STORY GARDEN Chinese Early Literacy Program: UNIT 1

Focus Words: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 几

Teacher Read  
"I Read"

Shared Reading  
"We Read"

Independent Reading  
"You Read"

DEVELOPING COMPREHENSION:

Oral Language Foundation:  
(Students should already know the meaning of these words)

一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 几, 我的, 朋友, 在, 哪里, 这里, 大, 小, 猴子, 跳

Activities to Build Meaning: (Listed by name to match explanation in separate place like an appendix.)

Language Features: (language phrases, patterns, character combinations, sentence structures or word order).

这是几?
我可以_____?
我可以/要跟你玩。
哪个数字大（多）?
_____在哪里？在这里。
**Integrated Reading & Writing Skill Builders (Workbook):**

1. **MMX workbook Unit 1 day1—day 10:**
   - Day 1 to Day 4: Chinese number 1 to 5 stroke order practice and comprehension practice (in-class guided practice only)

   Day 5 to Day 7: Review Chinese number 1 to 5 stroke order and 6-10 stroke order practice (in-class guided practice and small group writing under teacher’s instruction only)

   Day 8: Quiz/Assessment (in whole class or test in small groups)

   Day 9 and Day 10: More integrated and recycled practices/Differentiation in small groups/Match Chinese numbers into correct pictures to check student’s understanding of Chinese numbers/ Learning station rotations (2 per day/4 groups students)

2. Last page of MMX workbook Unit 1: Passage reading (Guided reading and check comprehension. And then practice reading aloud in groups and in pairs to achieve fluency)

3. Students can use different ways to practice Chinese number 1 to 10 with correct stroke order. Such as: trace on sand papers; write in a sandbox or a sensory table; write with Chinese calligraphy....

**Online Practice Connecting Meaning to Print:**

1. MMX online story books: understand the meaning of the stories and can recognize the characters they learned in this unit.

2. MMX online assignment and homework.

3. iPad or computer apps related to Chinese numbers practicing.

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<tr>
<th>TEACHER READ</th>
<th>GETTING READY TO READ</th>
<th>DURING READING</th>
<th>AFTER READING</th>
<th>WRITING</th>
<th>ONLINE SUPPORT</th>
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<td><strong>OBJECTIVE:</strong></td>
<td>Students can say the numbers they see on the cover of the story and know</td>
<td>Students can find the numbers on different pictures of the story. And students can</td>
<td>Students can understand the meaning of “Can I play with you?” and “Where is</td>
<td>Students can write Chinese numbers “一，二，三，四，”</td>
<td>1. MMX online story library 2. MMX online classroom (assignment</td>
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<tr>
<td>DAY 1</td>
<td><strong>Activate Background Knowledge</strong> Numbers in Chinese. Students can recognize and count numbers in Chinese fluently.</td>
<td><strong>Introduce Story</strong> Let students look at the pictures of the story first. Talk about all the pictures in the story as picture walk.</td>
<td><strong>Read Story</strong> (Include questions to clarify/comment as story is read)</td>
<td><strong>Comprehension Activity</strong> Sing Chinese song “Where is My Friend?” (Use</td>
<td><strong>Writing Guided Practice</strong> (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.) Students can recognize the Chinese numbers 1-3 with correct stroke order and finish workbook Day 1 page 1, 2</td>
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<td>DAY 2</td>
<td><strong>Introduce Story</strong> (2nd time)</td>
<td><strong>Picture Walk</strong> (Questions and prompts)</td>
<td><strong>Read Story</strong> (Include questions to clarify/comment as story is read)</td>
<td><strong>Comprehension Activity</strong> Sing Chinese song “Where is My Friend?” (Use</td>
<td><strong>Writing Guided Practice</strong> (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.) Students can recognize the Chinese numbers 1-3 with correct stroke order and finish workbook Day 1 page 1, 2</td>
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**Background Knowledge**
Students can recognize and count numbers in Chinese fluently.

**Introduce Story**
Let students look at the pictures of the story first. Talk about all the pictures in the story as picture walk.

**Read Story**
(Include questions to clarify/comment as story is read)

**Comprehension Activity**
Sing Chinese song “Where is My Friend?”

**Writing Guided Practice**
(Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.) Students can recognize the Chinese numbers 1-3 with correct stroke order and finish workbook Day 1 page 1, 2

**Video of Chinese song: “Where is my Friend?”**
| DAY 3 | **Ask students several questions about Chinese numbers while leading the students do picture walk, such as:** “为什么一飞起来了？” “一和二，那个多？哪个数字大？” “你看见了几个立方体？” … | **Lead the students to answer the questions about the story while reading the story, such as:** “谁来了？二在哪里？二来了，发生了什么？” … | **numbers to instead of friend in the song. Use a math manipulative: Balance to let students understand the game “See-Saw”**. | **Chinese with correct stroke order. Finish workbook Day 2, page 3, 4.** |

