STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 8

Focus Characters: 学 校 家 到 回 放

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 小 狗 去 外 面 下 雨 了 有 土 不 要 在 玩 好 吗 里 走 很 多 可 以 跟 老 师 什 么 是 对 的 这 我 们 今 天 年 岁 上 课 星 期 来 你 后 吃 个 和 几 看 喜 欢 朋 友 学 校 家 马 没 说 她 书 前 哪 因 为 明 妈 妈 给 人 百 生 坐

Language Features:
language phrases: 走 来 走 去, 回来, 放学, 马上, 几年前,
character combinations: 以为

Integrated Reading & Writing Skill Builders (Unit 8 Workbook Pages):
八第一天 (p. 1) writing characters focus: 家
八第二天 (p. 2) review characters components & select sentences to match the pictures
八第三天 (p. 3) writing characters focus: 回
八第四天 (p. 4) review characters components & select pictures to match the sentences
八第五天 (p. 5) writing characters focus: 学校
八第六天 (p. 6) review characters components & select pictures to match the sentences
八第七天 (p. 7) writing characters focus: 放学
八第四天 (p. 8) select sentences to match the picture
八第五天 (p. 9) writing characters focus: 到
八第六天 (p. 10) review characters components & select sentences to match the pictures
八第七天 (p. 11): writing sentences using focus words 放, 学, 校, 回, 到, 家
八第六天 (p. 12): write a sentence to match the picture & review characters components
八第七天 (p. 13): writing sentences using focus words 学校, 家
八第七天 (p. 14): writing a response using selected characters
八第八天 (p. 15): independent writing response with selected characters
八第九天 (p. 16): review with character components & sentence selection
八第九天 (p. 17): independent writing response with selected characters
八第十天 (p. 18): compose a sentence from selected characters: maze
八第十天 (p. 19): modeled sentence writing practice
八第十天 (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: 到, 放
**Teacher Read**

**OBJECTIVES:**
Students will appropriate indoor; students will learn to identify these characters: 到，家，回，学校，放 and the phrases 走来走去，回来

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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>
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<td>X</td>
<td>Writing Guided Practice</td>
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<td></td>
<td>Clarify the meanings of 放 &amp; 回 by asking students to remove items from their desk basket or pencil box; next ask students to returning them or placing them in other locations</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 What does your Mom ask you to before you come inside with dirty shoes? Do you have a pet? Does your pet get dirty?</td>
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<td>Introduce Story Look at the cover picture: What do you see? After listening to responses, explain that the title says “小狗去学校” What kind of school would a dog go to? What would a dog learn at school? Record the students predictions on the board for tomorrow. After students predict &amp; discuss, tell them they will find out tomorrow about the dog’s school.</td>
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<td>Day 2</td>
<td>Oral Language Reinforcement Activity</td>
<td>&quot;Read&quot; Story Pictures Comprehension Check questions during story:</td>
<td>Comprehension Activity: Discussion</td>
<td>Writing Guided Practice</td>
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<td>Repeat the Day 1 activity for review</td>
<td>p. 2 What is Mom saying? What is the dog doing?</td>
<td>Review the predictions recorded on Day 1 &amp; ask if their prediction was correct. Ask if it is possible for dogs to learn to play the piano? Why or why not?</td>
<td>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 回 p.4 回 回，妈，家</td>
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<td><strong>Re-Introduce Story</strong></td>
<td>p. 3 Why is Mom upset? What did the dog do?</td>
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<td>Ask students if they remember the title—remind them it is &quot;小狗去学校&quot;. Remind them of their predictions.</td>
<td>p. 4 What are Mom &amp; Dad talking about?</td>
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<td><strong>Picture Walk</strong></td>
<td>p. 5 Where are they? Who do you think the lady is?</td>
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<td>Instruct the students: “Let’s look at the pictures inside the story for clues that will tell us why the dog goes to school, and what he learned there.”</td>
<td>p. 6 Why did the dog drop the ball?</td>
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<td>p. 7 What do you think the dogs are learning?</td>
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<td>p. 8 What did the dog learn?</td>
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<td>p. 9 What do you think the girl is asking?</td>
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<td>p. 10 Who is coming home? What do you think she will see?</td>
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<td>p. 11 What is the dog doing now?</td>
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<th>Day 3</th>
<th>Oral Language Reinforcement Activity</th>
<th>Read Story Text Comprehension Check questions during story:</th>
<th>Comprehension Activity: Act it Out</th>
<th>Writing Guided Practice</th>
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<td></td>
<td>Review the meaning of 放 by placing a small object under one of three cups and then move the cups around; ask the students “放在哪里” students try to guess which cup covers the small object</td>
<td>p. 2 Why does Mom tell them to come inside?</td>
<td>Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate endings deciding if the Mom will play, faint, or be mad about the dog on the piano</td>
<td>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.5 学校 p.6 review 回，学校</td>
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<td><strong>Review story and set up purpose question for 2nd read:</strong> Show the students the book and read the title together. Review their predictions recorded from Day 1-2. Tell the students we’ll read to find out what happened at dog school</td>
<td>p. 3 Why does Mom say “不要走来走去”</td>
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<td>p. 4 What does Mom say? What does Dad say?</td>
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<td>p. 5 How old is the dog? When do they come back to get the dog?</td>
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<td>p. 6 What does the teacher want the dog to do?</td>
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<td>p. 7 How many treats did the dog eat?</td>
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<td>p. 8 Does the dog like school? Why does he like it?</td>
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<td>p. 9 What does the girl ask the dog?</td>
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<td>p. 10 Who is coming</td>
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<tr>
<th>Day 4</th>
<th>Oral Language Reinforcement Activity</th>
<th>Online Reading Activity</th>
<th>Online Comprehension Activity</th>
<th>Online Writing Guided Practice</th>
<th>Use Online Support Today</th>
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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 or behind 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 到 and 放; students can stand and “write” in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</td>
<td>You will need a computer projection system</td>
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### Story Garden Chinese Early Literacy Program: MM G1 Unit 8

