



## Why choose and trust the Chit Chatters Curriculum™ (CCC)?



Because of our education, expertise and demonstrated results

The creation of our Chit Chatters Curriculum™ was only possible thanks to a 30-year background combining the highest levels of study in Early Childhood Education, Foreign Language Teaching, Curriculum Design, and School Administration and Management. Among many other extensive certifications and licenses, the founder has an accredited BA in Early Childhood Education, and a Certificate TESOL (teaching foreign languages).

Adding to the extensive years of studies in education, the founder has had almost a life-time of experience working in the field (for 20 years on her own projects, and prior to that, since she was in her early teens working in her family's Foreign Language Center/Dual Language School). For many years, our team has been specializing and working directly in the educational field, not only as child care providers of all ages, but also specializing in the areas of foreign language instruction, full immersion programs, teacher training, staffing, curriculum design, and textbook/instructional materials selection and distribution.

Chit Chatters™ is one of the only foreign language programs out there whose founders are currently running and operating their own Language Center, located in a high-end area in Southern California, and have been very successfully doing so for the past 6 years (and still continuing to grow). This allows witnessing directly the program's results year after year, and generation after generation. Children who have completed our full immersion infant/toddler program have been assessed and admitted in Spanish-only Schools, testing at native-speaker levels of proficiency. All of our full preschool graduates, who have continued taking our after-school courses, are able to use the same textbooks that native-speaker children are using in the educational systems of native Spanish speaking countries, and they do it naturally and without effort.

To read all the success stories of very proud and satisfied parents, please visit the testimonials section of our website.

What makes us different from any other foreign language program?



Besides our brand-named Curriculum, teacher training, staffing support and instructional materials, we also offer:

### Course progression by age and level

We are not the one-size-fits-all option, as other “cookie cutter” programs out there promote, by just adapting the **same** instructional material and activities to **all age groups and Spanish levels**. Experienced teachers know that this simply does not work, especially for languages, when you not only deal with different age groups, but also different language proficiency levels.

As an example, our 1-3 year-old program, aimed for children 12 to 30 months old, is completely different (in methodology, type of activities and instructional materials) than our program for 3 to 5 year-olds or any of our after-school programs (5-9 year-olds). We offer at least 15 different full courses from ages 12 months to 5 years-old.

### School organization counseling

Also included in our main Curriculum option, is all the information and literature Centers need in order to run each program efficiently and successfully, such as Sample Schedules and Daily Routine of Activities, Parent’s Handbook, Teacher’s/Employees Manuals, School Calendars, Equipment suggestions, etc.

### Communication to parents

We know how important communication with parents is, and we strive to keep parents informed and involved in their children’s learning stages, and we do so through Welcome Letters, Weekly Thematic Units Descriptions, parent surveys, etc.

### Teaching within values and healthy habits

Our bilingual programs are not just focused on the teaching of a language in itself. As educators, we understand that this is not enough. All our teaching contents attempt to build in students the universal values and principles of respect, love, tolerance, well-being, healthy habits, environmental awareness, and multicultural diversity.

What makes us different from any other foreign language program?



## Student progress assessment and evaluation standards

As part of our complete Curriculum Option, we offer bi-yearly students' complete progress report cards detailing all the course objectives and milestones that children should achieve and accomplish by the end of each semester, in the form of evaluation checklists that can be provided to parents to follow up on the students learning process.

## Practical infant/toddler teaching tools

Infant/ toddler teachers are not just any teacher. Even teachers who have taught or designed lessons for school age children will know how to approach and deal with preschool-aged children. This is why, as part of our complete Curriculum Option, we offer practical tools to help our teachers excel. Such tools may be inspirational videos, specialized /tailor-made training sessions, teacher's practical "any-time pocket tools", and more.

## Student behavior guidelines

We also offer Curriculum options that include student behavior guidelines and know-how to provide teachers the knowledge to help children acquire conflict resolution skills, and tips on how to redirect children's behavior to create the most effective and optimum learning environment, required before even any learning can take place.



