STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 7
Focus Characters: 爸 爸 后 前 对

Teacher Read “I Read”

Shared Reading “We Read”

Independent Reading “You Read”

Oral Language Foundation:
(Students should already know the meaning of these words)
一 二 三 四 五 六 七八 爸 爸 你 我 们 的 不 可 以 玩 外 面 吗 对 不 起 去
吧 吗 朋 友 说 好 要 什 么 来 在 哪 个 给 看 这 里 前 面 后 面 上 面 吃 了
小 今 天 上 课 下 课 喜 欢 是 对 有 没 有 老 师 他 谢 人 这 么 走 为 什 么 大 虫
鸟 也 对 面 很 钱

Language Features:
language phrases: 妈 妈 爸 爸 好 好 说 说 看 看 天 天 谢 谢 小 小 看 看 玩 玩
(repeated characters used for emphasis)
character combinations: 前 面 后 面 对 面 以 前

Integrated Reading & Writing Skill Builders (Unit 7 Workbook Pages):
七 第 一 天 (p. 1) writing characters focus: 爸 爸
七 第 二 天 (p. 2) review characters components & select sentences to match the pictures
七 第 三 天 (p. 3) writing characters focus: 妈 妈
七 第 四 天 (p. 4) review characters components & select pictures to match the sentences
七 第 五 天 (p. 5) writing characters focus: 给
七 第 六 天 (p. 6) review characters components & select pictures to match the sentences
七 第 七 天 (p. 7) writing characters focus: 前 后
七 第 八 天 (p. 8) select sentences to match the picture
七 第 九 天 (p. 9) writing characters focus: 对
七 第 十 天 (p. 10) review characters components & select sentences to match the pictures
七 第 十 一 天 (p. 11): writing an interrogative sentence using 对 不 对
七 第 十 二 天 (p. 12): write a sentence to match the picture & review characters components
七 第 十 三 天 (p. 13): writing a sentence using 给
七 第 十 四 天 (p. 14): writing a response using 因 为 with selected characters
七 第 十 五 天 (p. 15): independent writing response with selected characters
七 第 十 六 天 (p. 16): review with character components & sentence selection
七 第 十 七 天 (p. 17): independent writing response with selected characters
七 第 十 八 天 (p. 18): compose a sentence from selected characters; find differences
七 第 十 九 天 (p. 19): modeled sentence writing practice
七 第 二十 天 (p. 20): reading assessment passage (with pictures)
七 第 二 十 天 (p. 21): reading assessment passage (without pictures)

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 前
**Teacher Read**

跟爸爸玩

**OBJECTIVES:**
Students will explore family activities; students will learn to identify these character combinations: 妈妈, 爸爸, 前面, 后面

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<tr>
<th>Instruction Time: 4 Days</th>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
<th>Writing</th>
<th>Online Support</th>
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<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td>Oral Language Reinforcement Activity</td>
<td>X</td>
<td>X</td>
<td>Writing Guided Practice</td>
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<td></td>
<td>Sing 我爱我的家 song as a class to review the language for family members</td>
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<td>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 爸爸 &amp; p.2 review 爸, 外, 说</td>
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<td></td>
<td>Activate Background Knowledge Do you like to play with your Mom? Do you like to play with your Dad? What do you like to play?</td>
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<td></td>
<td>Introduce Story Look at the cover picture: What do you see? After listening to responses, explain that the title says “跟爸爸玩”。 What do you think they want to play? Do you think Dad will play with them? Why or Why not? Record the students predictions on the board for tomorrow. After students predict &amp; discuss, tell them they will find out tomorrow if Dad will play with them.</td>
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<td>Day 2</td>
<td>Oral Language Reinforcement Activity</td>
<td>“Read” Story Pictures Comprehension Check questions during story: p. 2 What is Mom doing? What do the children say to Mom? What does Mom say? p. 3 What do the children say to Dad? What does Dad say? p. 4 What does the girl have? What does she want Dad to do? p. 5 Where is the boy? What is Dad doing? p. 6 Where is the girl? What is Dad doing? p. 7 Where is the girl? Where is the Dad? p. 8 What did Dad do? p. 9 What will Mom say? Will they eat the cake? Why or why not? p. 10 Who eats the cake?</td>
<td>Comprehension Activity: Draw It Write a picture with a story. Review the predictions recorded on Day 1 &amp; ask if their prediction was correct. Based on the pictures, ask “What game do they play?” Have the students draw a picture of playing a game with their family members; share the pictures and discuss them as a class.</td>
<td>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 3 妈妈 p. 4 review 巴, 爹, 课,</td>
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<td>Day 3</td>
<td>Oral Language Reinforcement Activity Clarify meaning of 前面; 后面 by having selected students stand in front then in back of the teacher while saying “他在老师 的前面 or 他在老师 的后面”</td>
<td>Read Story Text Comprehension Check questions during story: p. 2 Why can’t Mom play with them? p. 3 Do you think Dad is happy to play? Why? p. 4 What does little sister have in her hand? How will they use it? p. 5 Where is brother? p. 6 Where is big sister? p. 7 Where is little sister? p. 8 What did Dad do? p. 9 Is Mom happy? Why or why not? p. 10 Would you want to eat the cake now? Why or why not?</td>
<td>Comprehension Activity: Act it Out Have the students take turns acting the parts of the characters in the story (include the dog) as they retell the story.</td>
<td>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 给 p. 6 review 巴, 妈, 给</td>
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<tr>
<td>Day 4</td>
<td>Oral Language Reinforcement Activity</td>
<td>Online Reading</td>
<td>Online Comprehension Activity</td>
<td>Online Writing Guided Practice</td>
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<td>Clarify understanding of 前面 &amp; 后面 by asking students to put an object (i.e. their pencil) in front of them and behind them; you can also ask them to stand in front of their chair</td>
<td>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>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 stroke order demonstration is provided for the characters 妈 and 前; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.).</td>
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<td></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>
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**STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 7**