**Focus Characters:** 学校家到回放

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#### Instruction Time: 4 Days

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<tr>
<th>Day 5</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>Oral Language Reinforcement Activity</strong></td>
<td><strong>Read &amp; Repeat</strong> Students repeat after the teacher reads text aloud</td>
<td><strong>Comprehension Activity: Act it Out</strong> Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate endings; What would the boy do if the dog ate the paper and they didn’t find it? If the dog could talk, what would he say?</td>
<td><strong>Guided Practice:</strong> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 放 p. 8 review activities</td>
<td><strong>X</strong></td>
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<td><strong>Activate Background Knowledge</strong> Fill a backpack with several items. Ask a student to look for one specific item in the backpack. Narrate as the student looks for the item (i.e. Is it in the front pocket? Is it in the book? Is it in the pencil box?) Ask students if they have a special place in their backpacks to keep papers to show their Mom? Discuss why this would be helpful.</td>
<td><strong>Comprehension Questions</strong> After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Why does Mom tell the boy he can’t play outside? p. 3 What did the teacher tell the boy at school? p. 4 What does the Mom ask the boy? p. 5 Where does the boy look first? p. 6 Where does the boy look now? p. 7 Where does the boy look this time? p. 8 What was the boy supposed to do tomorrow? p. 9 Where is the paper? p. 10 What does the boy want the dog to do? p. 11 When is the field trip? Why is the dog sad?</td>
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<td><strong>Introduce Story Picture Walk Questions</strong> Tell the students today they will look at a book today about this kind of experience. The title is 放学回家</td>
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**OBJECTIVES:** Students will discuss responsibility; students will learn to identify the characters 放，学校，到，家，回 and use the phrases 放学 & 马上
| Day 6 | Procedures for 2nd read along with modeled story review | *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 a special paper 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  
| * | p. 9 到 p. 10 review 放，到，校 | x |

| Day 7 | Procedures for 3rd read along with modeled story review | *Fair Share Read:* students take turns reading a page aloud with their partner; both | Comprehension Activity: Students demonstrate their  
Whole group with workbook pages : teacher | x |
### Day 8

**Review story and set up purpose question for Online read.** Ask the students to tell you what they remember about this story;

| 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.” |
|-----------------|-----------------|-----------------|-----------------|
| **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 到 and 放 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 |
### Independent Read

**OBJECTIVES:**
Students will learn about school in the past; students will learn to read the target characters independently

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<tr>
<th>Instruction Time: 3 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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| **Day 9**                | **Activate Background**  
Display pictures of items from the past and compare them to items in the present  
**Introduce Story**  
Let’s read the title of this book together 老学校  
**Picture Walk**  
p. 2 What do you see?  
p. 3 What do you think the teacher is saying?  
p. 4 How old is the picture?  
p. 5 What do you think the boys ask the teacher?  
p. 6 Why is the teacher laughing?  
p. 7 What do they see?  
p. 8 What do they want to know?  
p. 9 What do you think the teacher says? What do you think the boy wants to do?  
p. 10 What do you think the girl says?  
p. 11 Why are they laughing? | **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 In the past, what happened in that room?  
p. 4 How old is the school?  
p. 5 When she was a student, what did the teacher like?  
p. 6 Was the teacher a student in that school? Why not?  
p. 7 What is that? What does it do?  
p. 8 Did the teacher ride in that to school?  
p. 9 Does the boy like the old school? Why do they have to leave?  
p. 10 Why can’t they ride in the carriage?  
p. 11 What is wrong with the boy’s horse? | **Comprehension Activity: Past & Present Sort**  
Students sort pictures of items from the past and items from the present  
*The teacher will need to prepare pictures for this activity* | Whole group with workbook pages: Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 (sentence writing with 家 & 学校) p. 14 construct sentences from selected characters including 家 & 学校 | X |
| 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: Draw It  
Students label two sections of a paper:以前 and 现在. Students draw pictures of themselves as students in the past and students in the present. | Whole group with workbook pages:  
Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17.  
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 p. 18. |

| 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 到 and 放; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.) |
### Day 12

**Before Reading**
- **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

**Writing**
- Whole group with workbook pages:
  - Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 19

**Online Support**
- X

### Assessment

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

**Day 13**

**Before Assessment**
- **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

**During Assessment**
- You may wish to use privacy screens, alter student seating, or test in small groups to reduce distractions and enhance student performance

**After Assessment**
- 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

**Writing**
- Use workbook pp. 15-16 for assessment

**Online Support**
- You may wish to use online assessment results for group placement
### 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: Stroke Order Body Movement**
Students practice stroke order writing with their body parts; one student draws a character card, and calls out the strokes while the other students use a body part (nose, foot, finger, head, knee, etc.) to write it in the air; students take turns as the caller.

*the teacher will need to prepare character cards with stroke order notation*

### Center 4 Interconnections & Extensions
**Social Studies Activity:**
Repeat the comprehension activity from Day 9.