STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 2
Focus Characters: 朋 友 的 哪 这 吗

Teacher Read “I Read”
Shared Reading “We Read”
Independent Reading “You Read”

Oral Language Foundation:
(Students should already know the meaning of these words)
小 马 我 的 朋 有 你 在 哪 里 这 里 不 是 们 可 以 坐 好 下 了 来 虫 一 个 人 大 牛 羊 虫

Language Features:
language phrases: 吗 (asks a question)
character combinations: 这里，哪里，朋友，我的，你的

Integrated Reading & Writing Skill Builders (Unit 2 Workbook Pages):
二第一天 (p. 1) writing characters focus： 朋友
二第二天 (p. 2) review characters & select characters to match the pictures
二第二天 (p. 3) writing characters focus： 的
二第二天 (p. 4) select sentences to match the pictures
二第三天 (p. 5) writing characters focus： 哪，这
二第三天 (p. 6) select characters to match the pictures
二第四天 (p. 7) writing characters focus： 吗 (also has 那 which is included in Unit 15)
二第四天 (p. 8) modeled sentence writing
二第五天 (p. 9) modeled sentence writing
二第五天 (p. 10) select sentences to match the pictures
二第六天 (p. 11) modeled sentence writing
二第六天 (p. 12) maze writing; write characters in sequence to form a phrase
二第七天 (p. 13) modeled sentence writing
二第七天 (p. 14) select phrases to match pictures & write characters to complete phrases
二第八天 (p. 15) write sentences to answer questions
二第八天 (p. 16) match sentence with picture & form sentences from select characters
二第九天 (p. 17) modeled sentence writing
二第九天 (p. 18) fill in the blank to complete the phrases
二第十天 (p. 19) modeled sentence writing practice
二第十天 (p. 20): select characters to fill in the blanks & 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: 朋友，好，我，牛
### STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 2
Focus Characters: 朋 友 的 哪 这 吗

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<td>X</td>
<td>Writing Guided Practice</td>
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**Teacher Read**

你的朋友在哪里？

**OBJECTIVES:**
Students will explore animals; students will learn to identify the focus characters and these character combinations: 我的，你的，哪里
(Note: this story uses 个 which is not a focus character)

**Day 1**

- **Oral Language Reinforcement Activity**
  - Reinforce meaning of 朋友; Prepare a variety of pictures of friends. For more variety, mix in some pictures of enemies too. Show each picture to the students and ask, 他们是不是朋友? Encourage students to answer in complete sentences "他们是朋友 or 他们不是朋友”

- **Introduce Story**
  - Look at the cover picture: The title says "你的朋友在哪里? " What do you see in the picture? Where do you think the friend will be? Record the students predictions on the board for tomorrow. After students predict & discuss, tell them they will find out tomorrow where the friend is.

- **Writing Guided Practice**
  - Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p.1 朋友 teacher demonstrates stroke order p.2 independent review
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<th>Comprehension Activity</th>
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<td></td>
<td>Repeat the Day 1 activity for review</td>
<td>Comprehension Check questions during story:</td>
<td>Sing a Song: Sing &quot;Old MacDonald had a farm&quot; to review the various animals mentioned in the story</td>
<td>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p. 3 的老师 demonstrates stroke order</td>
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<td>Re-Introduce Story Ask students if they remember the title—remind them it is &quot;你的朋友在哪里&quot;. Remind them of their predictions where they think the friend might be.</td>
<td>p. 2 What do you think the girl says? p. 3 What do you think the boy says? p. 4 Does the girl like the horse? p. 5 Does the boy like the horse? p. 6 What does the girl want to know about the cow? p. 7 What does the boy think about the cow? p. 8 What does the girl ask about the goat? p. 9 What does the boy say about the goat? p. 10 What does the girl see? p. 11 Does the boy like bugs? How do you know?</td>
<td>Students sit in a circle, and pass a small plastic bug to one another while singing 一二三四五六七 我的朋友在哪里 The student holding the bug at the end of the song, sits in the middle of the circle trying to guess who will have the bug as the students sing the next round. Whether the guess is wrong or right, the student will switch places with the student that has the bug. Repeat this as wanted.</td>
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<td>Picture Walk Instruct the students: “Let’s look at the pictures inside the story for clues to find where the friend is.</td>
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<td>p. 4 independent review</td>
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<td>Day 3</td>
<td>Oral Language Reinforcement Activity</td>
<td>Read Story Text Comprehension Check questions during story:</td>
<td>Comprehension Activity: Sing a Song:</td>
<td>Writing Guided Practice</td>
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<td>Clarify the meaning of focus vocabulary 我的 &amp; 你的 students in pairs take turns identifying things about each other i.e. &quot;我的眼睛 pointing to his eyes then says 你的眼睛 pointing to his partner’s eyes. Next the partner identifies something new i.e. 我的鞋子 pointing to his shoes then says 你的鞋子 pointing to his partner’s shoes.</td>
<td>p. 2 Why does the girl want to know where his friend is? p. 3 Is the boy’s friend a person? Why or why not? p. 4 Can horses be friends? How? p. 5 Why isn’t the horse his friend? p. 6 Can cows be friends? How? p. 7 Why isn’t the cow his friend? p. 8 Can goats be friends? How? p. 9 Why isn’t the goat his friend? p. 10 Can bugs be friends? How? p. 11 How do you know the bug is his friend?</td>
<td>Students sit in a circle, and pass a small plastic bug to one another while singing 一二三四五六七 我的朋友在哪里 The student holding the bug at the end of the song, sits in the middle of the circle trying to guess who will have the bug as the students sing the next round. Whether the guess is wrong or right, the student will switch places with the student that has the bug. Repeat this as wanted.</td>
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<td>Review story and set up purpose question for 2nd read: Let’s read and find out what the words say about where the friend is.</td>
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<td>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p. 5 哪，这 teacher demonstrates stroke order</td>
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<td>p. 6 independent review</td>
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<td>Day 4</td>
<td>Review story and set up purpose question for Online reading: Ask the students to tell you what they remember about this story;</td>
<td>Online Reading Use the Mandarin Matrix online classroom to read the story as a class. Encourage students to Read &amp; Repeat (repeat the text after the “computer” reads it).</td>
<td>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).</td>
<td>Online Writing Guided Practice Online stroke order demonstration is provided for the characters 友 and 牛; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</td>
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**Shared Read**