## Why is Chit Chatters the only proven, effective and structured foreign language program?

ELE (Spanish as a Second Language) research and accreditation has only recently begun to be considered necessary, and therefore developed.

While ESL (English as a Foreign Language) research and education has been developed for at least 50 years (mostly in the UK, and only more recently in Spain and the US), SSL (Spanish as a Second Language) or as we call it ELE (Español como Lengua Extranjera) has not had that much luck, especially in our country. Nowadays a few prestigious Universities in Spain, such as Universidad de Salamanca, are beginning to develop higher quality levels of ELE programs, degrees and even Spanish Language Standards and Proficiency Tests.

Due to this lack of access, unfortunately, we have seen in this country the appearance of so called “foreign language” or “immersion” programs that resemble more to gimmicks, magical recipes, or that show confusion in terms of approaches claiming to use a full immersion communicative or “Natural” approach, while contradictory using translation and other methods that do not lead to fluency. Due to this lack of theoretical background and accessibility to knowledge, most programs around have been applying the rudimentary method of trial and error, with the tragic consequence of wasting students and parents’ time, their investments, and their hope.

Other programs, equally wasteful, base their instruction in the teaching of “vocabulary lists” (colors, numbers, days of the week) thinking that this is the way children will become fluent in the language, or just to please parents and be able to say they teach Spanish at their center. Another erroneous concept has been the belief that just because a teacher or an individual can speak the language, then that automatically means he/she can teach it. Nothing could be further from the truth, and there are entire Universities in the UK devoted almost exclusively to ESL (Teaching English as a Second or Other Language) to prove it.

Thanks to our founder’s extensive prior knowledge and studies in ESL, what Chit Chatters™ has done to accommodate to these circumstances, has been to simply apply all ESL theoretical knowledge, studies and expertise, and transfer it into SSL. Most research, theories, approaches and processes involved in learning English as a Second Language also apply to Spanish as a Second Language (or as a matter of fact, any other language). The target language may vary, but the processes involved in its acquisition are the same, and therefore, so are the teaching techniques and strategies. We simply hope that, after having passed this knowledge, we will begin to find more and more effective, serious, structured and proven programs out there. In the meantime, there is only one choice: the Chit Chatters Curriculum.

What does Chit Chatters offer to centers and childcare providers?



## Teacher training

Chit Chatters™ provides all their teachers with a three-day academic training session to all directors and teachers applying our Curriculum. The amount of additional hours of training required will depend on the type of program and the number of courses implemented, and it will be tailored depending on each center's needs. Recruitment and initial training of teachers implementing the our Curriculum should be carried out before the courses begin. Lesson plans, demonstration sessions and teacher's handbooks are provided at the time of training. Another important and very effective tool will be the use of demonstration videos. After initial training is completed, there will be optional follow up visits and teacher's evaluation reports. Re-training and "on-call" questions and answers are also available.

## Staffing support

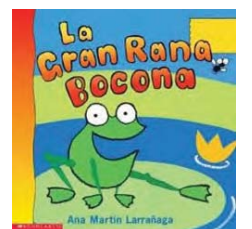
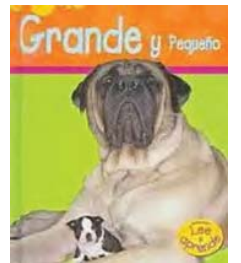
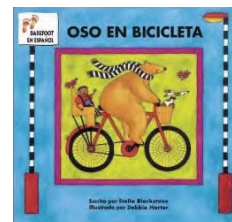
Chit Chatters™ does not offer recruitment services, since each center may have different hiring requirements depending on the nature of their program, which state they will operate, and what kind of state licensing requirements they have (if any). For each case, Chit Chatters™ will guide Centers through the recruitment process, train Directors on how to interview and find the right teachers for the program, and provide extensive information and guidelines related to the recruitment of the best staff.

Chit Chatters™ knows that it requires passion, patience and commitment to be a good teacher, particularly those working with infants/toddlers; teachers may come and may go, some of them will adapt and some of them won't. Some will be more liked than others, or add their own flair to each lesson. Chit Chatters™ knows and understands this reality. However, having a strong program, with a solid Curriculum and structured goals, clear core objectives and milestones, and a methodology that is proven to work generation after generation, does nothing but strengthen the group of teachers, directors, and the learning community as a whole, in our path to bilingualism . This has been consistently the case at our Southern California Center for 6 years.

