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Dual Language Newsletter

雙文學校雙語新聞

PS 184 Shuang Wen School

A Growing Dual Language Program 成長中的雙語教學

Our Dual Language program began in 2010 with our Pre-K and kindergarten classes and we are continuing to grow and improve our program this year. We have expanded to include 1st grade and increased the Chinese instruction in Pre-K and kindergarten by implementing a rollercoaster model rather than just having Chinese instruction after lunch. 2010年，我們開始在預幼班及幼稚班推展雙語教育，今年，我們繼續成長與改進，一年級也加入了雙語教學的課程，而且預幼班及幼稚班的課程更增添了多元性的變化，而非僅只是午餐之後上中文課。

This past summer many of our teachers attended a Chinese Language Summer Institute. The OELL office is supporting us by providing professional development and curriculum enhancement. In addition, we are working on networking with other dual language schools and have been selected to participate in developing a standards based Chinese curriculum. 這個暑假，我們有許多老師加入了暑期中文教學的訓練課程。英語學習者辦公室也提供了發展專業與豐富課程內容的訓練。此外，我們也與其他的雙語學校共同合作，並獲選參與設計紐約市教育局的中文課程學習標準。

Save the Date! 重要日期

Parent Workshop 家長研討會

December 7th 十二月七日

Come learn about the Common Core Standards for PreK-2nd grade.
8:30 A.M. in Room 213. 時間：
早上八點半 地點：213室

Parent Workshop 家長研討會

December 13th 十二月十三日

Introduction to the Chinese Language for Non Chinese Speakers. 非華裔家長基礎中文介紹研討會 8:30 A.M. in Room 213. 時間：早上八點半 地點：213室

Our Program 我們的課程

Our program seeks to have students achieve academically while developing fluency in both English and Chinese. In accordance with DOE policy, we are using a 50-50 partial immersion or balanced model. 50% of our instruction is conducted using English and 50% using Chinese. 我們的課程目標為提高學生學術水平，同時熟練中英雙語。根據教育局政策，我們實施50/50的浸潤式教學或平衡模式教學法。我們的課程有50%是以英語教學，50%是以中文教學。

Our Pre-K and Kindergarten classes follow a **self-contained half day rollercoaster** model. One bilingual teacher instructs his or her class alternating the instructional language based on the half day. 預幼班及幼稚班的課程是採取各半天循環使用語言教學模式，雙語教學老師會依據標準教學課程來調整教學所使用的語言。

Our First grade follows the **side by side alternate day** model. Two teachers in two different classrooms instruct in their native languages. The classes alternate between the two teachers. 一年級採用的是雙向式雙語教學法。兩位老師在不同的教室用他們的母語教學。兩位老師會在 不同語言教室進行雙向式雙語教學法。



Our Classes 我們的教室

Here is an overview of our fall curriculum.

Pre -K 預幼班

秋季課程概況

Our Pre-K is learning all about fall. They have been studying apples, pumpkins, and leaves as well as fall colors. In math, they are working on patterns and counting. They are also working on routines and oral language. The students have been learning lots of English and Chinese songs. Ask a Pre-K student to sing his or her favorite! 預幼班的孩子學習有關秋天的一切。他們學習了蘋果、南瓜、秋葉及秋天的色彩。數學課上了排列組合與算數。語言課上了日常生活用語及口語練習。學生們也學到許多英文與中文歌曲。您可以請一位預幼班的孩子唱一首他最愛的歌給您聽。