**我们可以坐哪里？**

**OBJECTIVES:**
Students will compare attributes; students will learn to identify the focus characters and use 吗 to change a statement to a question
(Note: This story uses the character 了 which is not a focus character)

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<td><strong>Day 5</strong></td>
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<td>Activate Background Knowledge</td>
<td>Discuss with the students: Do you like to eat lunch with your friends? Where do you usually sit?</td>
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<td>Introduce Story Picture Walk Questions</td>
<td>Today we will look at a book about this. The title is 我们可以坐哪里？</td>
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<td>p. 2 What do you see? p. 3 What do you think they are saying? p. 4 What are they doing? p. 5 How many people do you see? p. 6 Are they friends? How do you know? p. 7 Is there room for one more? p. 8 What is she thinking? p. 9 What do you think will happen next? p. 10 Who is this? p. 11 How do they feel now?</td>
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<td>Read &amp; Repeat Students repeat after the teacher reads text aloud</td>
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<td>Comprehension Questions After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Where are they going? p. 3 Why does she want to sit with them? p. 4 Why do they let her sit with them? p. 5 Why does he ask to sit down? p. 6 How many friends are sitting together now? p. 7 Is there room for one more to sit down? Why or why not? p. 8 Why does she look sad? p. 9 Is she happy to sit with the boys? How do you know? p. 10 Have you ever sat on a bug? Have you ever been squished? p. 11 What would you do if your friend sat on a bug in the lunch room?</td>
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<td>Comprehension Activity Act It Out Students take turns acting out the story. Encourage students to use the use the text as their script so they are correctly using question word 吗</td>
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<td>Guided Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p. 7 吗 teacher demonstrates stroke order (also has 那 which is included in Unit 15) p. 8 teacher demonstrates stroke order *This page provides an opportunity to teach the subtle differences between 哪 and 那</td>
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<td>Day 6</td>
<td>Procedures for 2nd read along with modeled story review:</td>
<td><em>Read Together:</em>  Students read aloud in pairs  <em>Finger Read:</em> students track text with their finger as they read aloud  * the teacher moves around the classroom monitoring student reading</td>
<td>Comprehension Activity: What if? Draw it  In pairs, students draw a picture depicting an alternative creature for the girl in the book to sit on</td>
<td>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p. 9 teacher demonstrates stroke order p. 10 independent review</td>
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<td>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.”</td>
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<td>Day 7</td>
<td>Procedures for 3rd read along with modeled story review:</td>
<td><em>Fair Share Read:</em> 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</td>
<td>Comprehension Activity: Students (with their partner) use character cards to build sentences from the story  *the teacher (the teacher needs to prepare these character cards) 我们 可 以 坐 哪 里 你 这 不 是 好 朋 友 吗 下 了 来 虫</td>
<td>Whole group with workbook pages: Introduce Focus Characters; connect meaning to characters; p. 11 teacher demonstrates stroke order p. 12 maze writing; write characters in sequence to form a phrase</td>
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<td>Day 8</td>
<td>Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this story;</td>
<td>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.</td>
<td>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)</td>
<td>Writing Guided Practice Online stroke order demonstration is provided for the characters 好 and 我; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</td>
<td>Use Online Support Today You will need a computer projection system</td>
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### Story Garden Chinese Early Literacy Program: MM G1 Unit 2

**Focus Characters:** 朋 友 的 哪 这 吗

## Independent Read

### 我的小马在哪里？

**OBJECTIVES:**
Students will explore home environment; students will learn to read the target characters independently

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**Activate**

**Background Knowledge Discussion**
Do you have a favorite toy? Have you lost it? In your hose, where would you look for it?

