

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 14

Focus Characters: 用 多 谢 东 西 少 边



Teacher Read
"I Read"



Shared Reading
"We Read"



Independent Reading
"You Read"

Oral Language Foundation:

(Students should already know the meaning of these words)

你们好我来了对对不起的妈今天跟能一高兴家玩快进有很吧吃
太喜欢这都是中国人爱坐什么每个想两长没在怎吗对看放要
样学会给后去时候可再见星期帮马上哪里因为朋友他也哥第
土外面回到前啊出爸老师水说谁小写大山雪乐美哦明谢

Language Features:

language phrases: 多谢

character combinations: 一点, 多少, 东西

Integrated Reading & Writing Skill Builders (Unit 9 Workbook Pages):

十四第一天 (p. 1) writing characters focus : 多少

十四第一天 (p. 2) match characters components & select correct answer for picture

十四第二天 (p. 3) writing characters focus : 东西

十四第二天 (p. 4) identify characters components & match pictures to characters

十四第三天 (p. 5) writing characters focus : 点

十四第三天 (p. 6) match characters components & select correct answer for picture

十四第四天 (p. 7) writing characters focus : 谢谢

十四第四天 (p. 8) match characters components & select correct answer for picture

十四第五天 (p. 9) writing characters focus : 用

十四第五天 (p. 10) select correct answer for picture

十四第六天 (p. 11): writing characters focus : 边

十四第六天 (p. 12): identify phrase as correct/incorrect & identify characters components

十四第七天 (p. 13) modeled sentence writing practice

十四第七天 (p. 14) select correct answer for picture

十四第八天 (p. 15) independent writing response using target characters

十四第八天 (p. 16) match character components & select correct answer for picture

十四第九天 (p. 17) modeled sentence writing practice

十四第九天 (p. 18) compose a sentence using target characters & maze activity

十四第十天 (p. 19) modeled sentence writing practice

十四第十天 (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: 多, 东, 西, 边

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Teacher Read

筷子

OBJECTIVES:

Students will explore cultural differences; students will learn to identify the focus characters and the character combinations 多少, 东西

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
<p>Day 1</p>	<p>Oral Language Reinforcement Activity Teach the meaning of 多少; Make a T-Chart with the title question 多少? In one of the columns write 多 and in the other column write 少. Next, prepare pictures of many items and pictures of a few items. As you show each picture to the class, ask 多少? Help students sort the picture into the appropriate column (多 or 少).</p> <p>Activate Background Knowledge Show the class some chopsticks. Tell them how to say 筷子. Ask them if they know how to use them? Invite students to demonstrate how they can use them to pick up items (i.e. cotton balls, string, etc.)</p> <p>Introduce Story Look at the cover picture: What do you see? After listening to responses, explain that the title says “筷子” tell them they will find out tomorrow about the story.</p>		<p>X</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 多少 & p.2 review 多, 名, 少</p>	<p>X</p>

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<p>Day 2</p>	<p>Oral Language Reinforcement Activity Use pictures from Day 1 activity; show each picture and have students repeat the appropriate phrase “多的东西” or “少的东西”</p> <p>Re-Introduce Story Show the book to the students; ask if they remember the title- remind them it is “筷子”.</p> <p>Picture Walk Instruct the students: “Let's look at the pictures inside the story to learn about the boys'筷子 experience.”</p>	<p>“Read” Story Pictures</p> <p>Comprehension Check questions during story:</p> <p>p. 2 What is he saying? p. 3 What is 妈 saying? p. 4 What are they talking about? p. 5 How does he feel? p. 6 What is happening? p. 7 What are they doing? p. 8 What does 妈 do? p. 9 Where is he now? p. 10 What does 妈 say? p.11 What does he say?</p>	<p>Comprehension Activity:</p> <p>Draw It</p> <p>Students draw a T Chart with one side labeled 多的东西 and the other labeled 少的东西; Students draw appropriate pictures for each column.</p>	<p>Writing Guided Practice</p> <p>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p.3 东西 p.4 review 东, 少, 多</p>	<p>X</p>
<p>Day 3</p>	<p>Oral Language Reinforcement Activity</p> <p>Teach the meaning of 一点; The teacher first displays a container with many items (i.e. small blocks, pennies, cereal, M& M candies, etc.) then proceeds to distribute the items among the class each time telling the student “我给你 一点”</p> <p>Review story and set up purpose question for 2nd read: Show the students the book and read the title together. Tell the students we'll read to find out more details about his experience with chopsticks.</p>	<p>Read Story Text</p> <p>Comprehension Check questions during story:</p> <p>p. 2 What will they do together today? p. 3 Does he want to eat the food? Do you? p. 4 Does he have 筷子 at his house? p. 5 Why is he worried? p. 6 How do you use 筷子? One or two? p. 7 How does he feel now? p. 8 What does she give him? Why? p. 9 What is he doing? p.10 What is the table missing? p.11 Do you think Mom is surprised? Why or why not?</p>	<p>Comprehension Activity:</p> <p>Act it Out</p> <p>Have the students take turns acting the parts of the characters in the story as they retell the story. Provide chopsticks and small items to represent food for students to practice using 筷子.</p>	<p>Writing Guided Practice</p> <p>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p. 5 点 p. 6 review 点, 东, 少</p>	<p>X</p>

