourse Strategies

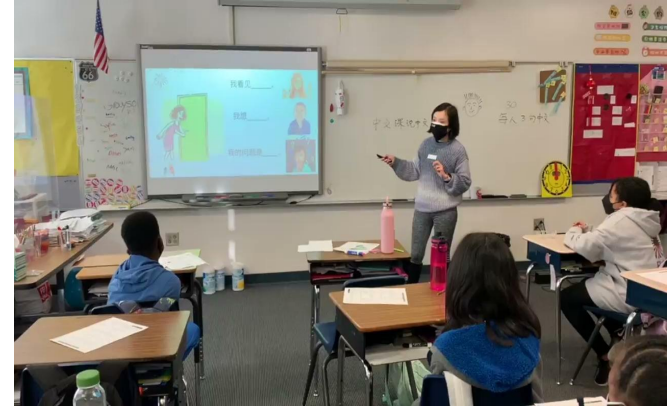
Talking Chips

Cooperative Roles

Discussion Starters/Stems



Ms. Lu, 3rd Grade
Stough Magnet Elementary School
Wake County Public Schools, NC



4th Grade
Judy Ouyang modeling
Cox Mill Elementary
Cabarrus County Schools, NC

Special Thanks to the Following Contributors:

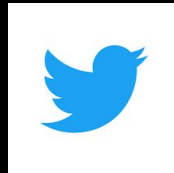
- Donna Podgorny, Immersion Coach, Union County Public Schools, North Carolina
- Pearl You, Mandarin Consultant, You Consulting LLC

Thank You for Your Attendance!

Do you have any questions?

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