



Business Name

Springleaf Chinese School Newsletter

School Year Fall- 2024

Class Schedule



Fall Term

Sept 7th, 14th,

21st, 28th

Oct 5th, 12th,

19th, 26th

Nov 2nd, 9th,

16th, 23rd

Dec 7th, 14th,

21st

Win-ter Break 15 classes total this term

Class time	Grade Level	Subject	Teacher
8:45-10:15	Level 12 (on Sunday)	English Writing & Chinese	Gonghui Zheng
9:30 - 10:30	Level 2 &3	Chinese	Yuan Lu
10:35-12:05	Level 5	Chinese	Yuan Lu
12:45 - 1:45	Level 9	Chinese	Yuan Lu
2: 00 - 3:00	Level 8	Chinese	Yuan Lu
3:15 - 4:45	Level 10	Chinese	Yuan Lu

Tuition/Fees

- 1.5 hour Chinese - **\$15/week**
- 1 hour Chinese - **\$10/week**
- 1.5 hour English /Chinese Writing - **\$20/week**
- No tuitions will be refunded for absence of classes due to fixed costs.



Chinese

Almost 20% of the world's population speaks Chinese and as such, it is a valuable language for communication with people across the globe. In addition, studies have shown that learning multiple languages is greatly beneficial to children's development. Children who come to Springleaf Chinese School not only learn Chinese for potentially broad future application in their life, but also make friends and gain new skills. Especially for the older students, their teachers serve as both teachers and mentors.

Level 1 & 2 (Quote from Teacher Yuan Lu)

As Chinese becomes a more popular foreign language, we hope to continue to introduce beginners to Chinese through this class. Our Level 1 & 2 class covers contents including Chinese language, Chinese culture, music and children's art.

We introduce Chinese to beginner students through play, fostering a sense of curiosity for the language and sparking excitement for learning a new language. We create a motivational and fun environment for them to begin exploring Chinese language and culture, which we hope will provide a strong basic foundation for these students to continue learning Chinese in a greater capacity in the future.



During a typical class, students learn new vocabulary words, read nursery rhymes, sing traditional Chinese songs and draw pictures.

Over the course of this school year, the students in this class have learned Ma

Liping Grade 1, Unit 1, Unit 2 and half of Unit 3. After one year in the Level 1 & 2 program, most students possess a good command of more than 250 Chinese characters.



Level 4 (Quote from Teacher Yuan Lu)

Level 4 provides further experience with the Chinese language for beginner intermediate Chinese class. In this class, the students improve their language skills and build familiarity with Chinese. During this school year, we completed Ma Liping's Grade 2, Unit 1 and Unit 2 textbook.

In each class, the students practiced Quizlet flashcards, which helped expose them to new vocabulary. They also participated in various memory games, such as matching and multiple choice, with both words from previous lessons and new words from new lessons. The students have an opportunity to read aloud to practice reading Chinese every class. We also often let students to play different characters based on the story of textbook and have dialogues. The students gain a lot through these class activities.

The students also begin to develop their writing ability. We created a Google slide to every students. We gave students 15-20 minutes to write

can enable students to learn Chinese more self-sufficiently in their future studies. As students accumulate more words in their Chinese vocabulary, learning Pinyin offers even more benefits.

We used Google slides to make the class materials into cartoon textbooks, with rich pictures and accompanying texts, to enhance students' understanding and memory of the text and Chinese characters. The students were able to read many stories aloud, with students playing different characters in the texts.

The students in this class were very enthusiastic about learning Chinese and made great progress.

Level 8 (Quote from Teacher Yuan Lu)

The Level 8 class is designed for intermediate Chinese learners. The purpose is to develop

on their own board every week. The students wrote very interesting stories.

The students in this class made great progress.

Level 7 (Quote from Teacher Yuan Lu)

The Level 7 class is an intermediate Chinese class aimed at helping students develop more confidence in their oral, reading abilities and develop their writing abilities. During this school year, we completed Ma Liping's Grade 2 and Ma Liping Grade 3, Unit 1.

In each class, the students used the "direct reading" method to learn common words. They practiced Chinese with Quizlet flashcards, through which they were exposed to new vocabulary and given a chance to review old vocabulary.

The students learned the mechanics of Pinyin, which we believe is a useful tool that

more confidence in their oral, reading and writing abilities. This school year, we completed Ma Liping's Grade 3.

