

# add.a.lingua Spanish/Mandarin ONLY timeline



## *three-school/preschool*

- Because preschool is most children's first introduction to a school environment, the add.a.lingua preschool curriculum lays out very clearly how a teacher should introduce the second language without eliciting fear in students. For example, during the first three weeks of school, teachers explain classroom routines and directions first in English, reserving Spanish/Mandarin for actual content instruction. After the first three weeks, when routines are firmly established, the immersion educator uses the target language exclusively.
- Experienced immersion preschool teachers created the add.a.lingua curriculum to encompass all of the important immersion teaching strategies - visuals, realia, physical movement, songs, rhymes, stories, puppets, hands on experiences - not only to meet National Head Start standards, but also to aid in the acquisition of the second language. Children who begin second language learning at a young age intuitively understand that language has a purpose and is used to negotiate meaning and to communicate effectively. By the end of the preschool year, therefore, students often associate the school experience with the L2 and realize that language is a cognitive tool used to make meaning of the world around them.
- After the first three weeks of school, the teachers speak only in Spanish/Mandarin to their students but accept answers in either the L2 or English. This stage of language acquisition emphasizes comprehension rather than production.

## *kindergarten through fifth grade*

- The add.a.lingua model takes advantage of every single opportunity to increase immersion students' vocabulary and structural knowledge of the target language. For this reason, educators speak to the children almost exclusively in the L2.
- Before children are able to understand every word in the target language, however, immersion teachers may need to revert to English when safety issues are involved. By asking a colleague from the traditional program to review safety rules or by making an extremely obvious transition from L2 to English (miming taking off their Spanish/Mandarin hats or brains and putting on their English ones for a short period of time), educators can protect the "Spanish/Mandarin Only" environment without any risk to students.
- In cases when students require individual discipline or special comforting (illness or injury), teachers can take that student aside and speak to him/her in English without disrupting the "Spanish/Mandarin only" environment.
- In order for immersion students to attain high levels of proficiency in the target language, educators must create an environment filled with comprehensible input (students connecting meaning with language through visuals, physical movements, context etc...) and opportunities for "output" (interpersonal and presentational interaction) for extended periods of time. Because most students will hear only English upon leaving their classrooms, the add.a.lingua model places a high value on protecting time within the school day in which students hear and respond only in the target language. From our experience and based upon the stages of acquisition, we suggest the following timeline:

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## **teacher and student communication**

**teacher to student** – Beginning in Preschool and continuing in Kindergarten, immersion students start to associate specific environments and people with either L2 or English. It is important to establish school and immersion staff as the target language environment and people respectively.

**student to teacher** – Ultimately immersion students have the language ability to speak exclusively in Spanish or Mandarin regarding content related topics (see Stages of Language Acquisition). However, this requires extended periods of time as mentioned above.

- **kindergarten** – At the beginning of the year, teachers will accept questions and answers from students in English. Many times, the teacher will then rephrase using the target language. By mid-year, teachers will introduce the “Circumlocution Game,” encouraging the students to use only Spanish/Mandarin when responding, even if they can only think of one or two vocabulary words to express meaning. The teacher spends time explaining that relying only on Spanish/Mandarin and accepting help from each person in the class until meaning is negotiated without reverting back to their more extensive English vocabulary helps their brains become stronger.
  - In playing the “circumlocution game,” students begin communicating only in Spanish/Mandarin to the teacher. Each time the class conveys meaning in the target language, the students gain confidence and feel able to speak more and more in the L2.
- **first grade** – Spanish/Mandarin from student to teacher after the last week of September
- **second grade** – Spanish/Mandarin from student to teacher after the first day of school
- **third, fourth, and fifth grades** – Spanish/Mandarin from student to teacher on the first day of school...

## **peer communication**

**student to student** – If immersion staff does not create an environment in which the classroom is Spanish/Mandarin only, most students will use their most natural form of communication – English (native language). For most students, the classroom is the primary setting for acquiring the target language. For this reason, they need to become comfortable speaking with and in front of peers.

