

STORY GARDEN Chinese Early Literacy Program: UNIT 10

Focus Words: 星期, 几, 年, 快快, 长大, 加油, 赢, 打球, 去年, 今年, 明年, 知道了, 母亲节, 还有, 快乐, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天



Teacher Read

“I Read”



Shared Reading

“We Read”



Independent Reading

“You Read”

DEVELOPING COMPREHENSION: Students are not only able to read the stories, but also understand the meanings of the stories. Students can use the language they learned in their real life.

Oral Language Foundation:

(Students should already know the meaning of these words)

星期, 几, 年, 哥哥, 加油, 可以, 太小, 大一点, 还有, 知道, 妈妈 (母亲), 今天, 不是, 下个, 谢谢, 很, 高兴, 好吃, 走开, 不能, 吃, 好笑, 是, 大, 小, 一, 二, 三, 四, 五, 六, 天, 来, 坐, 上

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).

_____, 加油!

_____什么时候可以跟_____?

还有几个_____是_____?

我知道了。

我长大一点了。

下个星期是_____。

下个星期几是_____? 还有几天?

不要_____来_____去。

母亲节快乐！

谢谢你们！

来，坐上来。

_____是大/小_____。

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 星期, 几, 年 stroke order practice, Chinese characters: 今, 天, 是, 日, 月, 明, 昨, 中文数字一到三十 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 星期, 几, 年 stroke order, Chinese characters: 今, 天, 是, 个, 月, 中文数字一到三十 stroke order practice and copy characters in the sentences practice according to the correct pictures (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 characters into correct pictures to check student's understanding of characters and sentences they've learnt in this unit/ Learning station rotations (2 per day/4 groups students)

2. Last page of MMX workbook Unit 6: 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 writing Chinese characters: 星期, 几, 年 with correct stroke order. Such as: trace on sand papers; write in a sandbox or a sensory table; write on the rug; draw and write on small white board/white paper; write with Chinese calligraphy; Write on another student's back; Write on the rug/floor; Write in students' journal books....

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. (MMX online classroom)
3. iPad or computer apps related to practice Chinese characters: 星期, 几, 年
4. Online Chinese songs and stories about this unit characters.

<p>TEACHER READ</p> 	<p>GETTING READY TO READ</p>	<p>DURING READING</p>	<p>AFTER READING</p>	<p>WRITING</p>	<p>ONLINE SUPPORT</p>
<p>OBJECTIVE:</p>	<p>Students can describe the cover of the story, such as: What do you see? Where is the boy? What he's doing? Is he thinking? How do you know? Is he happy? Why he is happy.... to know the topic of the story.</p>	<p>Students can tell different names of “加油, 什么时候, 长大, 明年, 还有, 几天, 几个星期, 知道了”; Students will be able to know why the boy can't play football with his brother; Students will be able to know when the boy can play football with his brother. How many weeks/days till next year?</p>	<p>Students can understand the questions: “小男孩今年是大还是小? 小男孩今年可以和哥哥一起打球吗? 为什么? 小男孩什么时候可以和哥哥一起打球? 为什么?” and will be able to answer the question with “小男孩今年_____。” “今年小男孩不可以。因为_____。” “明年小男孩可以。因为_____。...”</p>	<p>SWBT write Chinese characters “星期, 几, 年” with correct stroke orders. SWBT copy sentences in Chinese and understand the meaning of what they write.</p>	<ol style="list-style-type: none"> 1. MMX online story library 2. MMX online classroom (assignment and homework) 3. Online apps 4. Online songs and stories.