**Focus Characters:** 给 妈 爸 后 前 对

**Objectives:**
Students will learn honest behavior actions; students will learn to identify the characters 后, 给, 前 and use character combinations such as 玩一玩, 看一看, 天天, 看看 which add emphasis

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<th>Instruction Time: 4 Days</th>
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<th>During Reading</th>
<th>After Reading</th>
<th>Writing</th>
<th>Online Support</th>
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<td><strong>Day 5</strong></td>
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<td><strong>Oral Language</strong></td>
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<td>Read &amp; Repeat</td>
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<td><strong>Reinforcement Activity</strong></td>
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<td><strong>Clarify meaning of 给; by passing an item (such as a ball or bean bag) among the students; students should say, “请给我” and “好我给你”</strong></td>
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<td><strong>Activate</strong></td>
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<td><strong>Background Knowledge</strong></td>
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<td><strong>Intentionally misplace an item (such as a pointing stick, or dry erase marker) in a place that is visible to students then act as if you can’t locate it and have the students help you find it. Ask the students if they have ever lost something and had someone find it for them. How did it make them feel?</strong></td>
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<td><strong>Introduce Story</strong></td>
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<td><strong>Picture Walk</strong></td>
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<td><strong>Questions</strong></td>
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<td><strong>Tell the students today they will look at a book today about this kind of experience. The title is 谁的钱包</strong></td>
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<td>p. 2 Where are the students? Who else is with them?</td>
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<td>p. 3 Why should you not take things that don’t belong to you?</td>
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<td>p. 4 When the lesson is over, what do the students get to do?</td>
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<td>p. 5 Why don’t the students look inside the wallet for money?</td>
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<td>p. 6 Who is in front? Why do they give it to him?</td>
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<td>p. 7 What does the policeman ask the students?</td>
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<td>p. 8 Where did they find the wallet? Have they seen it there before?</td>
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<td>p. 9 Where did the card fall?</td>
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<td>p. 10 Who do they think the card belongs to?</td>
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<td>p. 11 How does the teacher feel? Did the students do the right thing?</td>
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<td><strong>Comprehension Activity:</strong></td>
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<td><strong>Act It Out</strong></td>
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<td>Have the students take turns acting out the story; you can also have them act out the story with an alternative ending where the students are not honest and keep the wallet. Include the emotional responses for both and focus on how honesty makes everyone happy.</td>
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<td><strong>Guided Practice:</strong></td>
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<td><strong>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 前, 后 p. 8 review activities for 前面 and 后面</strong></td>
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**X**
### 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 monitoring student reading

**Comprehension Activity:**

**Draw It**

Students draw a picture about a time that they lost something and what they think happened to it

**Guided Writing Practice:**

Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order

<table>
<thead>
<tr>
<th>p. 3 What is the policeman doing?</th>
<th>p. 4 Where does the teacher want them to go?</th>
<th>p. 5 What do the students see?</th>
<th>p. 6 What are they going to do with the wallet?</th>
<th>p. 7 Why do they give it to the policeman?</th>
<th>p. 8 What does the policeman ask them?</th>
<th>p. 9 What do you think fell out of the wallet?</th>
<th>p. 10 Who is in the picture on the card?</th>
<th>p. 11 Why do they give the wallet to the teacher?</th>
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</thead>
</table>

### 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,

**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

**Comprehension Activity:**

Students choose characters/phrases and write a sentence, then draw a picture to match it (i.e. the

**Guided Writing Practice:**

Whole group with workbook pages: teacher demonstrates stroke order

| p. 9 对 | p. 10 review 前, 后, 对 |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| p. 11 (sentence with | X |
**STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 7**

**Focus Characters:** 给 爸 后 前 对

<table>
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<tr>
<th>Day 8</th>
<th>Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this story;</th>
<th>Read Story Text</th>
<th>Comprehension Activity</th>
<th>Writing Guided Practice</th>
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<tbody>
<tr>
<td></td>
<td>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>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 stroke order demonstration is provided for the characters 妈 and 前; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</td>
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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.”