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<p>Day 4</p>	<p>Oral Language Reinforcement Activity Review the meaning of 一点; Repeat activity from Day 3. The teacher first displays a container with many items (i.e. small blocks, pennies, cereal, M& M candies, etc.) then proceeds to distribute the items among the class each time telling the student “我给你 一点” or vary the activity by asking students to take a few of the items and say “我有一 点”</p> <p>Review story and set up purpose question for Online reading: Ask the students to tell you the most important part of this 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 多 and 东 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

洗衣服

OBJECTIVES:

Students will learn about household chores; students will learn to identify the focus characters and use the character combinations 大人 & 大家

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	<p>Activate Background Knowledge Clarify meaning of 洗 by singing/chanting washing activities i.e. "This is the way we wash our clothes, wash our hands, wash our face," etc.</p> <p>Introduce Story Picture Walk Questions Tell the students today we will look at a book about 洗衣服.</p> <p>p. 2 Who do you see in this picture? p. 3 What are they doing? p. 4 What is his question? p. 5 What is the problem? p. 6 Where is 弟弟? p. 7 What are they thinking? p. 8 What does 妈 say? p. 9 What do the boys say? p. 10 What does 妈 say? p. 11 What happened to 妈妈?</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 Why will 妈 be unhappy? p. 3 Why do the boys know how to wash clothes? p. 4 Why do they add more soap? p. 5 Why are they surprised? p. 6 Where is 弟弟? p. 7 Who does 弟弟 look like? Why? Who does 哥哥 look like? Why? p. 8 What does 妈妈 think? Is she right? Why or why not? p. 9 What do the boys say? p. 10 What does 妈妈 think? Is she right? Why or why not? p. 11 What does 妈妈 look like? Why?</p>	<p>Comprehension Activity: Act it Out Have the students take turns acting the parts of the characters in the story as they retell the story; vary the story to include the Dad and sisters too.</p>	<p>Guided Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 谢 p. 8 review 谢, 点, 多</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: How to Use Collect some simple tools i.e. egg beater, screw driver, hammer, spoon, fork, shovel, ice cream scoop, etc. The teacher selects a tool and asks the students, "怎么用?" Students volunteer to show the teacher/class how they use the tool; as each student demonstrates the teacher encourages the student to say, "我这样用"</p>	<p>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 用 p. 10 review activities</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: Positions Clarify the meanings of 边 by asking students to remove a few items from their desk basket or pencil box i.e. pencil, crayons; next ask students to put the pencil above the crayon, below the crayon, and finally introduce at the side of the crayon; you can also direct students to use other classroom items placing them in other locations using "边";</p>	<p>Whole group with workbook pages : teacher demonstrates stroke order p. 11 边 p. 12 review 谢, 点, 边</p>	<p>X</p>

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<p>Day 8</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 西 and 边 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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Independent Read 写卡片

OBJECTIVES:

Students will explore communicating appreciation and love to family members with cards; 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 Introduce the meaning of 卡片; Display some birthday cards, and thank you cards (both homemade and store bought); Ask students if they have received some before? Ask why they receive them? Discuss students why we give them.</p> <p>Introduce Story This book is about cards; it is called 写卡片</p> <p>Picture Walk p. 2 What does 老师 say? p. 3 What school supplies do you see? p. 4 What is the girl thinking? What is the boy thinking? p. 5 What are they doing? p. 6 What do you see? p. 7 What is the girl thinking? p. 8 What does 老师 say? p. 9 What does the boy say? What does 老师 say? p. 10 Who are they? How do you know?</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 Who are the cards for? Why are they making cards? p. 3 What will they use to make the cards? p. 4 What will they put on one side of the card? What will they do to the other side of the card? p. 5 Why doesn't he want the heart? p. 6 Who wrote less? How do you know? p. 7 What did she write? p. 8 What does the boy want to do? p. 9 When does school end? What does 老师 ask? p. 10 What does the boy want his parents to see on the card? p. 11 What did he write? Do you think his parents like the card? Why or why not?</p>	<p>Comprehension Activity: Shared Writing With whole class, discuss what phrases they would like to write on a card for their parents; i.e. “我爱你” “我喜欢跟你们一起...” “我要谢谢你” etc. As the students tell you phrases, write them on sentence strips that can be reused for future writing activities</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 modeled sentence writing p. 14 identify phrases as correct/incorrect for corresponding pictures</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 : Make a Card Provide students with materials to make a card for their parents; post the sentence strips from Day 9 for students to use as a reference for writing in their cards</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 Modeled sentence writing p. 18 Create a sentence with target characters & maze activity</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 边 and 多 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</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</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>Listening Center Read to Someone Students use worksheet p. 20 to practice reading fluency; they can have each member of the group sign their paper after they have read with them.</p>	<p>Writing Activity: Lucky Draw Students take turns drawing a sentence strips from Days 9-10 activities from a pile; the student reads the sentence to the other group members and they try to write it on their dry erase boards</p>	<p>Social Studies: Prepare pictures of traditional Chinese food and American food along with some fruits/vegetables commonly used in both countries; Arrange two hula hoops in a Venn diagram formation; make 一样 and 不一样 labels for the Venn sections; students place the pictures in the Venn as they compare and contrast traditional foods from both countries</p>