Kindergarten 幼稚班

Kindergarten is off to a great start in learning the habits and routines of a classroom and the school. We are learning about ourselves through our current social studies and science units. We are focusing on our role in our families and our growing body. In reader's workshop, students continue to learn about themselves as individual readers. Students are either working by himself or herself or in partnership with a classmate or a teacher to build on their interests and explore the components of a book. As writers, students build on self-related topics while discovering the many purposes of how writing is used such as the creation and categorization of lists, labeling different parts of their drawings, creating signs to convey a message, or writing letters or notes to express their opinions and thoughts. In math, we continue to build on our knowledge of numbers, growing our understanding of patterns, shapes, and concepts of sequencing. Overall, we continue to build the kindergarten classroom-family connection to learn from each other in building acceptance, tolerance, and open-mindedness to grow and develop together. 幼稚班開始學習班級與學校的日常作息與學習習慣。在目前的社會科學課程，我們學到了認識自己。科學課程著重在了解家庭角色以及身體的成長。在閱讀課上，透過個人閱讀，學生繼續自我成長。學生也透過個人閱讀或與老師及班級夥伴共同閱讀，培養探索書本內容的趣味。學生也培養出寫作的的能力，學習與自己有關的題材，了解寫作的多重目的，包括創作、列清單、標示圖案、設計標誌以傳達訊息、寫信或字條以表達意見與想法。在數學課，孩子們培養數學能力，加強圖案與圖形的排列組合概念以及排列順序。總之，我們教導孩子們教室就如家庭的概念，彼此學習，互相幫助，培養接納、包容與開放的心靈，以共同成長與發展。

1st Grade 一年級

Our first grade is hard at work! First grade is working on building routines and becoming familiar with the side by side schedule. We are impressed with the children's ability to adapt and have been reviewing to help them feel successful with the new model. The 1st grade is utilizing thematic planning. The current theme is community. In reading workshop, we are focusing on reading skills such as predicting, meaningful partner talk, and building stamina. Expect your child to bring home a book baggie everyday and read for at least 15 minutes. Students are learning new sight words every week in both English and Chinese. They are using them to learn new spelling patterns and break apart words as well as focusing on broadening their vocabulary. In writing workshop, they are writing small moments in both English and Chinese. In math the focus is on money, number sense, and time. The current science topic is weather. In Chinese reading, the students are working on blending sounds to refine skills as well as memorizing sight words. 一年級的難度增加了。一年級要努力培養學校的例規，熟悉雙向式雙語教學法。我們非常感動孩子們的努力適應，同時也隨時檢驗以幫助他們在新的教學法中順利學習。一年級全部是以主題式教學為主。目前的主題是社區。在閱讀課上，我們專注在培養閱讀技巧，譬如預料情節發展、有意義的對話、培養耐力等。請注意孩子每天會帶讀書袋回家，至少要閱讀十五分鐘。學生們每週都要學中英文的新字彙。他們運用這些字來練習新的拼音模式，區分字母，同時擴大他們的字彙。在寫作課上，他們可以用中英文寫些短文。在數學課，專注學習金錢、數目字與時間。目前科學的主題是天氣。在中文課的閱讀上，學生學習組合聲音到熟練為止，同時記憶中文字。

Staffing News 教職員訊息

We are very proud of our teachers and are committed to maintaining the high quality of our staff. The side by side model helps us utilize our monolingual teachers while continuing to grow. 我們以我們的師資為榮，同時堅持維護所有教職員的品質。雙向式雙語教學法幫助我們統合單語教師，同步成長。

Roxana Yuen is the newest member of our kindergarten team and Shuang Wen family. She comes to us from PS 219 and has been teaching for 20 years. She is currently the general education teacher working with Lucilla Chan in our K-CTT class. Roxana just spent last summer studying at the Normal University in Shanghai. She is a wonderful addition to our kindergarten team. **Roxana Yuen** 是雙文大家庭新成員，也是幼稚班的新老師。她來自 219 小學，有二十年教學經驗。她是 K-CTT 的班級導師，Lucilla Chan 是她的合作夥伴。暑假期間 Roxana 在上海師範大學進修。對幼稚班來說，Roxana 是不可多得的助力。



Hua Guo moved from teaching kindergarten at Shuang Wen to being a Chinese teacher in our 1st grade side by side model. Hua has a master's degree in bilingual education as well as a degree in special education. Hua taught in Washington DC for six years before bringing her expertise to Shuang Wen. **Hua Guo** 原本是雙文的幼稚班老師，現在成為一年級的中文老師，運用同步並行交互替代教學法教學。Hua 擁有雙語教育碩士學位及特殊教育學位。來到雙文任教之前，Hua 在華府教了六年書。