Paired with the Ma Liping readings, students watched cartoon depictions of the stories in the Ma Liping textbook.

In this class, students also practiced flashcards to learn and acquire new terminology. Through these flashcards, students gained more exposure to and more interaction with new words. We started to introduce some writing skills to students. We had students write short passages exemplifying narrative, expository and argumentative essays.

There were many thematic, narrative ele-



ments in Ma's Grade 3 lessons, so students were able to engage in rich storytelling through skits performed in Chinese. The students gained a deeper understanding of the texts and stories by transforming them from the page to the role performance. The students greatly enjoyed these performances!



beyond simple character recognition, towards more advanced interpretations the stories' themes and implications.

Teaching grammar provided students with an opportunity to compare and contrast Chinese and English syntax.

Taking advantage of the virtual setting, we also had the student practice writing Chinese on the keyboard.



Level 9 (Quote from Teacher Yuan Lu)

The Level 9 class is designed for intermediate to higher level Chinese learners.

This school year, we completed Ma Liping's Grade 4

This class greatly enjoyed flashcard activities. The students completed flashcard tests with accuracy and speed. They even incorporated a little bit of friendly competition into the activity to make it more fun.

The students practice a

They have been able to write longer Chinese essays using this method.

Level 12 English Writing (Quote from Teacher Hui Zheng)

During the academic year of 2023-2024, Springleaf offered a class on English narrative writing. My teaching approach for this course was innovative, beginning with a comprehensive overview of narrative frameworks before delving into the

mock test to review the previous lesson every class. This will prepare the students to get used to the standard test format for the future and review old vocabulary as well.

This school year, the texts and readings were Chinese historical myths, fables, poems, and political essays. We introduced a few kinds of writing skills and writing types in the classes. We combined texts to discuss writing techniques such as narration, description, lyricism, personification, argumentation, and exposition. Additionally, we encouraged students to move

finer details and essential skills.

In the first quarter, our focus was on the structural framework and its components concerning narrative writing for characters and events. Each structural element was carefully introduced and analyzed alongside sample essays to provide students with practical insights.



Moving into the second quarter, students were presented with a variety of narrative writings featuring different structures but centered around a common theme. This exercise encouraged students to evaluate each version using a scoring system ranging from 1 to 10. Through this process, students honed their ability to discern well-crafted narratives.

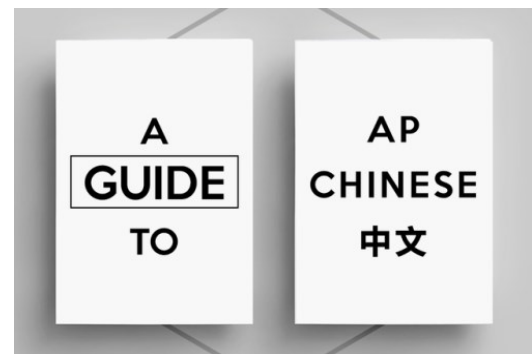
Transitioning to the third quarter, we delved into the intricacies of narrative writing through the lens of the New York Times' network learning program. Here, students learned specific tactics and skills essential for develop-

ing each stage of a narrative structure, guiding them from the essay's inception to its conclusion.

By the end of the academic year, students had not only established a clear understanding of what constitutes a compelling narrative but had also been equipped with a diverse set of tools to en-



hance their writing skills as needed. This journey of learning and growth has inspired students to craft engaging narratives with confidence and proficiency.



Students' Corner

Chinese And English

Here are Chinese and English essays from our students. Although you might find some grammatical mistakes and awkward sentence structures in students' Chinese essays these essays represent impressive displays of hard work and proficiency, considering the infrequency that some of these students interact with the Chinese language in their day to day lives.

这一学年，郑老师花了许多时间从理论上为学生们建立了如何写英文记叙文的框架以及各种写作技巧。英文写作对许多亚裔学生来说是比较困难的，但经过郑老师的指点，孩子们觉得英文写作是很有趣的。请欣赏郑老师具有启发性的作文题，以及学生们的 English essays.

Rafting - 看图写短文

Teacher's topic

Imagine you are one of the crew on a raft, approaching a set of rapids with a significant drop in the river. Using the "showing, but not telling"; technique, vividly describe your experience to create an immersive scene for your readers by incorporating sensory details.

