

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 11

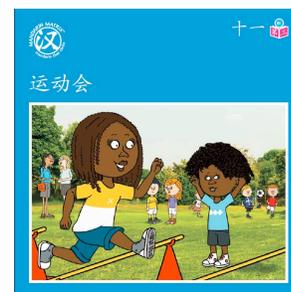
Focus Characters: 姐妹长爱想样都



Teacher Read
"I Read"



Shared Reading
"We Read"



Independent Reading
"You Read"

Oral Language Foundation:

(Students should already know the meaning of these words)

妈来帮好你去看爸没有谢喜欢哪个了我要跟一二三的什么
们走吧不这里很可以因为啊能吗到小虫放家天外面玩的时候
是人也会他说对和一起再见每学快在两怎么大所以前后
高兴上回明年

Language Features:

language phrases: 想想, 想到, 想他的家人

character combinations: 一样, 可爱, 长大

Integrated Reading & Writing Skill Builders (Unit 6 Workbook Pages):

十一第一天 (p. 1) writing characters focus : 姐姐

十一第一天 (p. 2) match characters components & select correct answer for picture

十一第二天 (p. 3) writing characters focus : 妹妹

十一第二天 (p. 4) identify characters components & match pictures to sentences

十一第三天 (p. 5) writing characters focus : 爱

十一第三天 (p. 6) match characters components & select correct answer for picture

十一第四天 (p. 7) writing characters focus : 长

十一第四天 (p. 8) select sentences to match the picture

十一第五天 (p. 9) writing characters focus : 样

十一第五天 (p. 10) match characters components & select correct answer for picture

十一第六天 (p. 11): writing characters focus : 想

十一第六天 (p. 12): identify phrase as correct/incorrect & identify characters components

十一第七天 (p. 13) writing characters focus: 都

十一第七天 (p. 14) select sentences to match the picture

十一第八天 (p. 15) independent writing response using target characters

十一第八天 (p. 16) match character components & identify phrase as correct/incorrect

十一第九天 (p. 17) modeled sentence writing practice

十一第九天 (p. 18) compose a sentence using target characters & maze activity

十一第十天 (p. 19) modeled sentence writing practice

十一第十天 (p. 20): reading assessment passage

Online Practice Connecting Meaning to Print:

All books available via Mandarin Matrix Online Classroom along with comprehension activities & assessments; character stroke order demonstrated for: 妈, 妹

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Teacher Read

我要跟姐姐一样

OBJECTIVES:

Students will compare similarities & differences; students will learn to identify the characters 姐, 妹, 都, 长 and these character combinations: 一样, 可爱, 想想

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	<p>Oral Language Reinforcement Activity Clarify meaning of 一样; “谁有 red shoes, blue eyes, long hair, ” etc. Students stand if the question applies and say “我们的 () 一样” etc.</p> <p>Activate Background Knowledge Do you have a brother/sister? What is the same about both of you? What is different?</p> <p>Introduce Story Look at the cover picture: The title says “我要跟姐姐一样”。Who is 姐姐? Who is the other girl? What is the same about them? What is different? Tomorrow we will read the story and learn more about these sisters.</p>	X	X	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 姐 & p.2 review 岁, 姐, 妈</p>	X

