

The 9th Canadian National TCSL Colloquium
Practical Classroom strategies - vocabulary teaching

Ceci Dan Zhu from St. John's School

1. Introduction of vocabulary (listen and repeat VS multilevel activation)

Kick off your class with a short rhyme, a song, a video etc. It is fun and exciting!

For example:

国家歌 (add drawing for younger learners)

<http://www.youtube.com/watch?v=nrQ0Rz5GLpQ>

爱好歌 (acting it out)

<http://www.youtube.com/watch?v=bC7GiKdJhhU>

食物歌

http://www.youtube.com/watch?v=4Q_LteZcWgA

<http://quizlet.com/>

Scatter, space race, taboo, charades (ready-made tests for homework)

Project-based brainstorming (differentiation)

2. Guided practice of vocabulary (worksheets VS interactive activities)

Concentration (demo)

Semantic map

3. Review of vocabulary (dictation VS contextualization)

Jeopardy review (demo)

Throwing the dice

4. Character writing

- Memorization of strokes VS combination of radicals (*conceptualization*)
<http://quizlet.com/10580757/radicals-i-flash-cards/>
<http://quizlet.com/10666962/radicals-ii-flash-cards/>
<http://quizlet.com/22383965/grade-8-radical-iii-flash-cards/>
- Copying VS description (*imagination* → *semantic radical, phonetic radical, perceptive radical*)
For example: 湖、爷、数、共、寒、散、台、孩.....
- Knowledge Vs skills (*connection/association* → *making inferences, critical thinking, logic skills*)

Activities for character recognition: Test your short-term memory; what is missing; find your partner; catch the ball.....

Useful link: http://www.archchinese.com/chinese_english_dictionary.html