盛颖萱

Olivia Sheng Level 12

The raft under me lurches again with no warning. The sharp jerk almost makes me lose grip of my paddle. I lick my dry lips and hold onto the paddle like it is

my lifeline. Shaking my head, I desperately steady my nerves and reassure myself. Experienced rowers surround me; of course they would ensure we each arrive in one piece. I wipe my eyes, blurred by flying drops of murky river water. Squinting, I catch a glimpse of what is ahead and my mouth dries. Underneath us, the water starts flowing faster, sucking us toward a segment of hungry rapids that eagerly awaits.

"HOLD ON!" someone's indistinguishable voice shouts over the water's roar. I grit my teeth as we enter the warzone. I can't see anything anymore, the violent

water attacking us relentlessly. Bodies bump into me from all sides as we drive our barely contained raft forward. Just as the turbulence seems to finally recede, we plunge downward with no warning. Both my heart and stomach get left behind as we drop, hitting new water with an explosive splash.

Relieved smiles surround me as we float down gentle water. My burnt-out arms fall limply to my side as I choke out a laugh in disbelief, tasting copper in my mouth. I had been biting my tongue.



Bored During the Lecture - 改写

Teacher's topic

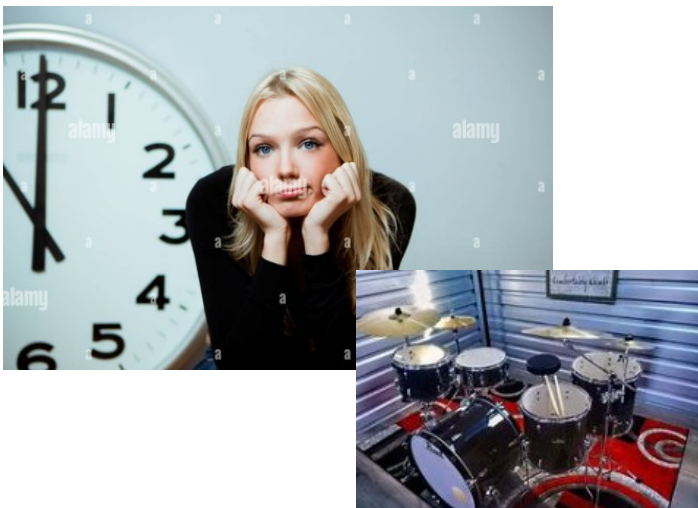
Describes a character's boredom. Rewrite the paragraph using the "showing" technique to convey the character's boredom through her physical reactions, thoughts, and surroundings.

Telling paragraph: Sarah was bored during the lecture. She yawned and tapped her fingers on the desk, wishing it would end soon.

盛颖萱

Olivia Sheng Level 12

Yawning, Sarah glanced at the clock. Had its hands always ticked so slowly? Maybe it was her drooping eyelids that made it seem that way. Mr. Smith's stream of words fell on deaf ears; the monotonous droning had faded into part of the background an hour ago. Desperate for a source of entertainment, Sarah drummed her fingers on the dull wooden desk-top in front of her. Crafting a beat, a faint smile flickered across Sarah's face. She pictured she was back home in front of her drum set, happily drumming away countless hours.



My First Robotics Competition

盛颖萱

Olivia Sheng Level 12

People hurried around me in the stuffy school gym, resembling a hive that swarmed with bees. Each had a job to fulfill, a task at hand. What was my job? Human Player, I was told. The two unfamiliar words danced around my vacuous mind, taunting my brain's memory. A teammate of mine had reported that she couldn't make it that morning, and her crucial role was on the front lines. Having never witnessed a robotics competition before in my life, I had to adapt quickly to the position I substituted for.

My head spun, trying to visualize my job, which was verbally described to me as feeding the robot the different objects it needed to perform its tasks. I hurried to examine the playing field and equipment, getting an extravagant flame-patterned cape and a dashing pair of scratched-up safety goggles dumped on me in the process. Soon enough, I found myself stationed alone across the field from my teammates, about to start the first match. My heart pounded so loudly that it seemed to drown out the cheering of the hundreds around us. Suddenly, a girl from another team whom I'd never seen before called out to me, wearing a lighthearted smile.

"Hey! First time? Try pulling the cube and cone crates closer to you when the match starts. It's not illegal."