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<p>Day 2</p>	<p>Oral Language Reinforcement Activity Introduce the meaning of 可爱; collect items/pictures to pull out of a bag and use 可爱 in the description i.e. show pictures of a kitten, puppy, cartoon figure; cute toy items, etc.</p> <p>Re-Introduce Story Ask students if they remember the title-remind them it is “我要跟姐姐一样”.</p> <p>Picture Walk Instruct the students: “Let’s look at the pictures inside the story for clues that will tell us what is the same about these sisters.”</p>	<p>“Read” Story Pictures Comprehension Check questions during story: p. 2 Who do you see? What are they thinking? p. 3 What is 姐姐 asking? p. 4 What does 妹妹 think? p. 5 What is the same? p. 6 What is different? p. 7 What does 姐姐 ask? What does 妹妹 think? p. 8 Do you think the sisters love each other? Why or why not? p. 9 What is 姐姐 doing? p. 10 What did 姐姐 find? p.11 How did 姐姐 help 妹妹?</p>	<p>Comprehension Activity Discussion: Obtain pictures of families, siblings, groups of people in uniforms, etc. Discuss similarities and differences; take opportunities to use 可爱 when appropriate</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 妹 p.4 review 姐, 妹, 妈,</p>	<p>X</p>
<p>Day 3</p>	<p>Oral Language Reinforcement Activity Introduce the meaning of 想想 with comic strips or pictures that use thought bubbles to convey what the character is thinking.</p> <p>Review story and set up purpose question for 2nd read: Tell the students now we’ll read the words inside “我要跟姐姐一样” to find out what the sisters were thinking.</p>	<p>Read Story Text Comprehension Check questions during story: p. 2 Why does Mom need 姐姐 to help 妹妹? p. 3 What is the same about the clothes? What is different? p. 4 Why does 妹妹 chose that dress? p. 5 Do the sisters look the same? Why or why not? p. 6 Who has long hair? Who has hsort hair? p. 7 Why does 妹妹 want to be like 姐姐? p. 8 Should 姐姐 help? Why or why not? p. 9 What things do you see? How can you use them? p.10 What do they find? p.11 How does the family feel now? Why?</p>	<p>Comprehension Activity: Draw It Give the students a piece of paper; fold the paper in half so there are two sections. Instruct the students to draw a picture of themselves. The second time, they need to try to make the picure exactly like the first one.When they are done drawing, students compare what they were able to do the same, along with what things turned out not quite the same.</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 爱 p. 6 review 爱, 姐, 妹</p>	<p>X</p>

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<p>Day 4</p>	<p>Oral Language Reinforcement Activity Review family members with the Happy Family song: 我爱妈妈 她爱我 我爱爸爸 一样多 他爱我, 你就知道 我们的家庭 真快乐 我爱姐姐 她 爱我 我欸没妹妹 一样多 她爱我, 你就知道 我们的家庭 真快乐</p> <p>Review story and set up purpose question for Online reading: Show the students the cover of the book. Ask the students to tell you their favorite part of the story</p>	<p>Online Reading Use the Mandarin Matrix online classroom to read the story as a class Encourage students to Read & Repeat (repeat the text after the "computer" reads it).</p>	<p>Online Comprehension Activity Complete the Mandarin Matrix online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding).</p>	<p>Online Writing Guided Practice Online stroke order demonstration is provided for the characters 妹 and 妈; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</p>	<p>Use Online Support Today</p> <p>You will need a computer projection system</p>
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Shared Read

毛毛虫

OBJECTIVES:

Students will explore the life cycle of a butterfly; students will learn to identify the characters 姐, 妹, 长, 想, 都 and character combinations 一样, 可爱, 长大

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	<p>Oral Language Reinforcement Activity Explain the meaning of 长大 by showing pictures of yourself at different stages growing up</p> <p>Activate Background Knowledge Have you seen a caterpillar? Where did you see it?</p> <p>Introduce Story Picture Walk Questions Today we will look at a book about this. The title is 毛毛虫</p> <p>p. 2 What does she see? p. 3 What are they saying? p. 4 What is her plan? p. 5 Where are they going? p. 6 What does she want? p. 7 What is happening? p. 8 Do caterpillars change? p. 9 What is her question? p. 10 What are they saying? p. 11 What happened?</p>	<p>Read & Repeat Students repeat after the teacher reads text aloud</p> <p>Comprehension Questions After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 What does she want to do with the caterpillar? p. 3 Why does 姐姐 tell 妹妹 to put the caterpillar outside? p. 4 When does 妹妹 plan to visit the caterpillar? p. 5 Who is 妹妹 thinking about? p. 6 Why is the caterpillar different? p. 7 Where is the caterpillar? p. 8 How do Caterpillars change? p. 9 Where will it go? p. 10 Why can't she help it? p. 11 Are they happy the caterpillar changed? Why or why not?</p>	<p>Comprehension Activity Discuss 长大 Display pictures of animal babies with their parents; discuss similarities and differences that occur when they grow up</p>	<p>Guided Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 长 p. 8 review 今天, 岁, 高兴</p>	X

