STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 4

Focus Characters: 喜 欢 吃 很 什 么

Teacher Read
"I Read"

Shared Reading
"We Read"

Independent Reading
"You Read"

Oral Language Foundation:

(Students should already know the meaning of these words)

下 个 星 期 我 不 在 你 们 要 吃 什 么 喜 欢 这 好 四 可 以 很 天 吗 五 六 去 山 上 生 日 跟 玩 火 大 羊 马 田 里 是 水 牛 的 男 生 几 小 朋 友 虫 人 鸟 来 十 作 一 了 三 今 二 九 哪

Language Features:

language phrases: **天天**(everyday)
character combinations: **喜欢**

Integrated Reading & Writing Skill Builders (Unit 4 Workbook Pages):

四第一天 (p. 1) writing characters focus： **什么**
四第一天 (p. 2) review characters components & select sentences to match the pictures
四第二天 (p. 3) writing characters focus：**吃**
四第二天 (p. 4) review characters components & select pictures to match the sentences
四第三天 (p. 5) writing characters focus：**喜欢**
四第三天 (p. 6) review characters components & select pictures to match the sentences
四第四天 (p. 7) writing characters focus：**很**
四第四天 (p. 8) review characters components & correct/incorrect sentence for picture
四第五天 (p. 9) modeled sentence writing
四第五天 (p. 10) correct/incorrect sentence for picture & match phrases to the pictures
四第六天(p. 11) modeled sentence writing
四第六天(p. 12) review characters components & select pictures to match the sentences
四第七天 (p. 13) modeled sentence writing
四第七天 (p. 14) identify correct/incorrect sentence for pictures
四第八天 (p. 15) independent writing response: **"小男生喜欢吃大牛吗？小女生喜欢吃大牛吗?"**
四第八天 (p. 16) identify character components
四第九天 (p.17) independent writing response: **"小男生喜欢玩水吗？你的朋友喜欢上山玩吗?"**
四第九天 (p.18) fill in the blanks with select characters & use the maze to form a sentence
四第十天 (p. 19) modeled sentence writing practice
四第十天 (p. 20) reading assessment phrases (includes drawing and speaking)

Online Practice Connecting Meaning to Print:

All books available via Mandarin Matrix Online Classroom along with comprehension activities & assessments; character stroke order demonstrated for: 天，欢，好，要，你，鸟

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Teacher Read

我喜欢吃...

OBJECTIVES:

Students will explore grocery shopping; students will learn to identify the focus characters, the character combination 喜欢, and the phrase 天天

（Note：This story uses 个 which is not a focus character）

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	**Oral Language Reinforcement Activity** Reinforce the meaning of **什么** along with food vocabulary. Prepare pictures of various foods asking 这是什么？ **Activate Background Knowledge** Do you go shopping with your Mom? What foods do you like to buy? **Introduce Story** Look at the cover picture: What are they doing? The title says "**我喜欢**" What kind of food do you think they will like at the store? Record the students predictions on the board for tomorrow (you can use tally marks next to some of the pictures used in the activity above). After students predict & discuss， tell them they will find out tomorrow what they like at the store.	**X**	**X**	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 什么 p.2 review	**X**

