

Our World Neighborhood Charter School

Teaching Work Sample

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Our World Neighborhood Charter Schools are publicly funded schools that mainly located in Brooklyn and Queens. The middle school I teach in locates at Astoria, Queens. The racial-economic and linguistic profile of the community is diverse. More than 80% of the students come from economic disadvantaged families. 13% of the students have disabilities. 8% of the students are English Language Learners. It is a racially diverse school as 39% of the students are Hispanic followed by 30% of White students and 19% Asian Students. Some students are multiracial. The student gender ratio is equally balanced.

The school has good accountability status. Therefore, it is ranked to be Tier 1 School. There are total of 730 students, and the school manage to maintain the student to teacher ratio below 15. More than 70% of the teachers have more than 4 years of teaching experience, and 5% of the teachers have taught more than 21 years. The teachers help the students to maintain high academic performance as suggested by the New York State English and Math test result. More than 75% of the students from 6-8 grades achieved level 3 or 4 curriculum proficiency.

There is only one Spanish and Mandarin teacher in the school. They are responsible for teaching all 6-8 grades students. Every class is scheduled to meet with language instructor three times per week. The school follows 6 days rotating schedule. (See Picture 1) As result, some of the class may only have two language classes in certain weeks. Some of the classes have combined sections. Two Mandarin classes from the same grade will join to learn. It is a challenge for teaching when the classes are on different lessons. It would be more ideal if

students can have language class every day without combine sections. The first period of class is ATL class, which students will stay in their homeroom and participate in various activities for an hour. The activities include learning about the different festivals from all ethnicities, plagiarism, Black History month, and gender equality. Every period of class lasts for 45 minutes except for the 9<sup>th</sup> period, which lasts for 30 minutes. The school policy suggests requires teacher to accept late work within the quarter semester. All students are given opportunities to make up their missing work with point deductions. There is no regulation on the bubble gum, drinks, and hats in the classroom. All teachers and students are equipped with school computers. (See Picture 2) Teachers cannot take away students' computers throughout the class as a punishment since it is an essential tool for learning.

There are total of three seventh grade Mandarin classes. I am teaching two of the classes while my cooperating teacher is teaching one class. His class is one lesson ahead of my classes, so I can mirror his class routine. There are total of 17 students from two classes. We are delivering student-oriented education; students can engage in free discussion in the class. More than 80% of them speak more than one language but none of them are Mandarin heritage speakers. They only had one year language experience prior to my class. Therefore, English is an important language tool for them. Three of the students have IEPs which requires me to make accommodation when designing an assessment. A regular quiz consists of 12 vocabulary and 3 translation sentences. Students with IEPs may struggle with memorizing the characters, PinYin, and tones. They are given with word bank, but they are expected to know the right order when placing the words.

Example 1:

Hi, what is your name? (Please write the PinYin and characters with punctuation)

Expected answer: 你好，你叫什么名字？ (Nǐ hǎo, nǐ jiào shénme míngzì?)

Word Bank for accommodation: 你好(Nǐ hǎo), 叫(jiào) 什么(shénme), 名字(míngzì)

The food unit consists of many interesting lessons that students are willing to be engaged in. There are total of 7 seven lessons accompanied by 3 speaking quizzes, 1 writing quiz, 2 presentations, 1 speaking assessment, 1 group activity, 1 visual field trip, and 1 physical field trip. A daily routine is established in the class. Students are assigned with character sheet and virtual note as daily homework. They must translate the key vocabulary for every lesson prior to the class. Students will be asked to translate 4 sentences from English to Mandarin in class as Do Now. The vocabulary should help them with translation. At the end of every lesson, students will play Time to Climb as a simple assessment for daily lesson. The one pays close attention in class will receive full mark and reach to the top of mountain. They will also submit an exit slip translating an English sentence to Mandarin.

At the beginning of the unit, an introduction lesson is delivered to the students helping them to understand that personal and cultural expression can be expressed through the convention of ordering food and drinks. Students are guided to participate in the discussion about the cultural values of holiday special food. When students are sharing their experiences, they can compare everyone's cultural differences. Students are also expected to contribute to the learning outcome of the lesson by posting their questions about the unit. Before Lesson 1, students will conduct online research about a Chinese dish that they like. They will present to the class about the dish including its origin, cultural representation (if it has one), and ingredients.

