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Springleaf Chinese School Newsletter

School Year Fall- 2025

Class Schedule



Fall Term

Sept 6th, 13th,

20th, 27th

Oct 4th, 11th,

18th, 25th

Nov 1st, 8th,

15th, 22nd

Dec 6th, 13th,

20th

**Win-
ter
Break** 15 classes
total this
term

Class time	Grade Level	Subject	Teacher
9:00-10:30	Level 12 (on Sunday)	English Writing & Chinese	Gonghui Zheng
9:30 - 10:30	Level 3	Chinese	Yuan Lu
10:35-12:05	Level 6	Chinese	Yuan Lu
12:45 - 1:45	Level 10	Chinese	Yuan Lu
2: 00 - 3:00	Level 9	Chinese	Yuan Lu
3:15 - 4:15	Level 4	Chinese	Yuan Lu

Tuition/Fees

- 1.5 hour Chinese - **\$15/week**
- 1 hour Chinese - **\$10/week**
- 1.5 hour English /Chinese Writing - **\$30/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 (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 class covers contents including Chinese language, Chinese culture, music and children's art.

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

Lever 2 & 3 (Quote from Teacher Yuan Lu)

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



class have learned Ma Liping Grade 1, Unit 2 & Unit 3. We completed Ma Liping Grade 1 textbook. After one year in the Level 2 & 3 program, most students possess a good command of more than 500 Chinese characters.



Level 5 (Quote from Teacher Yuan Lu)

Level 5 provides further experience with the Chinese language for 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 on their own board every week. The students

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 9 (Quote from Teacher Yuan Lu)

The Level 9 class is designed for intermediate to higher level Chinese learners. The purpose is to develop more confidence in their oral,

wrote very interesting stories.

The students in this class made great progress.

Level 8 (Quote from Teacher Yuan Lu)

The Level 8 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, Unit 3 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 can enable students to learn Chinese more

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 elements 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!

Level 10 (Quote from Teacher Yuan Lu)



vanced 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. They have been able to



The Level 10 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 mock test to review the previous lesson every class. This will prepare the stu-

write longer Chinese essays using this method.

Level 12 English Writing (Quote from Teacher Hui Zheng)

During the academic year of 2024-2025, Springleaf Chinese School offered a class on personal statement writing. My teaching approach was structured, beginning with a comprehensive overview of writing frameworks before diving into the finer details and essential skills.

In the first quarter, we shifted our focus from gen-

dents 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 beyond simple character recognition, towards more ad-

eral narrative writing—covering characters and events—to the more specialized skill of crafting personal statements based on the seven prompts commonly used for college admissions. We dedicated the entire quarter to exploring Prompt 1, which addresses various aspects of a student's life. According to statistics from the College Board, Prompt 1 is frequently chosen by applicants.



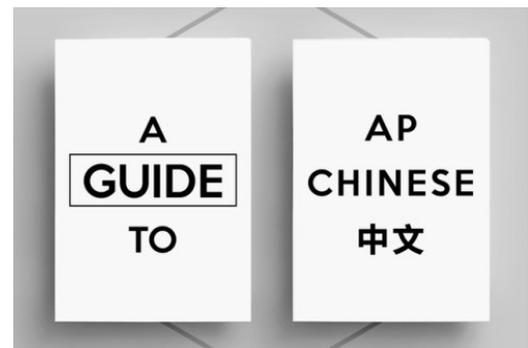
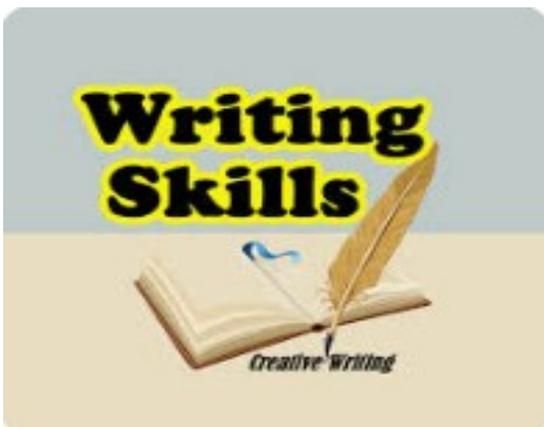
Through analyzing several example essays, students learned how to select a single, meaningful aspect from their background, identity, interests, or talents to help admissions officers understand who they are beyond academics.

In the second quarter, we concentrated on Prompts 2 and 3. Although these prompts appeared straightforward and self-revealing, students were surprised to discover that they needed to analyze the impact of their experiences rather than merely recount events. This approach encouraged them to showcase their unique personalities while confronting challenges and biases.

themes behind each prompt and were equipped with a diverse set of tools to express their identities in their essays. This journey of learning and growth inspired them to craft engaging, prompt-based essays with confidence and proficiency as they applied to their dream summer schools, colleges and universities.