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Day 2	**Oral Language Reinforcement Activity** Repeat the Day 1 activity for review **Re-Introduce Story** Ask students if they remember the title- remind them it is "我喜欢". Remind them of their predictions what they thought the children would like at the store. **Picture Walk** Instruct the students: "Let's look at the pictures inside the story for clues that will tell us what the children liked at the store."	**"Read" Story Pictures** **Comprehension Check questions during story:** p. 2 What do you think Mom is saying? p. 3 Does the girl like pizza? How do you know? p. 4 What do you think Mom is trying to tell her about the pizza? p. 5 What does the girl want to buy? p. 6 Do you see a calendar date? What do you think it means? p. 7 What do you think Dad is talking about? p. 8 What does brother want to eat? p. 9 Who is going to have a birthday soon? p.10 Is Dad happy? How do you know? p.11 What do you think Mom is saying?	**Comprehension Activity** **Sing a Song** Tune: Here We Go Round the Mulberry Bush; insert food choice in the first ( ) and day of the week in the 2nd ( ) Example: 我们这样买（苹果） 买(苹果), 买(苹果) 我们这样买（苹果） (星期 五) 吃好了! Repeat varying the food and days of the week	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 吃 p.4 review character components	**X**
Day 3	**Oral Language Reinforcement Activity** Clarify the meaning of 天天 . Teacher prepares pictures of everyday activities such as brushing teeth, combing hair, eating food, etc. along with pictures of occasional activities such as going to the doctor, a birthday party, camping, etc. As each picture is shown, discuss and decide if this is something that is done everyday. Post everyday pictures under a heading that reads 天天 **Review story and set up purpose question for 2nd read:** Tell the students that in this story	**Read Story Text** **Comprehension Check questions during story:** p. 2 Will Mom be home next week? How do you know? p. 3 When does Mom say she can eat the pizza? p. 4 When does the girl want to eat pizza? Does Mom want her to do that? Why or why not? p. 5 When does Mom say she can eat the cereal? p. 6 What does Mom ask them? p. 7 What day will they go camping? p. 8 What does the boy want to eat? p. 9 When is Dad's birthday? p.10 What kind of cake	**Comprehension Activity:** **Act it Out** Have the students act out the story. Allow for alternate foods, and different family members to have the birthday cake.	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 喜欢 p. 6 review character components and phrases	**X**

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	Mom will say"天天", and to listen close to find out why she says this.	do you think Dad has? p.11 Why does Mom say he can't eat cake everyday?			
Day 4	**Review story and set up purpose question for Online reading:** Ask the students to tell you what they remember about this story;	**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).	**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).	**Online Writing Guided Practice** Online stroke order demonstration is provided for the characters 天 and 欢; 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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Shared Read

几个大虫?

OBJECTIVES:

Students will explore playtime activities; students will learn to identify focus characters.
（Note：This story uses 个 and 了 which are not focus characters）

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	**Activate Background Knowledge** Have you ever eaten gummy worms candy? Do you like it? Is it made from real worms? **Introduce Story Picture Walk Questions** Today we will look at a book about this. The title is 几个大虫 p. 2 what do you think the teacher is saying? p. 3 What do you think the boy is thinking? p. 4 What does the boy imagine? p. 5 Why did the teacher put the hat on the boys head? p. 6 What are these? p. 7 What is the boy doing? p. 8 How many does he eat? p. 9 What is the boy doing? p. 10 What is teacher asking? p. 11 What happened to the gummy worms?	**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 Why does the boy say that he likes to eat worms? p. 3 What animals do you know of that like to eat worms? p. 4 Do you think the teacher is nice? Why or why not? p. 5 What kinds of food does the teacher think the boy will say? How do you know? p. 6 How many worms do you see? p. 7 What day did the bird eat 3 worms? p. 8 How many worms did the bird eat today? p. 9 How many worms did the bird eat altogether? p. 10 Do you think the boy can answer? Why or why not? p. 11 Do you think the teacher is happy?	**Comprehension Activity Discuss & Sort** Teacher prepares pictures of things people like to eat and things they don't like to eat (example: worms, grass, rocks, etc.) Prepare headings 人喜欢吃 and 人不喜欢吃 Discuss and sort the pictures under the appropriate headings.	**Guided Practice:** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 很 p. 8 review	**X**