At the end the unit, students will be able to say what they would like to eat and drink, ask someone if they are ready to order, order food at a restaurant, identify cutlery, explain the

sequence of eating BeiJing roast duck, and understand how the cultural differences contributes to the shape the chopsticks. Every lesson is structured in coherence to help students build on their language proficiency. Starting from simple characters 吃 (Chī/eat) and 喝 (Hē/drink) to complex sentences. Throughout the lesson, students not only have to practice speaking Mandarin, but they also need to think about Chinese food culture. The grammar lesson is incorporating the knowledge from previous unit as students continue to learn about 我想(Wǒ xiǎng) and 我要 (Wǒ yào). Students learned 我要喝水 (Wǒ yào hē shuǐ/ I need to drink water) and 我想喝水 (Wǒ xiǎng hē shuǐ/ I would like to have water). Students will understand that 我要 (Wǒ yào/I need to) delivers more emergent message compare to 我想(Wǒ xiǎng/I would like to). Students will continue the lesson practice saying they would like to have apple juice, watermelon juice and Coke Cola. Through character writing, students will understand that 吃 (Chī/eat) and 喝 (Hē/drink) share the same radical 口(Kǒu/mouth). These two characters are the essential concept of the unit, a presentation is assigned to students requiring them to present a paragraph using the characters.

When students learned the essential characters and sentences, they are prepared for a visual trip that takes place in BeiJing. Students are looking at a 3D view of a restaurant. They are guided to pay attention to the interior design of the building and the food people ordered. With the image in mind, they are pretending to order in the restaurant. A cultural lesson is delivered teaching students about Chinese dieting habits. Chinese people prefer vegetable over meat. Students will share their dieting habit and compare with everyone's experiences. At the end of the lesson, students will practice asking the question: Do you have any vegetable? What vegetable are available today? Continuing the lesson in restaurant, students will learn about the

sequence words describing how to eat Peking roast duck. The essential words are 先...然后...最后(Xiān... ránhòu... zuìhòu... first, then, at last) They will also watch a video explaining the sequence of eating Peking duck.

Cutlery is an essential part of the food unit. Students will be able to identify different cutlery including fork, knife, spoon, and chopsticks. Students will watch a video explaining the reason why Chinese people choose to use chopsticks and the influence of Confucius believe on Chinese food culture. It is considered to be barbaric when someone is using a knife and fork on the table as the person might stab or injure others. Students will compare the Japanese, Chinese, and Korean chopsticks. They will observe the length, shape, and the materials. (See Picture 3) Different food culture and historical background made an impact on creation of chopsticks. Students will watch a 3-minute instructional video on how to use chopsticks and have hand on experience using it. When they are comfortable holding the chopsticks, they will participate in group competitions. They will use chopsticks to pick up cereals and M&M. Accommodation is made for students by putting rubber band on the top of chopsticks. It become easier to use. Everyone can eat the cereal and M&M at the end of the class.

Students are prepared for assessment as they continue to practice listening, speaking, reading, writing, and watching videos throughout the unit. The simplest assessment given is speaking quiz. Every student will have 1 speaking quiz per unit. They have 3 chances to decide when they would like to take speaking quiz. They can take it prior to lesson 2, 4 or 6. Every speaking quiz has 3 words. The words will change every quiz. Students are required to memorize the pronunciation of the 3 words. They are given chances to take the quiz second time to accommodate their needs. A writing quiz is given after Lesson 4. There are 12 vocabulary and 3 sentence translations. Blooket (vocabulary game) and sentence translations are assigned to


students as homework for review. Accommodations are made for the students with IEPs. (See example 1). Another presentation is assigned to the students assessing their presentational skills. They are required to make power point slides pretending to invite teachers to dinner/lunch. The slides include pictures of the food, a paragraph of description of the food they eat using key words (eat, drink, dinner/lunch). Samples sentences are given with color code and PinYin to help students formulate their own sentences. They are assessed the ability to pronounce with right tones, coherent understanding of complex sentences, and public speaking skills. At the end of the unit, students will take a field trip the local bubble tea store as a reward for their hard work and assessment for their speaking skills maintaining a real-life conversation. (See Picture 3) They will review the sentence structure 我想要...(Wǒ xiǎng yào.../ I would like to have...) and learn the pronunciation for different cup size, 小杯/中杯/大杯 (Xiǎo bēi/zhōng bēi/dà bēi small cup/medium cup/large cup). They are not allowed to use side note when ordering their drink. A successful student will be able to purchase a cup of bubble tea independently.

The most successful assessment would be the speaking assessment in the field trip. Students are fully engaged and interested in learning. They are devoted to practice pronunciations. As result, they happily purchased a drink on their own and achieved perfect score on the assessment. Students also enjoy the food presentations. They stay focused researching about food and gladly share their result to the class without hesitation. A student panicked when presenting his/her invitation for dinner. He/she was unable to present in front of the class. There are many factors that may contribute to this situation. Compared to food research presentation, dinner invitation presentation is in full Mandarin which may lead to stress and anxiety when students have language barriers. Overall, many students reported that they enjoy the presentations and field trip. Students also enjoy the hand on experience with

chopsticks. It is an interesting experience to be able to watch videos, play, and eat while learning. Time to Climb is a simple assessment that everyone enjoys without any pressure. It is a game without any penalty. The desire to reach to the top is driving them to stay focused on learning. A less successful assessment would be the writing quiz. A class failed the translation part. It is frustrating for the students and the instructor.