I looked at her in surprise, mumbling my gratitude. It struck me that even away from my teammates, I was not alone. Clinging to the knowledge I just received, my mindset switched. This was no longer a challenge to survive, but an opportunity to conquer.

A beep cut through the air. The match begun. I was not ready for the robot, which slammed into the clear divider in front of my face, demanding a cone. I zoned in, rapidly adjusting my techniques. I started figuring out the best moments to grab objects and how to precisely aim them into the machine's jaws. Eventually, I no longer had to brace myself for the robot's aggressive greeting, and the satisfaction of every delivery fed my adrenaline. There was no time to hesitate after making a mistake. I could only ensure I didn't do it again. The whole round flew by in what seemed like seconds, and I found myself facing a high-five from my unnamed friend.

Ten hours later, I was sweaty and suffocating in the intense body heat. Taking a breath of fresh air was the last thing on my mind as I stood in the middle of the field with my team, arms around each other and wielding a Girls Generation first-place trophy. This day was just a little taste of the world of robotics competition, and strangely enough, the thought of all I had yet to learn didn't seem so scary anymore. Instead, I felt a spark of excitement for everything I could discover ignite in me. The only way for a bee to find a new patch of flowers is by flying outside the hive. I look forward to an exciting journey at Brown Pre-College.



My first experience at principal's office

Teacher's topic

Writing Exercise: Dropping the reader into a scene for a narrative Essay "My first experience at principal's office"

许若苏

Russell Xue Level 12

Maturing is realizing that life is very complicated and full of struggles that seem to extend to every corner. It's different from the past, where we were disconnected from reality. Childhood seems like a time at which one slowly begins to understand this world until they grow into their larger selves that embody adulthood. It seems like a stress-free life, that's otherwise slow-paced, enjoyable, and free of trouble. Yet, I vividly remember the struggles and challenges that I faced during those times. What they all have in common is they happened in school. Consequently, the journey of passing through the school system that should've been smooth sailing has been marked by harsh encounters between peers and teachers. The first notable case was from nothing other than a basketball. While I was devoting my time and dedication into becoming a better basketball player, this other child decided that it was a good idea to distract me.



I looked down, and quickly discovered that my basketball was in somebody else's hands. I subsequently delivered a blow to his face, which was certainly quite painful. My hands surely felt different for a few days. Also, the ball was a gift from my mother, and I'd simply been fed up with the events leading up to this one. Moreover, it's important to note that the boy had a reputation of being a tormentor, but he still cried, ran away, and brought negligible disciplinary actions upon me.

That incident reinforced the idea that I could, indeed, stand up for myself. I began to offer myself a choice: to be bullied or not. *What if the teacher was the bully?* It quickly turned out that I couldn't always offer myself a choice. You're suddenly up against an adult who better not be sadistic and ill-natured, and has everything in their power to make you suffer. Too bad. She has her own set of stupid rules. She expects you to never question them. She also demands your respect, which is a privilege that is earned, just like it is for any other teacher. The teacher asks, "Are you rolling your eyes at me?" *I wanted to do that for a while.* "I was looking at the sign above the door," I said, and *no*, the world does not revolve around you. I was standing 20 feet away from her and nobody had said anything for the past minute. Although she made me miss out on several once-in-a-life opportunities and plainly barred me from utilizing technology as she saw fit, the power dynamics of my former classroom taught me invaluable lessons on being resilient. I also quickly learned how to balance the desire to please others with the need to be assertive and to stand up for myself.

At the end of the day, I cannot change what people have done to me. Even though my journey was not entirely slow-paced, enjoyable, or stress-free, these incidents have taught me valuable lessons about how to take a stand. These lessons show that maturing isn't entirely about gaining awareness about the realities of this world when they have taught me to be a stronger individual. Maturing has also taught me how to be a strong

leader, strengthening my ability to follow my passion of helping people. After all, it's crucial to be assertive and resilient as both the president of a club that brings people a place to gather and have fun, and as a leader at another (future) club that'll have a more far-reaching scope. Although my childhood could've been more blissful, I am grateful for the experiences that I had and for who they have shaped me into today.