- **kindergarten** – Spanish/Mandarin amongst peers beginning in late January
- **first grade** – Spanish/Mandarin amongst peers beginning after Thanksgiving Break
- **second grade** – Spanish/Mandarin amongst peers beginning after the first day of school
- **third, fourth, and fifth grades** – Spanish/Mandarin amongst peers beginning the first day of class

# add.a.lingua English guidelines



In accordance with research surrounding literacy development in multiple languages, add.a.lingua advocates introducing literacy in target language (in early total immersion this is in L2) before introducing formal instruction in the native language (L1/English).

The following guidelines are based on practical experience and immersion teacher recommendations. Notice that “chunking” the English times (keeping the same number of required minutes) is often preferable as teachers can engage in more in-depth lessons. **These guidelines include slight time adjustments, taking into consideration minutes spent in English for specials such as art, physical education, and music.**

Teachers and administrative staff determine which three days out of a five-day week the students receive instruction in English in grades two through four depending on weekly schedules.

## Spanish

The add.a.lingua model begins English instruction in second grade. At this point, students will have received initial literacy instruction in Spanish.

## Mandarin

The add.a.lingua model begins pinyin instruction in second grade. At this point, students will have received initial literacy instruction in Mandarin characters. After pinyin is introduced in second grade, students will continue literacy instruction in characters with the pinyin phonetic transcription included through the higher grade levels as well as English language instruction beginning in third grade. Pinyin is a romanized alphabetic representation of the sounds in the Mandarin language and often appears in texts in conjunction with characters. Many of the sounds are similar to those in the English alphabet and will thus “transfer” from Mandarin to English.

In the add.a.lingua Mandarin immersion program, English instruction begins in third grade.

*NOTE: All reading levels denoted are based on the Fountes and Pinnell (English) benchmarking kit.*



## *second grade*

- Students receive 2 hours and 30 minutes of English/pinyin instruction each week spread over three days beginning mid-January.
- Students participate in reading groups throughout the school year.
- The classroom teacher and administrative staff determine which children need additional reading support in English.

<b>Day 1 – 30 minutes</b>	<b>Day 2 – 1 hour</b>	<b>Day 3 – 1 hour</b>
<ul style="list-style-type: none"><li>• Grammar or Touch Phonics lesson and activity</li></ul>	<ul style="list-style-type: none"><li>• Small-group reading instruction</li><li>• Spelling practice</li><li>• Phonics activity</li><li>• Reading time</li><li>• Writing activities</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Small-group reading instruction</li><li>• Phonics activity</li><li>• Reading time</li><li>• Writing activities</li></ul>

## *third grade*

- Students receive 2 hours and 45 minutes of English instruction each week.
- In September, if students are reading in level N or beyond, they are not placed in a reading group.
- In March, if students are reading in level P or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

<b>Day 1 – 45 minutes</b>	<b>Day 2 – 1 hour</b>	<b>Day 3 – 1 hour</b>
<ul style="list-style-type: none"><li>• Spelling pretest</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li><li>• Subject area instruction</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Subject area instruction</li><li>• Subject content connections</li></ul>



## fourth grade

- Students receive 3 hours of English instruction each week.
- In September, if students are reading in level Q or beyond, they are not placed in a reading group.
- In March, if students are reading in level T or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

Day 1 – 1 hour	Day 2 – 1 hour	Day 3 – 1 hour
<ul style="list-style-type: none"> <li>• Spelling pretest</li> <li>• Subject area instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li> <li>• Subject area instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Test</li> <li>• Subject area instruction</li> <li>• Subject content connections</li> </ul>

## fifth grade

- Students receive 5 hours of English instruction each week.
- In September, if students are reading in level U or beyond, they are not placed in a reading group.
- In March, if students are reading in level W or beyond, they are not placed in a reading group.
- Students who do not meet these reading benchmarks receive reading instruction in English.

Day 1 – 1 hour	Day 2 – 1 hour	Day 3 – 1 hour	Day 4 – 1 hour	Day 5 – 1 hour
<ul style="list-style-type: none"> <li>• Spelling pretest</li> <li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li> <li>• Subject content connections</li> </ul>	<ul style="list-style-type: none"> <li>• Subject area instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Subject area instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Subject area instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling test</li> <li>• Daily Oral Language (DOL) instruction for grammar and punctuation</li> <li>• Subject content connections</li> </ul>