STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 9

Focus Characters: 怎 谁 会 也 帮 能 每

Teacher Read
"I Read"

Shared Reading
"We Read"

Independent Reading
"You Read"

Oral Language Foundation:

(Students should already know the meaning of these words)
今 天 不 下 雨 我 们 要 去 玩 放 在 这 里 面 好 很 大 的 你 看 有 了 是 可 以 小 爸 为 什 么 一 个 没 哪 对 跟 学 前 后 来 几 回 火 上 喜欢 吃 吗 家 水 因 虫 谢 明 作 两 课 土 朋友 外 走 羊 给 老师 起 说 他

Language Features:

language phrases:一下，走一走
character combinations: 每天，可能，明星，大家，大 人

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

九第一天 (p. 1) writing characters focus： 谁
九第一天 (p. 2) review characters components & select sentences to match the pictures
九第二天 (p. 3) writing characters focus：回
九第二天 (p. 4) review characters components & select pictures to match the sentences
九第三天 (p. 5) writing characters focus：帮
九第三天 (p. 6) review characters components & select pictures to match the sentences
九第四天 (p. 7) writing characters focus：也
九第四天 (p. 8) select sentences to match the picture
九第五天 (p. 9) writing characters focus：怎么
九第五天 (p. 10) review characters components & select sentences to match the pictures
九第六天(p. 11): writing characters focus：能
九第六天(p. 12): review characters components & select sentences to match the pictures
九第七天 (p. 13) writing characters focus：每
九第七天 (p. 14)writing sentences using selected characters
九第八天 (p. 15)independent writing response with selected characters
九第八天 (p. 16) review with character components & sentence selection
九第九天 (p.17) modeled sentence writing practice
九第九天 (p.18) compose a sentence from selected characters; find differences pictures
九第十天 (p. 19) modeled sentence writing practice
九第十天 (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: 会，也

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Teacher Read
打鱼

OBJECTIVES:
Students will explore fishing; students will learn to identify the focus characters and the character combinations 每天，可能

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	**Oral Language Reinforcement Activity** Teach the meaning of 每天 by listing things they do every day (i.e. brush teeth, eat breakfast, make bed, put on clothes, etc.) Ask if the students did this on Monday? Tuesday? Wednesday? Etc. After establshing that these activities are done every day of the week, introduce the new vocabulary 每天 **Activate Background Knowledge** Has anyone gone fishing? What do you know about fishing? What does it look like when you fish? What do you need to catch fish? **Introduce Story** Look at the cover picture: What do you see? After listening to responses, explain that the title says "打鱼" tell them they will find out tomorrow about the story.	**X**	**X**	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 谁 & p.2 review 谁， 妈， 说	**X**

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Day 2	**Oral Language Reinforcement Activity** Repeat the Day 1 activity for review **Re-Introduce Story** Show the book to the students; ask if they remember the title- remind them it is "打鱼". **Picture Walk** Instruct the students: "Let's look at the pictures inside the story to learn about the boys' fishing experience."	**"Read" Story Pictures** **Comprehension Check questions during story:** p. 2 What is Dad saying? p. 3 How will they use the buckets? p. 4 How does Dad feel? How does the little brother feel? p. 5 How does the big brother feel? p. 6 What is big brother saying to little brother? p. 7 How do they cook the fish? p. 8 What does big brother want to do with his fish? p. 9 What is big brother saying to little brother? p. 10 What is little brother doing? p.11 What did little brother catch?	**Comprehension Activity: Draw It** Students draw a picture of things they hope to catch if they went fishing; keep the pictures for tomorrow's oral language activity	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 会 p.4 review 会， 妈， 谁	**X**
Day 3	**Oral Language Reinforcement Activity** Teach the meaning of 可能 by showing the students pictures from Day 2 comprehension activitiy; as a class discuss if it is 可能 or 不可能 to catch the thing they students had drawn with a fishing pole **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 the fishing experience.	**Read Story Text** **Comprehension Check questions during story:** p. 2 Why are they going fishing today? p. 3 What are the buckets for? p. 4 Why is little brother sad? p. 5 How big is older brother's fish compared to Dad's fish? p. 6 What does older borther tell his younger brother to do? p. 7 How does Dad want to cook his fish? p. 8 What does older brother want to do with his fish? p. 9 What does older brother tell his younger brother to do? p.10 Why is younger brother so happy? p.11 Why are they laughing?	**Comprehension Activity: Act it Out** Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate ending where the boy caught a large fish	**Writing Guided Practice** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 帮 p. 6 review 谁， 会， 帮	**X**