If I can reteach the unit, there are some adjustments I can make to improve students' learning experience. I can provide students with extra opportunities as a safety net to secure their grades. Write every sentence 15 times including PinYin. It will reinforce their memory on the sentences. I can make some accommodations on the dinner invitation presentation. When the student is having anxiety, he/she can present the slides to me individually to alleviate some of the pressure. I should extend the lesson on sequence words. It is an important grammar lesson. Although food is the focus, the sequence words can prepare them for advanced lesson in the future. I did not make emphasis on the lesson. It would be beneficial for them to formulate the sentence using the sequence words. I should assign more pair and group work to students to improve their social skills. All the class work are individual work which may not be fully effective teaching. There are many improvements I can make. Overall, it is more important that students enjoy the topic and content. This teaching experience would not be successful without students' effort. I appreciate their work as much as they appreciate mine.

Picture 1



**Our World Neighborhood Charter School 1**  
EDUCATING OUR STUDENTS TO BECOME INDEPENDENT THINKERS AND LIFE-LONG LEARNERS!

**Teacher's Weekly Schedule**  
**2021 - 2022**

Periods	Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
		Kindness	Respect	Friendship	Courage	Truth	Perseverance
1	8:05-9:06	OC	6A 602 B10	OC	6C 604 B12	G5- ES	OC
2	9:09-9:54	804 RM# 209	OC	OC	OC	G5- ES	603 RM# 202
3	9:57-10:42	704 RM# 209	OC	704 RM# 110	703 RM# 209	G5- ES	OC
4	10:45-11:30	Lunch	OC	804/805 RM# 209	OC	OC	702 RM# 202
5	11:33- 12:18	602/603 RM# B11	805 RM# 209	OC	604/605 RM# 109	OC	602 RM# 202
6	12:21-1:06	604/605 RM# B11	703 RM# 110	602/603 RM# B13	704 RM# 209	605 RM# 209	703 RM# 209
7	1:09-1:54	OC	Lunch	Lunch	Lunch	604 RM# 209	Lunch
8	1:57-2:42	805 RM# 202	OC	702 RM# 202	OC	Lunch	OC
9	2:42 - 3:30	702 RM# 110	802/803 RM# 209	802 RM# 202	804 RM# 209	802/803 RM# 209	803 RM# 202

**End of Day Check Out**

- Main Office
- Ms. Angrum
- Mr. Rawls
- Mr. Danne

OWN Elementary School      OWN Middle School



Picture 2



Picture 3

step 2 choose the size  
step 3 choose the topping

**Vivi Special (Signature)**

- Blue Galaxy  
星空冰茶
- Vivi Signature Fruit Tea  
繽紛水果茶
- Earl Grey Float  
伯爵奶蓋
- Passion Fruit QQ  
百香QQ
- 3Q Milk Tea  
3Q奶茶
- Red Bean Matcha  
紅豆抹茶
- Tiramisu Milk Tea  
提拉米蘇奶茶
- Chocoberry N' Cookie  
巧酥覆盆莓
- Flora Tea (Forest/Rose)  
黑森林花果茶

**Float Series**

- Earl Grey Float  
伯爵奶蓋
- Oolong Float  
烏龍奶蓋
- Jasmine Float  
茉莉奶蓋

**Yakult Drink**

- Green Tea Yakult  
綠茶
- Mango Yakult  
芒果
- Strawberry Yakult  
草莓
- Passion Fruit Yakult  
百香果
- Grapefruit Yakult  
葡萄柚

**Milk Tea**

- Vivi Milk Tea  
經典奶茶 (Black/Green)
- Oolong Milk Tea  
烏龍奶茶
- Vivi Bubble Milk Tea  
珍珠奶茶 (Black/Green)
- Honeydew Milk Tea  
哈密瓜
- Ginger Milk Tea  
薑母
- Japanese Matcha  
日式抹茶
- Thai Milk Tea  
泰式奶茶
- Almond Milk Tea  
杏仁
- Coconut Milk Tea  
椰香
- Taro Milk Tea  
芋香

**Fresh Milk Series**  
(Use Lactaid Milk)

- Red Moo Milk  
紅魔鮮奶
- Yellow Moo Milk  
黃魔鮮奶
- Black Moo Milk  
黑魔鮮奶
- Earl Grey Latte  
伯爵拿鐵
- Jasmine Latte  
茉莉拿鐵
- Oolong Latte  
烏龍拿鐵
- Brown Sugar Latte  
黑糖拿鐵
- Winter Melon Latte  
冬瓜拿鐵
- Matcha Latte  
抹茶拿鐵

all prices are subject to change without notice.