### Instructional Materials

At Chit Chatters™ we are Curriculum Designers, and above all, Teachers, who have specialized over the years in all ages and areas of instruction. We simply know, by experience, which materials work and which do not appeal to each age group in relation to literature, children's songs, workbooks/worksheets, instructional games, etc. We are not (and never intend to be) book authors, publishers, musicians, or textbook designers; simply because we believe that the most interesting, highest quality and age-appropriate instructional materials have already been created by the people who do it best. What we do offer is the knowledge and practical tools on how to create the best selection of instructional materials out there, that is easily available with hundreds of suggested choices from the main providers, depending on the Center's budget and needs.

Our infant/toddler inventory of suggested materials includes at least hundreds of reproducible worksheets), our unique and visual Chit Chatters™ songbooks with images ("karaoke" style), over 800 Chit Chatters™ flashcards with visual lyrics accompanying our music selection (a selection of at least 150 of the best Spanish learning songs available in the market), at least 100 recommended children's book titles linked to our thematic units, 15-20 suggested workbooks, and more. We also offer the know-how, guidance and step-by-step help to facilitate the acquisition of all songs, children's books, and learning games through a wide variety of providers.



What do other programs offer in their curriculum contents?  
What does the Chit Chatters Curriculum content include?



## Curriculum. What other programs offer

This is what the other few language programs offer: one-hour lessons (this means that the activities included in each lesson plan will only cover one hour of instruction). Some of them do not even offer a full-hour lesson format. Programs range from a total of 30 to 280 hours of instruction, when acquiring their full program. On the other hand, our infant/toddler program in itself offers no less than 450 hrs., as an example. These programs are most suitable for Centers that are planning to create an enrichment program ranging from a one-hour-a-week to a one/ two-hour-a-day format, meaning, for those Centers wanting to incorporate "a little" Spanish to their already pre-existing curriculum. It can also work for English daycares to add an extracurricular option, for afterschool/Saturday programs or Summer Camps, or for charter schools. It can also be perfect for those Centers who want to offer options to those committed parents who have invested on a full immersion preschool program and want their children to continue to keep up their Spanish studies later on. This is actually recommended, and it is what we do with some of our afterschool children at our Center.

Unfortunately, a 50-80 hour lesson-plan format and a few instructional materials, will not be nearly enough for a daily extended full immersion format. We do offer this type of Curriculum as well, but only for those centers who are considering any of the options mentioned above. For more information, please refer to our full list of Courses at [chitchatterskids.com](http://chitchatterskids.com). All our one-day-a-week Chit Chatters™ courses are still much richer and of a higher quality than all the other language programs out there (please read our next pages to learn why).

What does the  
Chit Chatters  
Curriculum  
content include?  
(...continued)



## Curriculum. What we offer

Besides our extensive foreign language instruction background and expertise, we are also infant/toddler specialists, simply because it is proven that this is the age in which to provide the most optimum foundation to develop and achieve bilingualism.

We offer curriculum options for all possible types of Spanish programs and age groups, with our one-day-a-week format being our most economical option, going all the way to a full immersion infant/toddler extended program (on a Mon-Fri 4-6 daily-hour basis), that option being of course, our most significant investment and which will require a considerable startup cost for Centers, but this last option being without a doubt, also the most rewarding in all aspects.

## Our extended infant/toddler full immersion option:

This is our most complete and extensive infant/toddler option; it can be implemented in a full day\* Mon-Fri format providing enough activities for a full semester, and it includes:

15-20 thematic units covering one full week of lesson plans each (totaling approximately 450 hours of instruction). Each unit focuses on a specific engaging and interesting subject area for the children, such as food, transportation, etc. Sample schedules are also provided as courtesy.