| **SHARED READ** | **Review story and set up purpose question for 2nd read.** Ask the students several questions to check if they understand the story. Such as: “十在哪里？” “他们一样多吗？” “十和五是多少？为什么是十五？” “十五和十哪个大，哪个小？” … | **Read Story 2nd time** (Comprehension Check questions during story) Such as: “一要和谁一起玩？”“四可以和三一起玩吗？”“他们在一起玩高兴吗？为什么？” | **Comprehension Activity Example: Teacher lead the students to Re-tell the story by using the Balance and connection tubes.** | **Writing Guided Practice** Review numbers 1-4 and 10. Learn how to write number 5 in Chinese with correct stroke order. Finish workbook Day 3, page 5,6. |

| **OBJECTIVE:** | Students have known the Students can recognize and Students can read out the Students can write Students can | **1. MMX online library book “跷跷板” 2. MMX online assignment.** |
| **DAY 4** | **Activate General Background Knowledge** | Numbers 1-10 in Chinese. How to say “monkey/jump/ Mom/doctor” in Chinese.  
Introduce Story  
Picture Walk  
Questions  
Such as: “你看见了几只小猴子？“ “一只摔倒了，还有几只小猴子？”…  
**Read Together**  
(large screen, not individual books yet)  
Teacher reads the story to the whole class and check students’ understanding of the story at the same time. | **Comprehension Activity:**  
Sing the song “Ten Little Monkeys” in Chines version.  
Teacher can sing and act out the song at the same time for demonstration.  
**Writing Guided Practice:**  
Review numbers 1-5 and 10.  
Learn how to write number 6 in Chinese with correct stroke order.  
Finish workbook Day 4, page 7,8. | **Workbook pages:**  
Review numbers 1-6 and 10.  
Learn how to write number 7 in Chinese with correct stroke order.  
Finish workbook Day 5, page 9,10. | **MMX online library book:** “十只小猴子” |
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<th>DAY 6</th>
<th><strong>INDEPENDENT READ</strong></th>
<th><strong>OBJECTIVE:</strong></th>
<th><strong>ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Characters on the book while they are reading the story with the teacher together. <strong>Partner Reading</strong> Teacher do One student do Two students do Whole class do</td>
<td>Students know how to line up with Chinese number order 1-10. Student can come out when call his/her number in Chinese. Students can understand the meaning of the story.</td>
<td><strong>Activate Background Knowledge</strong> Numbers 1-10 in Chinese. <strong>Introduce Story</strong> Picture Walk Questions Such as: “你看见了哪些数” <strong>Teacher Read Aloud w/Student repetition</strong> (Comprehension questions) Such as: “这是几？” “儿跑出来了？” “他是不是是好棒？为什么？” …</td>
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<td>DAY 7</td>
<td>Review Story theme</td>
<td>Numbers 1-10 in Chinese. In-context character review 一, 二, 三, 四, 五, 六, 七, 八, 九, 十</td>
<td>Partner Read Teacher do One student do Two students do Whole class do</td>
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</tbody>
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**DAYS 9-10 DIFFERENTIATION**
- Students are divided into 4 groups, based on Day 8 assessment performance.
- Students rotate two centers per day.
- The Teacher Center should be used to help students needing extra reading reinforcement, and should begin with students needing the most attention.
- **Workbook Last Page:** Passage reading (Guided reading and check comprehension. Practice reading aloud in groups and in pairs to achieve fluency). Can be incorporated into centers or Day 8.

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<tr>
<th>DAYS 9-10</th>
<th>CENTER 1</th>
<th>CENTER 2</th>
<th>CENTER 3</th>
<th>CENTER 4</th>
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<tbody>
<tr>
<td>DIFFERENTIATION</td>
<td>TEACHER</td>
<td>LISTENING/READING</td>
<td>WRITING</td>
<td>INTERCONNECTIONS, EXTENSIONS</td>
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<tr>
<td>Descriptions: Students will be divided into 4 groups according to students' learning abilities. So each student can have the chance to improve himself/herself.</td>
<td>Small group remediation</td>
<td>Stories students have been reading, or a new story they can't do on their own.</td>
<td>Writing activities responding to questions, developing vocabulary activities, etc.</td>
<td>Science, Social Studies, Cultural or other connections and extensions using story themes and vocabulary/Focus Characters.</td>
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<tr>
<td>Teacher leads different levels of the students to do different activities.</td>
<td>A CD recorder or iPad learning.</td>
<td>Sand paper tracing, Sandbox/sensory table writing, write on iPad.</td>
<td>Sequence pictures with Chinese numbers 1-10.</td>
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</tbody>
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**Day 1 to Day 4:** character stroke order practice and comprehension practice  
(Day 1 to Day 4 pages are for in-class guided practice only.)

**Day 5 to Day 7:** review practices and reinforce targetted vocabulary  
(Day 5 to Day 7 are for reviews, therefore, teachers can be flexible in assigning them as classwork or homework, according to students readiness.)

**Day 8 Quiz** (In-class work)

**Day 9 and Day 10:** more integrated and recycled practices (Same as day 5 to day 7)

**Last page:** Passage reading (Guided reading and check comprehension. And then practice reading aloud in groups and in pairs to achieve fluency)

**DAY 9 – Differentiation/Connection to Content**  
Small group work  
Explain Learning Station Objectives
Learning Station Rotations - 2 per day (4 groups of students)

DAY 10 – Differentiation Continued