<p>DAY 1</p>	<p>Activate Background Knowledge Students' family pictures. “这是，我的家，我有，几个，哥哥，姐姐，弟弟，妹妹，大，小，____岁” Students know the meaning of questions: “你的家有几个人？你几岁？你的哥哥几岁？你和你的哥哥，谁大？谁小？你可以跟你的哥哥玩吗？为什么？”</p> <p>Oral Language Reinforcement Activity Show students different pictures and let students compare in Chinese. Then talk about how the little ones can grow bigger.</p> <p>Introduce Story Let students look at the pictures of the story first. Talk about all the pictures in the story as picture walk. Demonstrate the story with roleplay.</p>	<p>Students can recognize and know how to compare big and small with different people. Students can describe what big person can do, but small person can't do. Such as: 我的哥哥/姐姐/爸爸____岁。 我____岁。 我的哥哥/姐姐/爸爸比我大。 我比____小。 我的哥哥/姐姐/爸爸可以____。 我可以____。 我不可以____。</p>	<p>Students can understand the topic of this unit is about growing bigger in Chinese. Students can understand the question: “今年你几岁？去年你几岁？明年你几岁？今年你长大一点吗？去年你是大还是小？明年你会长大一点吗？” in Chinese and could answer this question correctly.</p>	<p>Writing Guided Practice (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.)</p> <p>Students can recognize, understand and write Chinese character “几” with correct stroke orders and circle correct characters according to the pictures. Students can understand, copy and write correct characters in the sentences with right stroke order. Finish workbook Day 1 page 1, 2</p>	<p>Video of 亲宝动画--“我长大了” in Chinese. (YouTube search and download)</p>
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<p>DAY 2</p>	<p>Introduce Story (2nd time)</p> <p>Picture Walk (Questions and prompts) Ask</p> <p style="text-align: right;"></p> <p>students questions of “What do you see?” “Where is the boy?” “哥哥要去哪里?” “Can he go with his brother?” “Why he can’t go with his brother? When he can go with his brother? Why?” in Chinese to lead them to answer with the focus characters of this unit while do picture walk.</p>	<p>Read Story (Include questions to clarify/comment as story is read)</p> <p>Lead the</p> <p style="text-align: right;"></p> <p>students to answer the questions about the story while reading the story, such as: “小男孩和他的哥哥谁大? 小男孩想要和他的哥哥一起打球吗? 他为什么不可以和他的哥哥一起打球? 还有几个星期是明年?”</p>	<p>Comprehension Activity</p> <p>Ask the students to draw out how they grow up on a paper.</p> <p style="text-align: right;"></p> <p>Encourage the students to draw different pictures of different ages. Then teacher instructs them to share their pictures with the words: 这是我__岁。__岁, 我可以__。这里我长大一点了, 我可以__。现在我长大了。...</p>	<p>Writing Guided Practice Recognize, understand and learn to write Chinese character“年” with correct stroke order. Copy the Chinese sentences with correct stroke order and understand the meaning. Connect pictures to the right characters. Finish workbook Day 2, page 3, 4.</p>	<ol style="list-style-type: none"> 1. Video of “不肯长大的小爱莎” in Chinese. (YouTube search and download) 2. iPad apps to review and practice writing Chinese characters “几, 年” 3. MMX online library book “快快长大”
<p>DAY 3</p>	<p>Review story and set up purpose question for 2nd read. Ask the students several questions to check if they understand the story. Such as: “谁要去打球?” “哥哥会赢吗?” “谁要和哥哥一起打球?” “妈妈说小男孩可以和哥哥一起打球吗?” “为什</p>	<p>Read Story 2nd time (Comprehension Check questions during story) Such as: “你有哥哥吗?” “你们家谁大/谁小?” “你的__可以__吗?” “你可以__吗? 为什么你不可以__? 什么时候你可以__?” “一年有多少天?” ...</p>	<p>Comprehension Activity Example: Teacher lead the students to act out the story: role play with different small groups of students: a boy, a big brother and a mom.</p>	<p>Writing Guided Practice Recognize and learn to write Chinese character“星期” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning.</p>	<ol style="list-style-type: none"> 1. Song of “我长大了” in Chinese. (YouTube search and download) 2. MMX online library book “快快长大” 3. MMX online assignment. (MMX online classroom)

	么？” “小男孩什么时候可以和哥哥一起打球？ ….			Finish workbook Day 3, page 5, 6.	
SHARED READ					
OBJECTIVE:	Students have known the topic of this unit and can tell who they are in the story, what happen in the story, and where they are in the story. SWBT tell the story by using the words: 下个星期是____。还有几天? 今天是____。____快乐! 不能吃了。____真好笑。	Students can recognize and read out the focus characters in the story by themselves.	Students can read out the whole story together with the whole class.	Students can copy and write Chinese characters: 星期, 几, 年, 今, 昨, 天, 是, 中文数字一到三十 with correct stoke orders in the sentences and circle the correct sentences, characters according to the pictures.	Students can understand the story by reading in MMX online library and can finish MMX online assignment s.
DAY 4	Activate General Background Knowledge 下个, 星期, 母亲节, 还有, 几天, 给, 妈妈, 好吃的, 快乐, 谢谢, 高兴, 走开, 不能吃了, 今年, 好笑….	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: Read a story about Mother's Day, such as "Are You My Mother" to let students know and understand the meaning of "母亲/妈妈" Then they	Writing Guided Practice: Students can copy Chinese characters "今, 天, 是, 星期, 中文数字一到三十"with	MMX online library book: "母亲节"