中文写作对孩子们来说具有很大的挑战性。学生们每周来中文学校上一次中文课，除了教学生们学习新词和阅读，学校还花了许多时间来讲解中文记叙文的写作要素和技巧，并让学生有机会写些短文。请欣赏孩子们的中文小品。

圣诞节的派对

潘雅琪

Jessie Pan Level 4

圣诞节那一天很好玩，我的爸爸妈妈去朋友家过圣诞节，大人们谈天，我和其他的孩子打游戏。那个游戏是一个Nintendo开车游戏，我们是每个人都互相对抗。有红色车，蓝色车，还有紫色车。游戏的目的

是看看谁能先完成三圈。我开的是蓝色车，起初我开得很快，但到了第二圈，我的车慢了。我打游戏不太好。后来，我又增加速度了，在游戏结束时，我赢了第二名。我们也吃饭和喝果汁，果汁是芒果味道的，我很喜欢。那一天很好玩，玩得很开心！



春天来了，我参加学校的跑步训练。一星期有几天下课后，我们要进行跑步训练。每年都有很多人参加这一活动，经过几个月训练，我们要参加学校的跑步比赛。

我还参加合唱团，我一直期待着三月十二日的合唱团音乐会。我喜欢唱歌和弹钢琴。



我的寒假活动

Catherine Adam Level 4

在寒假，我到学校玩篮球。我们有时赢，有时输，我和我的朋友一起玩。大约训练了一个月后，篮球比赛结束时，我们赢了对另一所学校的最后一场比赛。



到外婆家过中国新年

苏德恩

Emily Su Level 4

中国新年，我去我的婆婆家过新年。我吃了很多很好吃的东西。

我的婆婆做了烤鸭，饼干，我很爱吃婆婆做的烤鸭！



婆婆做的烤鸭有很多汁，也很嫩。烤鸭的皮脆脆的，金色的，闻起来香极了。婆婆烤的烤鸭真好吃，我爱吃我婆婆做的烤鸭！

我的婆婆也做巧克力饼干。婆婆做的巧克力饼干外面很脆，里面很柔软！



我的模型

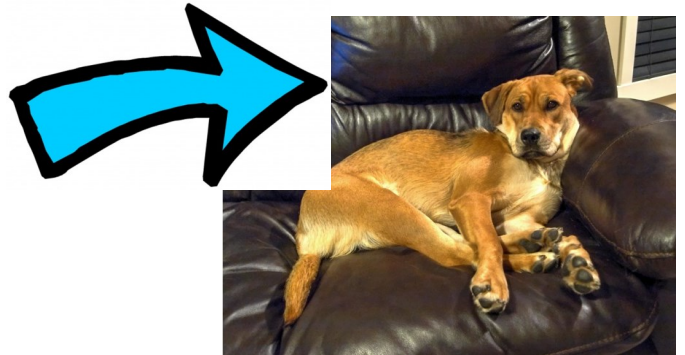
Justin Adam Level 4

周末我建了一个模型。我的模型名字是 կատանա տղա 是亚美尼亚语 (in Armenian)。



当我在教练的指导下建模时，我的狗在教练后面的沙发上看着我建模，我的狗对肉很着迷，我也许要给它一块肉吃，这样我就可以专心建模。

建模很有趣，我喜欢！



我做的作业

Timmy Wu Level 2



Timmy Wu Level 2

三. 填空(Fill in the Blank using the words below)