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<p>Day 6</p>	<p>Procedures for 2nd read along with modeled story review: Instruct students: "Today you will read this story with a partner. When you Read Together with a partner, you both read aloud in unison; you will need to use Finger Read so you can say the words together. When you use Finger Read, you point to each character as it is read aloud." Modeled Story Review: Select a student to be your partner; Instruct the other students to "Please watch and listen as we Read Together so you will know how to do it."</p>	<p>*Read Together: Students read aloud in pairs *Finger Read: students track text with their finger as they read aloud * the teacher moves around the classroom monitoring student reading</p>	<p>Comprehension Activity: Can, Have, Are Chart Ask the students what they know about caterpillars; Students respond using these three sentences frames: "Caterpillars can..." "Caterpillars have..." "Caterpillars are..." Chart the responses in columns under the headers can, have, are</p>	<p>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 样 p. 10 review 样, 爱, 妹</p>	<p>X</p>
<p>Day 7</p>	<p>Procedures for 3rd read along with modeled story review: Instruct students: "Today you will read this story with a new partner. You will Fair Share Read. To be fair, you will take turns reading aloud a page in the book. You will use Finger Read so you can help your partner if needed and so you won't get behind." Modeled Story Review: Select a student to be your partner; Instruct the other students to "Please watch and listen as we Read Together so you will know how to do it."</p>	<p>*Fair Share Read: students take turns reading a page aloud with their partner; both students Finger Read (track text with their fingers) to make sure they are following along. * the teacher moves around the classroom monitoring student reading</p>	<p>Comprehension Activity: Butterfly Life Cycle *The teacher will need to prepare a pictures that correlate to the stages of the Butterfly Life Cycle for students to discuss and sequence</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 11 想 p. 12 review 想, 样, 爱</p>	<p>X</p>

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Day 8	Review story and set up purpose question for Online read. Ask the students to tell you what they think is the main idea of the story	Read Story Text Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.	Comprehension Activity Complete the Mandarin Matrix online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding)	Writing Guided Practice Online stroke order demonstration is provided for the characters 妈 and 妹; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)	Use Online Support Today You will need a computer projection system
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Independent Read 运动会

OBJECTIVES:

Students will explore outdoor activities; students will learn to read the target characters independently

Instruction Time: 3 Days	Before Reading	During Reading	After Reading	Writing	Online Support
<p>Day 9</p>	<p>Activate Background Knowledge Ask students if they have ever seen a race? Have they been in a race? What would it feel like to lose a race? What would it feel like to win a race?</p> <p>Introduce Story Let's read the title of this book together 运动会 This story is about a sports meet.</p> <p>Picture Walk p. 2 Where are the girls? p. 3 What are the sisters doing? p. 4 Who is in front? Who is behind? p. 5 What does 妹妹 want to do? p. 6 What is 妹妹 thinking? p. 7 What does 姐姐 tell 妹妹? p. 8 Where are they going? p. 9 Who will win? p. 10 Where is 姐姐? p. 11 What does 姐姐 tell 妹妹?</p>	<p>Read & Repeat Students repeat after the teacher reads text aloud</p> <p>Comprehension Questions After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Do the sisters want to play? How do you know? p. 3 Why can't 妹妹 see? p. 4 Why is 妹妹 behind? p. 5 Do you think 妹妹 can do it like 姐姐? Why or why not? p. 6 Why does 妹妹 fall? p. 7 What needs to happen so 妹妹 can win? p. 8 Who wants to play? p. 9 Who will be the fastest? p. 10 What happened to 姐姐? p. 11 Why did 妹妹 win?</p>	<p>Comprehension Activity Simon Says Variation: For this activity, the teacher will say an action such as jump, march, sit, stand on one leg, crawl, raise your hand, touch your nose, etc. if the teacher says “我们都” before the action, it is safe to do. If only the action is said and students do the action anyway they sit down until the next round.</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 都 p. 14 students select the sentence that matches the picture best; sentences model using 都</p>	<p>X</p>