**Introduce Story**

Let’s read the title of this book together 我的小马在哪里？

**Picture Walk**

- p. 2 What do you see?
- p. 3 What is the boy doing?
- p. 4 Why is big brother upset?
- p. 5 What does he see?
- p. 6 Why did he pull big sister’s hair?
- p. 7 Where is he going?
- p. 8 Do they look happy? Why not?
- p. 9 What will he do?
- p. 10 What is little sister doing?
- p. 11 Why is the boy surprised?

**Read & Repeat**

Students repeat after the teacher reads text aloud

**Comprehension Questions**

- After reading each page, students find key words/phrases in the text to answer the question(s):
  - p. 2 Where does he keep his horse?
  - p. 3 What part of the horse does he think he sees?
  - p. 4 What did he really see?
  - p. 5 What part of the horse does he think he sees?
  - p. 6 Why did he think he saw the horse tail?
  - p. 7 What part of the horse does he think he sees?
  - p. 8 What did he find?
  - p. 9 Why does he think this might be his horse?
  - p. 10 What is little sister’s toy?
  - p. 11 Did the dog know the horse belonged to the boy? How do you know?

**Marco Polo Game Variation**

For this activity, the teacher will choose a student to briefly go outside of the classroom while a toy horse is partially hidden. When the student comes back in the classroom, he/she looks for the horse. He/she asks, “我的小马在哪里？” The other students reply “你的小马在这里” in a whisper voice if the student is far from the horse and gradually increase their volume as the student gets closer to the hiding place.

**Whole group with workbook pages:**

- Introduce Focus Characters; connect meaning to characters; p. 13 teacher demonstrates stroke order
- p. 14 independent review fill in the blank from selected characters to form sentences
| Day 10 | Review Story | *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  
| Day 11 | Review story and set up purpose question for Online read. | 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  
Make a Map  
Students draw a map of the house and mark the path the boy took as he went from room to room looking for the toy horse.  
| Writing Guided Practice  
Online stroke order demonstration is provided for the characters  
学生 can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.) | Whole group with workbook pages:  
Introduce Focus Characters: connect meaning to characters;  
p. 17 teacher demonstrates stroke order  
p. 18 teacher demonstrates stroke order for suitable characters to fill in the blanks | X |

Day 10 | Review Story  
Today you will read this story by yourself. Listen closely as I read it one more time aloud to you | Comprehension Activity |
| Day 11 | Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this 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  
学生 can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.) | Whole group with workbook pages:  
Introduce Focus Characters: connect meaning to characters;  
p. 17 teacher demonstrates stroke order  
p. 18 teacher demonstrates stroke order for suitable characters to fill in the blanks | X |

Use Online Support Today  
You will need a computer projection system
### Review All Stories

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

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<tr>
<td><strong>Review Stories</strong></td>
<td>Hold up the books one at a time; Ask students to tell you what they remember about each story.</td>
<td>During Reading <strong>Read &amp; Search:</strong> 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.</td>
<td><strong>After Reading</strong></td>
<td><strong>Whole group with workbook pages:</strong> Introduce Focus Characters; connect meaning to characters; p. 19 teacher demonstrates stroke order</td>
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### Assessment

**OBJECTIVES:** Assess student knowledge & comprehension of the Focus Characters

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<td><strong>Review the Focus Characters</strong></td>
<td>Teacher models writing each character (naming the strokes) on the white board; students use individual white boards to show their work after writing</td>
<td>You may wish to use privacy screens, alter student seating, or test in small groups to reduce distractions and enhance student performance</td>
<td><strong>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 “你为什么喜欢去外面?”</strong></td>
<td><strong>Use workbook pp. 15-16 for assessment</strong></td>
<td><strong>You may wish to use online assessments results for group placement</strong></td>
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<td>Days 14 &amp; 15: Differentiated Instruction</td>
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<td>Center 2 Listening/Reading</td>
<td>Center 3 Writing</td>
<td>Center 4 Interconnections &amp; Extensions</td>
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| • Students are divided into 4 groups, based on Day 13 assessment performance | **Small Group Instruction** (remediation for students that need extra help; extension for students that demonstrate mastery) | **Comprehension Activity**  
Build a Phrase  
Repeat the Whole class activity from Day 7: students arrange the character cards in phrases from the text we can sit where; you may wish to have copies of the book available for their reference | Writing Activity  
Workbook Page  
Workbook page 20: select the characters to write sentences that match the pictures. (this page also has a brief reading passage) | Science Activity  
Animal Sort  
Students sort animal picture cards into appropriate environments (farm animals, ocean animals, desert animals, etc.)  
*the teacher will need to prepare pictures of the animals to be sorted* |
| • The Teacher Center is to reinforce reading, and should begin with students that need extra help. | | | | |
| • Students rotate two centers per day. | | | | |