Transitioning into the third quarter, we explored Prompts 4 through 6. The focus shifted from narrative storytelling to more reflective writing, emphasizing the writer's perspective rather than just the events themselves.

By the end of the academic year, students had developed a clear understanding of the



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，郑老师完成对十二级班英文记叙文的框架以及各种写作技巧的授课后，转入指导高年级学生如何写好高中生夏校申请文本 (Summer Camp Application Essays) 和大学入学文本 (College Common Application Essays)

英文写作对许多亚裔学生来说是比较困难的，但又是不可缺少的软实力。经过郑老师几个学期的指导，孩子们的英文写作有了长足的进展。请欣赏郑老师具有启发性的作文题，以及在郑老师指导下，学生们写的夏校申请文本，并成功地被几所顶尖大学的夏校录取。

Stanford CNI-X- Application

盛颖萱

Olivia Sheng Level 12

What do I want to do with my life? I answer this annoying question with a blank smile. Starting high school produced a road that branched off into endless hobbies and commitments, and I was drawn to a spectrum of interests that seemingly shared no common

connection. While I felt pressured to scrawl dead-end signs over some of these paths, the hours spent wracking my brain for an ISEF project idea this year have made me pause and reconsider how I want to make an impact in my community. I wanted to choose a topic that I was sure to be passionate about, but could also funnel in my current strengths.

Climbing my way to a strategy lead position in my FRC robotics team gave me insight into building off of different peoples' qualities in a team project. Volunteering weekly at a youth crisis line has opened my eyes to the importance of empathy, active listening, and asking thoughtful questions. This helped seal the deal for a collaborative ISEF project between me and two friends, directed at raising awareness of high schoolers' mental well-being through investigating behavioral science. I constructed an

interactive questionnaire for this project by self-learning PsychoPy and WebGazer to implement eye-tracking psychology experiments. We make participation easy for 200 high schoolers through their laptop web camera and web browser.

While ISEF prompted me along this journey, CNI-X provides an opportunity to continue my expedition in building a holistic understanding of human behavior and applying psychology and STEM to mental well-being. Similar to my hesitation when asked, "what I want to do with my life", I am not set on investigating any specific topics at CNI-X. Instead, I hope to focus on refining how I approach and research this field of science beyond the program.



Reflection for Reading Essay "Makeup" · 读后感

Teacher's topic

Read the essay "Makeup" responding to the common prompt# 1 and share your comments and thoughts on this essay.

这是郑老师从以往历届优秀的大学申请文本中选出一篇题为“Makeup”，让学生读并写读后感。大学入学申请文本共有七种类型题目，Prompt #1 是高中生选择最多的一种文本。

盛颖萱

Olivia Sheng Level 12

This is a very interesting essay. It describes what inspired this person's unique interests and the journey it took them on to discover their own passion and future career. Besides the positive and unique outlook cosmetics had on this person's life, she also wrote about her thoughts and opinions throughout the essay, which plays a major role in showing (not telling) the reader what sort of person and character she has. The internal conflict expressed at the beginning scenario demonstrates this person being self-aware and realistic when considering makeup as a career and brings in the relatable factor of talking about the embarrassment surrounding this topic. By the time we get to the conclusion, her opinion on the matter does change, and we can see how her view has changed from the start to the end of her high school experience and how she has matured.



A Person Makes You So Thankful or Grateful

Teacher's topic

Based on your own experience at school or home and what you learned about how to respond to prompt#4, please craft a paragraph reflecting on something that someone has done to you that has affected and motivated you so much that it makes you so thankful or grateful.

盛颖萱

Olivia Sheng Level 12

My eyes peered up into the smiling face of a Chinese lady, her posture proper and radiating wisdom despite the streaks of white painted onto her hair. My short legs dangled over the edge of a battered chair covered with hardened paint splatters, looking at a blank canvas. She handed me a brush, and didn't speak a word for the next two hours until I left her studio. I did not really understand what sort of art class this was, but my 5-year-old self noticed the way this lady did not seem to mind the way I responded to her Chinese with my own choppy chenglish (Chinese & English). She simply stood by, occasionally poured me tea, and nodded as she called every atrocious doodle of mine a "masterpiece". Up until I was 11 years old



and covid hit, I would sit on the studio ground for hours on end every Sunday and create massive charcoal drawings, steal her calligraphy and ancient Chinese paintings to copy, and sketched her studio bathroom. I cannot remember a single moment where she offered me any technical advice despite being a famous artist back in China who had once been invited to speak at Princeton(?), but that is precisely why I consider her one of the best teachers I have ever had. It is only now, when I'm winning awards for art in high school, that I realize how she cultivated my own passion for learning, raising me as an artist who wasn't afraid to put in hours of work at a time, accept trial and error as part of the learning process, and let my creativity shine without limits set by conventional artistry. I now see eye-to-eye with her and my feet rest flat on the ground as I sit down in the same battered and colorful chairs, but we both still smile when I visit her studio and speak the same flavorful jumble of Chinese and English.