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Day 4	**Oral Language Reinforcement Activity** Clarify understanding of 前面 & 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 **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 会 and 也 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
机器人

OBJECTIVES:
Students will learn about careers; 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	**Oral Language Reinforcement Activity** Clarify meaning of 大人 by discussing examples of people at school; compare the adults to the children by saying things like "校长是大人；学生是小孩" after a few examples, ask students to give their own comparisons **Activate Background Knowledge** Show pictures of people with different careers (such as fireman, doctor, police, famous actor, etc) and teach students the words for those careers **Introduce Story Picture Walk Questions** Tell the students today they will look at a book today that mentions some of these careers. p. 2 Who do you see in this picture? p. 3 What career is this boy pretending to be? p. 4 What career is this girl pretending to be?	**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 playing? p. 3 What is the boy playing? p. 4 Where can you watch a 明星? p. 5 What did the girl ask the boys? p. 6 Why do the boys want to make a robot? p. 7 Why are the boys reading the book? p. 8 What are they doing with the boxes? p. 9 Do you think the kids will like their robot? p. 10 Why is the robot bumping into things? p. 11 Why are the kids laughing? Do you think this robot is good help? Why or why not?	**Comprehension Activity:** **Draw It** Have the students draw a picture of the career they want to have when they grow up	**Guided Practice:** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 也 p. 8 review activities	**X**

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	p. 5 What career is this girl pretending to be? p. 6 What is the boy planning? p. 7 What are the boys reading? p. 8 What are they going to do with the boxes? p. 9 Do you see a robot? p. 10 Who is inside the robot? p. 11 What do the kids think about the robot?				
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." **<u>Modeled Story Review:</u>** 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 in pairs draw/design a robot and share their idea/drawing with 大家	**Guided Writing Practice:** Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 怎么了 p. 10 review 怎， 会，帮	**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.	***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 character cards from the story)	Whole group with workbook pages : teacher demonstrates stroke order p. 11 能 p. 12 review 帮，会， 能	**X**

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	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."				
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 会 and 也 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
谁来帮爸爸

OBJECTIVES:
Students will learn they should help family; 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** 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 谁来帮爸爸 **Picture Walk** p. 2 What is Dad doing? p. 3 What do you think the little sister is saying? p. 4 What is Dad doing? p. 5 What is big sister doing? p. 6 What is Dad doing? p. 7 What does big brother want to do? p. 8 What is Dad doing? p. 9 What does little brother want to do? p. 10 What do you think Dad says? p. 11 What do the kids want?	**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 How long does Dad say he needs little sister's help? p. 3 Would you rather paint with Dad or read a book? p. 4 Why is Dad washing the car? p. 5 Where is big sister going? p. 6 What does Dad want big brother to do? p. 7 Why won't big brother help Dad? p. 8 What does Dad want little brother to do? p. 9 Why won't little brother help Dad ? p. 10 What does Dad have? p. 11 Do you think Dad should share the food? Why or why not?	**Comprehension Activity:** **Act it Out** Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate endings- perhaps Dad does or does not invite the kids to eat with him	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 每 p. 14 construct sentences from selected characters	**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** Students draw a picture about a situation when they helped their Dad with household chores	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 review compare differences of two pictures	**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 会 and 也 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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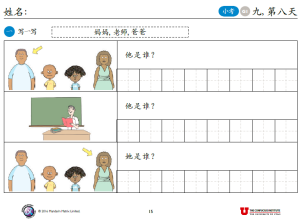
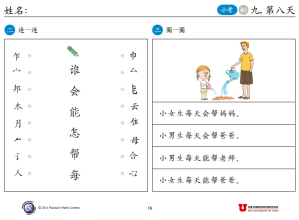
Review All Stories

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; teacher demonstrates stroke order p. 19	**X**





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	Use workbook pp. 15-16 for assessment	You may wish to use online assess-ments results for group place-ment

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			to draw a picture		
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)	**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.	**Writing Activity: Lucky Draw** Students take turns drawing a sentence out of a bag; the student reads the sentence to the other group members and they try to write it on their dry erase boards *the teacher will need to prepare the sentence strips; these can be made from copies of the workbook pages	**Extension Activity:** Prepare a recording of the story "The Little Red Hen"; after students listen to the story, they compare and contrast it to the 谁来帮爸爸 story	