山上、树、山下、去、又飞、不见、在、来、飞、

1. 我家在山上，你家在山下。

2. 在山上看不见山下有树，

在山下看不见山上有雪。

3. 小鸟飞来又飞去，

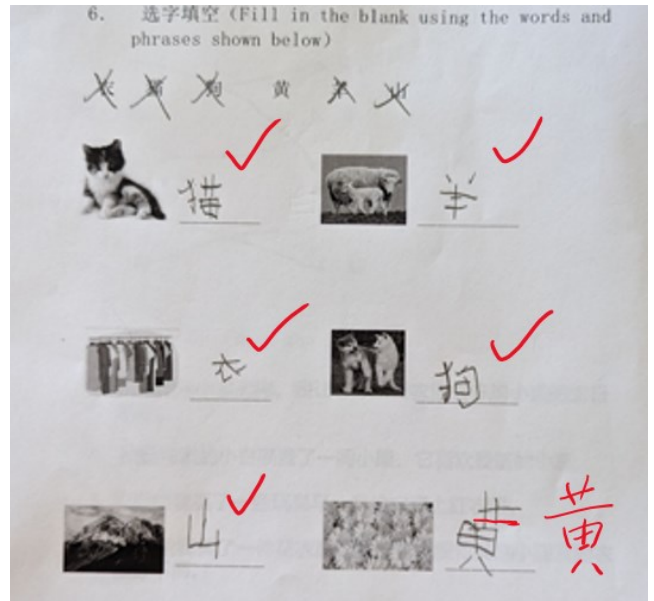
小鸟飞去又飞来。

4. 小鸟飞远又飞近，小鸟飞近

又飞远。



Timmy Wu Level 2



我的暑假

黄玉玉

Ashlyn Huang Level 7

暑假，我和我的爸爸，妈妈，阿姨和叔叔去做一个短途的旅行，我们去坐渡轮。我还参加高尔夫球的训练和比赛，我今年比去年做得好。暑假，我还看了流星雨，很好看！我和我的朋友出去玩，我们去散步，购物，吃晚饭和看电视，我们玩得很开心！



在夏威夷过寒假

黄玉玉

Ashlyn Huang Level 7

我度过了一个愉快的寒假。我们去了夏威夷，我看了放烟花和新年倒计时。在游轮上我看到鲸鱼，它们的尾巴又大又漂亮。我很喜欢和爸爸一起在海滩边上游泳，爸爸给我买了很多好吃的食物。爸爸还给我的朋友买了礼物。我很高兴能在夏威夷度过一个难忘而温暖的寒假。



我爱体育活动

丛 香 香

Samantha Swilley Level 7

我喜欢田径，我天天都去跑步，我爱跑步！前天我去一个田径比赛，我参加跳远比赛，我跳了九英尺。我还跑了一百米，我也打篮球了。星期三，我和朋友一起庆祝墨西哥的节日Cinco de Mayo。我们吃了沙拉和薯片。我爱吃沙拉和薯片！



我的美术夏令营

张东妍

Lily Kendall Level 8

这个暑假，因为我没有去带住宿的夏令营，所以觉得很无聊，也觉得很遗憾。但是，我也为我能完成四周的美术夏令营而感到自豪。

我的四周美术夏令营不是连着的，是隔一周

一次，所以给了我一些喘息时间。我学了“写实肖像”，“数字绘图”，“人体素描”和“油画”。在所有的这些课中，我最喜欢的是“数字绘图”，因为它给了我很多的自由想象空间。其它的课则是要求我们画打印出的参照物，不是非常有意思。



怀念我的中学校园

张东妍

Lily Kendall Level 8

今年我要上八年级了，很多有趣的事会发生。我七年级的时候，学校通知我们说暑假开始，他们要拆除并重建目前的校园，所以八年级的时候，我们要去附近小学校上课。我认为这会很有趣儿，但不见得是个好事。

每次我经过校园的时候，都看到建筑物被逐渐拆除。可惜的是我没有机会去体验新的中学校园了，但是我有机会在高中之前体验小学的生活。



Lotus Root Soup

盛颖萱

Olivia Sheng Level 12

The ticking of the clock seemed to grow louder by the second. My foot tapped the rug beneath the dinner table as I sat and waited for what seemed like decades. My stomach rumbled with the force of an ocean wave during a thunderstorm, unrelentlessly crashing onto the cliffside walls. I looked up as a black pot got placed down in front of me, held tenderly by the skillful hands that made its contents, belonging to my mom. The top of it gleamed, radiating heat underneath the yellow light illuminating the whole room. A small hole on the lid spewed out a thin stream of mist, curling and fading as it reached upwards, evaporating right before it hit the ceiling that was just barely out of reach. My eyes trailed its path, then snapped back onto the pot of gold before me. I reached forward and grasped the

smooth knob on the lid, as I felt the warmth spread through my fingers and consumed my arm. I lifted the lid up, and a cloud of steam got released, eagerly enveloping anything within reach.

The smell of the soup hit me first, a warm embrace of lotus root and pork. I blinked past the steam, and lifted up a silver spoon, the cold metal contrasting the heat of the fresh pot of soup. I dipped the utensil into the swirling foggy beige, scooping up a spoonful of bubbling soup. The warm and comforting broth had just the right amount of flavor, no strong nor pungent taste. It tasted like a warm hug, one made of lotus root soup.



Recruiting New Students

We are now recruiting new students in kindergarten/level 1 to level 12 Chinese. We also recruiting level 12 English writing students. Please introduce our programs to your friends and relatives!