Teacher's note

Thank you for the sharing of your best writing with all of us in my writing class. This writing has engaged me as a reader, rather than a writing teacher. I can feel the power of your writing skills and use of the words. I am truly impressed by your reflective paragraph on the impact this artist has had on your life. Your vivid descriptions paint a beautiful picture of your experiences in her studio, capturing both the warmth of her presence and the freedom she provided you to explore your creativity. The contrast between your childhood self and the artist, along with your growth into an award winning artist, illustrates a profound journey. I appreciate how you emphasized the value of encouragement over technical instruction, highlighting her unique teaching style that fostered your passion. Your concluding thoughts about your ongoing connection with her are heartwarming and show a deep gratitude. Keep exploring your voice; it's clear you have a remarkable story to tell!

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。

愉快的暑假-在图书馆当志愿者

黄玉玉

Ashlyn Huang Level 8

我度过了一个愉快的夏天。暑假，我没有去度假，但是我做了很多事情。我花了很多时间陪伴家人。另一件事是我在图书馆做志愿者。我帮助了很多孩子，我很喜欢！在图书馆当志愿者时，我还交了一个新朋友。做完志愿者后，我妈妈把她带到我家。我们一起吃饭，看电影。暑假，我也和朋友一起出去玩，其中最重要的事是参加了一场高尔夫锦标赛。在过去的两年中，我的高尔夫球的球技进步很多。整个夏天我都很开心！



我做的作业

Timmy Wu Level 3

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



树林、放在、冬、摘、兴、它、桃、长、冷、玩、一边

- 小猴冬~~冬~~和小猴青青一起去摘~~摘~~桃子。~~它~~
们来到~~冷~~桃~~桃~~树林~~长~~。
- 冬冬找到一棵桃~~桃~~树，上面~~长~~满了大大的桃子。
- 冬冬把树上的桃子~~放~~一个摘下来，~~放~~在袋子里。
- 可是，青青呢，~~一~~边~~摘~~，~~一~~边~~玩~~。

Timmy Wu Level 3

4. 看图写字 (Look at the picture and write Chinese characters)

鸭子 哭 笑 妈妈 来 走



笑



鸭子



妈妈



哭



来



走

我爱
学中文

我的爷爷 - 我最敬重的人

苏德恩

Emily Su Level 5

我的爷爷是我最敬重的人。我的爷爷头发都白了，他不高也不矮。他喜欢养很多鸡和鸭子，他经常喜欢坐外面看他的鸡和鸭。我的爷爷喜欢做水糕，那是我最喜欢的。每次吃他做的水糕，我觉得是我在家里最享受的事。当爷爷做水糕时，他加上米粉和水，也加上糖，肉，菜，虾，和其他东西搅拌起来，然后，把水糕放进蒸笼里蒸。他做的水糕一出炉，你开门的时候，就能闻到它的香味，可是，爷爷只是有时做他这美味的水糕。我的爷爷也喜欢钓鱼，有时他和我们一起去挖螺。但是，海滩在很远很远。我们要开车几个小时才能到。到了海边，爷爷总能带着我们钓到许多鱼。我爱我的爷爷！



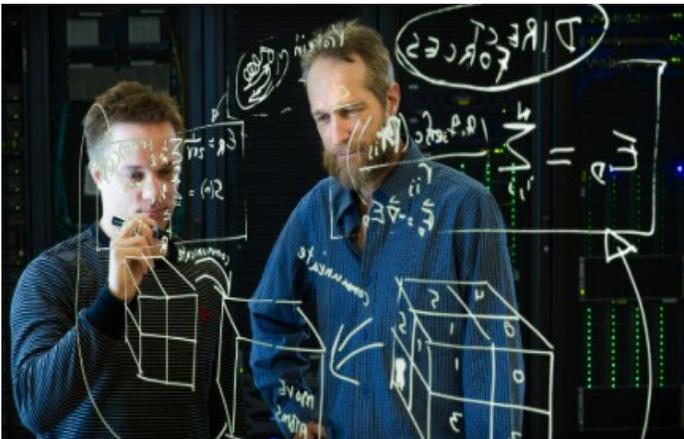
我的数学老师 - Mr. Buck

丛大威

William Cong Level 5

我最敬重的人是我IB SL的数学老师，Mr. Buck老师。

他是一个很好的老师。他没有头发，戴着一幅眼镜，又高又胖，说话很快。他花了很多时间帮助我学习数学，他经常检查我的几何题和回答我的问题。有一次，我遇到一道三角的几何问题，我举手，他来到我的课桌旁，看到我的题目做得不对，他就帮我改。还有一次我写了一个不对的答案，他帮我分析为什么我的答案不对，还帮我改正。我们现在学函数 (Functions)，我觉得真难，对我来说最难的是反函数 (inverse functions)。我意识到我听不懂Mr. Buck在说什么，我告诉Mr. Buck我听不懂，他一遍又一遍的讲解给我听，直到我听懂为止。Mr. Buck 是我最敬重的人！