Michelle Lee joins our 1st grade team after spending the last 4 years teaching Chinese social studies and supporting math learning to for grades 3-6 here at SWS. She also has 12 years of experience teaching Chinese language and general education. **Michelle Lee** 在雙文教了四年的中文社會科學，並支援數學課程，現在她是一年級的小組成員。她有十二年的中文及一般教學經驗。

Vera Tang is our new special education teacher in our 2nd grade CTT class. Vera previously worked for 6 years at a public school in Brooklyn and will be working with the rest of our dual language staff to create our Chinese curriculum for the upcoming grades. **Vera Tang** 是新的特教老師，二年級 CTT 的班導師。來到雙文之前，Vera 在布魯克林的公立學校任教六年，目前她會與其他的雙語老師一起架構中文教學課程。

Meeting the Needs of all Children 配合孩子的需要

Shuang Wen, is committed to meeting the needs of all children. Whether a student needs ESL or Chinese language instruction we are doing everything we can to meet their needs. Lucilla Chan and Lisa Campbell are working with small groups as part of intervention. We also have Nicole Levin working with ESL students as well as all teachers providing morning tutoring to students who need additional support. 雙文的宗旨在配合孩子的需要。不論孩子需要英語為第二語言教師，或中文指導老師，我們都會盡量符合孩子的需要。Lucilla Chan 和 Lisa Campbell 組成一個 R.T.I. 輔助教學小組以協助需要幫忙的學生。Nicole Levin 會協助英語為第二語言學生。所有的老師也會為孩子提供額外的晨間補習課程。

Benefits of Dual Language 雙語的利益

Academic 學術

Children in bilingual programs do as well as or better than their peers in all English programs. They reap the cognitive, social, personal, and economic advantages of knowing more than one language. (Cazabon, Lambert, & Heise-Baigorria, 2002) 接受雙語教學的孩子和接受全英語教學的孩子一樣優秀或更優秀。他們因為多懂一種語言而獲得知識、社會、個人及經濟優勢。



Language Skills 語言技巧

Students develop full oral and reading and writing proficiency in two languages. This allows them to see their first language in a comparative perspective, which helps them analyze and refine their language use. (Cazabon, Lambert, & Heise-Baigorria, 2002) 學生發展出完善的口語、閱讀及寫作中英文的技巧。這會讓他們用一種比較性的眼光來觀察自己的語言，幫助他們分析與加強語言的運用。



Worldview 世界觀

Students in Dual Language programs develop very positive attitudes about themselves and students of other language and cultural backgrounds. For example, Cazabon, Lambert, & Heise-Baigorria (2002) found that dual language students showed a great deal of diversity in their friendship choices and were comfortable interacting with people of different ethnocultural groups. In a very real sense, students in dual language programs become more self-confident because they are better prepared to engage in a global society that values multiculturalism and bilingualism. 雙語教學的學生會培養出積極的心態，尊重他種語言的學生及不同文化背景的人格特性。舉例來說，學者Cazabon, Lambert, & Heise-Baigorria (2002) 發現在選擇朋友時，雙語學生表現得很有彈性，極富多元性，而且與不同文化背景的人們互動時也毫無問題。事實上，雙語教學的學生更有自信心，因為他們已經準備好參與全球化社會，而這樣的社會非常重視多元文化與雙語能力。

How Parents Can Help Their Child Succeed In DL Programs 家長如何幫助孩子加強雙語學習

- *Encourage your child to take risks in speaking and writing the second language
鼓勵孩子大膽說和寫第二種語言
- *Support the program: parents transmit their positive attitudes to their children
支持雙語教學：家長以積極的態度鼓舞孩子
- *Maintain your native language; model correct structure and pronunciation.
保留使用您的母語，展示正確的語言架構與發音
- *Provide opportunities to socialize outside of your dominant language.
利用機會與他種語言的族群溝通
- *Engage your child in conversations about their learning.
與孩子討論他們的學習



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