\*Note: a full day in infant/toddler instruction normally includes, as required, multiple times for feeding (90'), toileting and diapering (60'), napping (60'-120'), outdoor playground times (40'), and some "free" play (30'), calculated at a total of approximately 4 hours minimum (sometimes even longer and more often with infants). Centers can perform all these activities also in Spanish. Therefore, the actual instruction time needed may be 4-5 hours a day (and this is what teachers should try to aim for due to the children's short attention span, fatigue levels and transition anxiety). Our Curriculum offers 4-5 hours of daily instruction.



Early Literacy & Reading/Writing Skills, including activities around all these areas:



Listening Comprehension, Speech and Fluency



Pre-reading & Pre-writing Readiness



Gross & Fine Motor Skills Development

Physical & Emotional Development, including activities that enhance all these areas:



Physical and Personal Enhancement



Social Skills & Emotional Growth



Independence & Self-reliance

Cognitive and Creative Development, including activities in all these areas:



Math



Science



Art

Music

Social Studies

Language

What approaches  
is the  
Chit Chatters  
methodology  
based on?



### What do we believe in?

We believe that students are able to internalize the Spanish language more effectively when it is organized in themes or topics rather than presented as isolated vocabulary or grammar lessons.

We believe that Spanish acquisition skills (listening, speaking, reading, writing) should be integrated from the very beginning of the learning process. Research has demonstrated that children start “naturally” developing all these skills during the very early stages of their life.

In a full immersion program, there is no need for translation. Students “understand the intent of the message, not necessarily every word that is spoken. Language is made comprehensive to students when using VISUALS, MEDIA, BODY LANGUAGE and GESTURES – whatever will convey meaning to them” (from *The Natural Approach: Language Acquisition in the Classroom*, by Stephen Krashen & Tracy Terrell – Hayward, CA).

The new language should be meaningful, functional, age appropriate and related to students’ interests. An accepting and relaxed atmosphere is fundamental for language acquisition.

### Total Immersion Communicative Approach

The method is usually introduced in English during the first two or three lessons. After the introduction, rarely would English be used. Meaning is made clear through body movements, facial expressions, visuals, hands-on materials and many other resources.

We incorporate a wide variety of teaching materials and techniques in our programs in order to keep all the language presented simple, clear and easy to understand.

Spanish is vehicle for classroom communication, not just the object of study. We use Spanish to accomplish some function such as giving instructions, asking questions, interacting, persuading, expressing feelings and opinions and playing. The teacher’s task is to establish situations likely to promote communication.

We promote real exchanges of information among the students, and create truly communicative situations in the classroom. Students use Spanish through activities such as games, role-plays, and problem solving tasks.



### Whole Language Learning

Language is a total process of listening, speaking, reading, writing. According to Enright and McCloskey, all the language processes work together to help in the acquisition of each. Students need to use listening, speaking, reading and writing as part of a whole rather than as separate skills from the very beginning of the Spanish acquisition process. The whole language approach is reflected in the classroom, where there are hundreds of written words meaningful to the students in every corner and wall.

We start exposing our students to written words, as well as oral language, from the very early stages including beginner, preschooler and even toddler levels. Our level and age appropriate series of books specially chosen according to our program's syllabus and approach allow us to systematically and progressively build these skills in a planned, organized sequence.

Spanish is acquired in whole-meaning chunks. It is not broken down into small, unrelated segments. This is usually achieved by integrating the Spanish learning experience into a language theme interwoven in all curriculum areas and activities throughout the day.

This is why all the activities within our lessons and all the lessons within our language units are linked thematically. All our activities, lessons, and units are, therefore, carefully planned around themes which are also organized within an overall syllabus.

### Comprehension Approach (also known as "Natural Approach")

Spanish acquisition naturally begins with the development of the listening skill. This comes from observing how children acquire their mother tongue. A baby spends many months listening to the people around him/her long before he/she ever says a word. The child chooses to speak when he/she is ready. The same notion is applied to foreign language learning. Students listen to the teacher using the target language communicatively from the beginning of their learning process.

We pay special emphasis and attention on keeping the appropriate and necessary balance of all the skills, always providing enough listening time and oral work for students to master their listening comprehension abilities.