我爱我的爸爸和妈妈

Ashly Fong Level 5

我的父母是我最尊敬的人。因为他们帮助我成长，照顾我的生活。我的爸爸和妈妈工作很努力，工作了一天很累，回到家里还要照顾我。在我小的时候，更是得到他们呵护和照顾，当我慢慢长大，他们不仅要关心我的学习，还要关心我是否吃得好，穿得好，还要送我参加各种活动。他们从来不抱怨生活的辛苦，总是满足我的正当要求。我爱我的爸爸和妈妈！



我的暑假

张东妍

Lily Kendall Level 9

暑假，妈妈带我去去了天坛。我小时候去过，但我已经忘记了。

这次我们又去了祈年殿和回音壁，到那儿一看，真是人山人海！什么时候天坛变成了庙会？我真是有些失望！我出大门的时候，看到电子排标着“在园人数两万四千零五十六！”我太惊讶了。



我帮妈妈装圣诞树

张东妍

Lily Kendall Level 9

十二月二十二日，我帮妈妈装饰了圣诞树。这是一棵假圣诞树，这意味着我们必须把圣诞树组装起来。

我妈妈先把圣诞树装在一起，然后我们把不同的灯挂在树上。这个过程花了我们很长时间，但是还是非常值得。因为装上了不同颜色的灯，看上去真漂亮，特别是加上装饰品就更漂亮了！圣诞节有了这棵圣诞树，增加了不少节日的气氛。



我的暑假

黄玉玉

Ashlyn Huang Level 8

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！



我最敬重的人

潘雅琪

Jessie Pan Level 5

我的名字是潘雅琪。我想写我的爸爸妈妈。我的爸爸妈妈是我的最敬重的人。

我的爸爸又高又瘦，他戴着一副眼镜，一双眼睛很有精神。我的爸爸很有耐心。他喜欢走路，也喜欢种菜。如果我对化学，地理和其它学科知识不太理解和有疑问时，他会帮我。有一次，我不知道该怎么配平一个化学方程式。我的爸爸就把每一步给我讲清楚。我就了解了如何配平化学方程式。

我的妈妈很漂亮，中等的个子。她每天穿得整整齐齐的。妈妈经常给我做好吃的菜。妈妈做的红烧肉特别好吃！在锅里烧的时候，它香得很。我的妈妈也喜欢喝茶。我喜欢跟我的妈妈一起做奶茶。

我的爸爸妈妈在我的生活里很重要，也是我最敬重的人。

Student Achievements



Ashlyn Huang wrote a poem *Rippling Waves of Serenity* and got published in the Honoring our rivers magazine. Ashlyn Huang is a student of Cobertt Middle School, Grade 7 student. She is also our Level 8 student. Congratulations to Ashlyn!!!

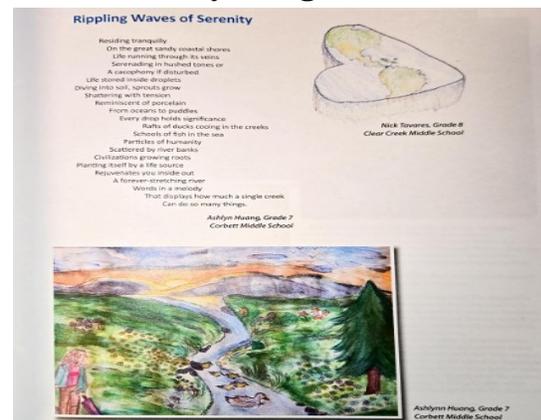
Rippling Waves of Serenity

黄玉玉

Ashlyn Huang Level 8

Residing tranquilly
 On the great sandy coastal shores
 Life running through its veins
 Serenading in hushed tones or
 A Cacophony if disturbed
 Life stored inside droplets
 Diving into soil, sprouts grow
 Shattering with tension
 Reminiscent of porcelain
 From oceans to puddles
 Every drop holds significance
 Rafts of ducks cooing in the creeks
 Schools of fish in the sea
 Particles of humanity

Scattered by river banks
 Civilizations growing roots
 Planting itself by a life source
 Rejuvenates you inside out
 A forever-stretching river
 Words in a melody
 That displays how much a single creek
 Can do so many things.



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!