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Day 6	**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."	***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 montitoring student reading	**Comprehension Activity:** **Draw It** Students write at the top on ones side of the paper "昨天是星期（ ）. 我 吃 了" and draw the things they ate for lunch yesterday; on the other side they write at the top of the page they write "今天是星期( ). 我 吃 "and draw the things they ate (or will eat) for lunch today.	**Guided Writing Practice:** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 modeled sentence writing p. 10 review	**X**
Day 7	**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."	***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 montitoring student reading	**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) 今 作 天 星 期 小 朋 友 们 你 喜 欢 吃 什 么 虫 不 人 很 可 是 鸟 好 来 这 里 十 五 个 大 在 一 了 三 二 六 几 九 哪	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 11 modeled sentence writing	**X**

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Day 8	**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 你 and 鸟; 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

玩沙

OBJECTIVES:

Students will explore playtime behaviors; students will learn to read the target characters independently

Instruction Time: 3 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 9	**Activate Background Knowledge** Do you like to play with toys? What kinds of toys do you have? **Introduce Story** Let's read the title of this book together 玩沙 This story is about a boy and girl playing with toys. **Picture Walk** p. 2 What is the girl looking at? p. 3 What is the boy doing? p. 4 What does the boy play with? p. 5 What does the girl play with? p. 6 What do you think the boy is saying? p. 7 Are thaving fun? How do you know? p. 8 Where is the goat? p. 9 Why does the girl look worried? p. 10 What is the boy holding? p. 11 Why is he running away?	**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 What are they doing? p. 3 Does the boy want the goat on the mountain? Why or why not? p. 4 Where is the horse? p. 5 Where is the cow? p. 6 What is the boy imagining? p. 7 Are thaving fun? How do you know? p. 8 Do you think the boy is scaring the girl? Why or why not? p. 9 Why does the girl look worried? p. 10 Why does the boy look worried? p. 11 Why is the girl chasing the boy?	**Comprehension Activity** **Act It Out** Have the students act out the story. Allow for alternate endings to the story.	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 modeled sentence writing p. 14 review select correct sentences to match the pictures	**X**

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Day 10	**Review Story** Today you will read this story by yourself. Listen closely as I read it one more time aloud to you	***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 montitoring student reading	**Comprehension Activity** **Draw It** Whole class activity; invite students to	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 modeled sentence writing; students may need assistance writing responses to the questions p. 18 review	**X**
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 好 and 要; 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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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
	Review Stories Hold up the books one at a time; Ask students to tell you what they remember about each story. **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.	**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.	**After Reading** Students compare sections found in their reading; What is the same? What is different? Whole class gathers to discuss findings; each group will share one similarity and one difference they found in their reading	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; p. 19 teacher demonstrates stroke order p.20 complete in the reading group	**X**

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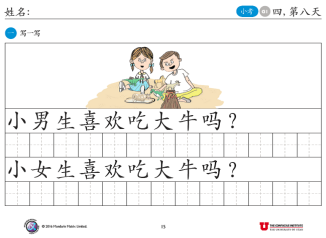

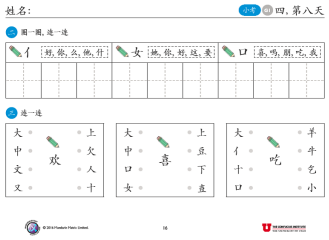

Assessment

OBJECTIVES: Assess student knowledge & comprehension of the Focus Characters

Day 13	Before Assessment	During Assessment	After Assessment	Writing	Online Support
	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	You may wish to use privacy screens, alter student seating, or test in small groups to reduce distractions and enhance student performance	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	Use workbook pp. 15-16 for assessment	You may wish to use online assess-ments results for group place-ment

Days 14 & 15: Differentiated Instruction	Center 1 Teacher	Center 2 Listening/Reading	Center 3 Writing	Center 4 Interconnections & Extensions
• 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.	**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 几个大虫 *you may wish to have copies of the book available for their reference	**Writing Activity Workbook** p.12 write characters with similar components *you may wish to have copies of the book 我喜欢吃 available for students to reference for the exercises at the top of the page so they can select the appropriate pictures	**Science Activity Healthy Foods Sort** Students sort picture cards into food groups *the teacher will need to prepare pictures of items/scenes to be categorized into the food groups