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<p>Day 10</p>	<p>Review Story Today you will read this story by yourself. Listen closely as I read it one more time aloud to you</p>	<p>*Whisper Read: Students whisper the words as they read the story independently *Finger reading: students track text with their finger as they read * the teacher moves around the classroom monitoring student reading</p>	<p>Comprehension Activity Build a Phrase Whole class activity; invite students to arrange the character cards in phrases from the text; the whole class reads along as the phrase is constructed *the teacher needs to prepare these character cards: 我们, 都, 在, 上课, 玩, 看, 书, 说, 好, 外面, 里面, 下, 坐, 这里, 喜欢, 去, 你</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 modeled sentence practice p. 18 create a sentence with target characters</p>	<p>X</p>
<p>Day 11</p>	<p>Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this story;</p>	<p>Read Story Text Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.</p>	<p>Comprehension Activity Complete the Mandarin Matrix online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding)</p>	<p>Writing Guided Practice Online stroke order demonstration is provided for the characters 妈 and 妹; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</p>	<p>Use Online Support Today You will need a computer projection system</p>

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Review All Stories

OBJECTIVES: Compare and contrast the stories and the use of the Focus Characters in different contexts

Day 12	Before Reading	During Reading	After Reading	Writing	Online Support
	<p>Review Stories Hold up the books one at a time; Ask students to tell you what they remember about each story.</p> <p>Set Purpose: Post the Focus Characters. Tell the students they will Read & Search for these characters in the books today. You may need to model this if your students have not done this kind of activity before.</p>	<p>During Reading Read & Search: Group students in triads so each group has all three books; each student has a different book; Instruct students to search for the Focus Characters in their book. Use sticky note to mark their findings.</p>	<p>After Reading Students compare sections found in their reading; What is the same? What is different?</p> <p>Whole class gathers to discuss findings; each group will share one similarity and one difference they found in their reading</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 19 modeled sentences p.20 reading passage</p>	X



Assessment

OBJECTIVES: Assess student knowledge & comprehension of the Focus Characters

Day 13	Before Assessment	During Assessment	After Assessment	Writing	Online Support
	<p>Review the Focus Characters Teacher models writing each character (naming the strokes) on the white board; students use individual white boards to show their work after writing</p>	<p>You may wish to use privacy screens, alter student seating, or test in small groups to reduce distractions and enhance student performance</p>	<p>Students that finish the assessment early will need to have quiet work available so they do not distract others such as providing blank paper for students to draw a picture for "你想吃什么?"</p>	<p>Use workbook pp. 15-16 for assessment</p>	<p>You may wish to use online assessments results for group placement</p>

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Days 14 & 15: Differentiated Instruction	Center 1 Teacher	Center 2 Listening/Reading	Center 3 Writing	Center 4 Interconnections & Extensions
<ul style="list-style-type: none"> Students are divided into 4 groups, based on Day 13 assessment performance The Teacher Center is to reinforce reading, and should begin with students that need extra help. Students rotate two centers per day. 	<p>Small Group Instruction (remediation for students that need extra help; extension for students that demonstrate mastery)</p>	<p>Comprehension Activity Build a Phrase Repeat the Whole class activity from Day 10; students arrange the character cards in phrases</p>	<p>Writing Activity Sand Strokes Students practice stroke order writing characters in sand trays</p> <p><i>*the teacher will need to prepare sand trays and character cards with stroke order notation</i></p>	<p>Science Activity Match Parent with offspring Use the pictures from Day 5; Students match the baby animal pictures to the parent animal pictures</p>