* the teacher moves around the classroom monitoring student reading

Student writes 我们在外面玩一玩 and draws a picture playing outside with friends

* students need word wall or reference page of past vocabulary to use for independent writing. In addition, the teacher needs to encourage students to write using the repeated character phrases like 看看，玩一玩，天天，好好

对不对) p. 12 review 说，火，可以，妈妈，不，对，前，后

Use Online Support Today
You will need a computer projection system
## Independent Read

**OBJECTIVES:**
Students will learn how to use directionality phrases (前，后) in an outdoor setting; students will learn to read the target characters independently.

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<th>After Reading</th>
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| **Day 9**                | **Activate Background**
Have you gone on a hike before? What did you see? Did you look for things? When we look for things in a new place it is called 探 瞅

**Introduce Story**
Let’s read the title of this book together 探 瞅

**Picture Walk**
p. 2 Where are they?
p. 3 What do you think the boy is asking?
p. 4 What do you think the ranger is saying?
p. 5 What do you think the ranger gave to the boys?
p. 6 Where are the boys going?
p. 7 What do the boys see on the tree?
p. 8 What do the boys see in the sky?
p. 9 What do the boys see on the ground?
p. 10 What do you think the boys tell their mom?
p. 11 What made the tracks?

**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 Who does the boy see in front of the family?
p. 3 What does the boy want to know?
p. 4 Where does the ranger tell them to go?
p. 5 What does the little brother want from the ranger?
p. 6 Where do the boys walk? Where do the parents walk?
p. 7 What is the big brother afraid of?
p. 8 What is another way to say two birds? (instead of 两只鸟 teach students 一对鸟)
p. 9 What do the boys think made the tracks?
p. 10 Why do the boys want to walk in the back?
p. 11 Are you afraid of a rabbit? Why or why not?

**Comprehension Activity: Draw It**
Students divide a paper into two sections; label one section 大大的 and the other section 小小; students draw two comparative pictures of different animals; When sharing as a class, students can decide if they would or would not like to see this when exploring

**Whole group with workbook pages**
- Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order
  p. 13 (sentence writing with 给)
  p. 14 construct sentences beginning with 因为 from selected characters including 前，后，对
| 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.* | **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:*  
**爸爸, 妈妈, 你, 们, 看, 一, 看, 我, 对, 不, 走, 前, 后, 面, 去, 个, 大, 小, 虫, 鸟** | Whole group with workbook pages:  
**Introduce Focus Characters:**  
Connect meaning to characters; teacher demonstrates stroke order.  
(sentence with 爸爸妈妈在看什么) If you allow students to look at the word wall for tests, you may wish to model looking at the word wall for characters.  
Write the response.  
| 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 妈 and 前; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.) | **Writing Online Support Today**  
You will need a computer projection system. |
STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 7
Focus Characters: 爸 爸 后 前 对

### Review All Stories

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

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<th>During Reading</th>
<th>After Reading</th>
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<th>Online Support</th>
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<tbody>
<tr>
<td>Review Stories</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 Read &amp; 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.</td>
<td>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</td>
<td>Whole group with workbook pages: Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 19</td>
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### Assessment

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

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<tr>
<th>Day 13</th>
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<th>During Assessment</th>
<th>After Assessment</th>
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<th>Online Support</th>
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<tr>
<td>Review the Focus Characters</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>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</td>
<td>Use workbook pp. 15-16 for assessment</td>
<td>You may wish to use online assessments results for group placement</td>
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</table>
### Days 14 & 15: Differentiated Instruction

- 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.

### Center 1 Teacher

**Small Group Instruction**
- (remediation for students that need extra help; extension for students that demonstrate mastery)

### Center 2 Listening/Reading

**Comprehension Activity: 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.

### Center 3 Writing

**Writing Activity: Water Color**
- Students practice stroke order writing characters water color paints and paint a picture to match their sentence.
  - *the teacher will need to prepare water colors and paper along with a place for pictures to dry and character cards with stroke order notation*

### Center 4 Interconnections & Extensions

**Literacy Activity: Put the Pencil in Place Preposition Game**
- Students take turns drawing cards from the stack and will use their pencil and pencil box to follow directions on the card they draw.
  - *the teacher will need to prepare several of these cards: 前面，后面，上面，下面，里面，外面*