	<p>Introduce Story Picture Walk Questions Such as: “你看见了什么?” “有几个小朋友? 有几个大人?” “今天是什么节?” “妈妈在哪里?” “妈妈高兴吗? 为什么?” ….</p>	<p>Teacher can use body language, actions and picture to help telling the story. Emphasize all the red characters.</p>	<p>can understand the meaning of “Mother’s Day 母亲节” in Chinese.</p>	<p>correct stroke order in sentences and understand the meanings. Finish workbook Day 4, page 7,8.</p>	
DAY 5	<p>Review story and set up purpose question for 2nd read Such as: “什么时候是母亲节?” “还有几天是母亲节?” “下个星期是母亲节吗?” “妈妈有没有吃好吃的?” “谁飞来了?” “还可以吃吗? 为什么?” “你喜欢不喜欢母亲节?” “母亲节, 你要给妈妈什么礼物?” ….</p>	<p>Read Together Teacher leads the students to find out the focus characters (Red characters) in the story together. (individual books): Finger reading: Students point to the characters on the book while they are reading the story with the teacher together. Partner Reading Teacher do One student do Two students do Whole class do</p>	<p>Comprehension Activity: Teacher demonstrates and instructs students to make a Mother’s Day card or craft to their moms.</p>	<p>Workbook pages: Write Chinese characters: 年, 几, 天, 中文数字 with correct stroke order in the sentences and understand the meaning. Finish workbook Day 5, page 9,10.</p>	<p>MMX online assignments.</p>
INDEPENDENT READ					

					
<p>OBJECTIVE:</p>	<p>Students will be able to know bicycle, different sizes of bicycles and what the boy's doing in Chinese. SWBT know what happen to the boy and the difference of the bicycle in Chinese. SWBT read all the characters in the story independently.</p>	<p>Students can understand the meaning of the story and can ask and answer the questions: 小男孩有自行车吗? 他有几辆自行车? 什么颜色的自行车大? 什么颜色的自行车小? 小男孩会骑自行车吗? 自行车一样吗? 为什么不一样?</p>	<p>Students can recognize all the characters in the story and read Chinese characters: 星期, 几, 年 fluently.</p>	<p>Students can write Chinese characters: 星期, 几, 天, 今, 是, 年, 个, 月, 中文数字一到三十 with correct stoke order in the sentences and circle the correct sentences according to the pictures.</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignments.</p>
<p>DAY 6</p>	<p>Activate Background Knowledge Chinese characters: 今年, 去年, 大, 小, 男生, 自行车, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 几天, 来, 坐上来 (can know both words and meaning of them)</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “去年是什么?” “今年是什么?” “星期几?” “有轮子没有轮子? 几个轮子?” ... Student Independent Read (individual books):</p>	<p>Summary Questions and focus word review Such as: “小男孩可以骑自行车吗?” “小男孩的自行车是大还是小?” “为什么小男孩今年是大男生了?” “谁帮助了小男孩?” “为什么要帮助?” ...</p>	<p>Workbook: Review and copy Chinese characters: 星期, 几, 天, 今, 是, 年, 中文数字 with correct stroke order in the sentences. Circle the correct pictures by reading the sentences. Finish workbook Day 6, page 11,12.</p>	<p>MMX online classroom</p>

	<p>Introduce Story Picture Walk Questions Such as: “你看见了什么？” “小男生在做什么？” “小男生骑什么颜色的自行车？” “小男生什么时候骑自行车？” “谁帮助了小男生？” “小男生可以骑自行车了吗？你怎么知道？” ….</p> <p>Review Focus Characters in context: 去, 今, 年, 大, 小, 男, 生, 天, 来, 坐, 星期, 一到六</p>	<p>Finger reading: Students point to the Characters on the book while they are reading the story independently.</p>			
<p>DAY 7</p>	<p>Review Story theme Chinese characters: 星期, 几, 年 In-context character review 今, 去, 年, 男生, 大, 小, 了, 星期, 来, 坐上来</p>	<p>Partner Read Teacher do One student do Two students do Whole class do</p> <p>Independent Reading: After reading, let volunteer students come to the front to ask the whole group of students questions, like: “你喜欢骑自行车吗？” “你的自行车是大还是小？” “你的自行车有几个轮</p>	<p>Comprehension Activity: Teacher demonstrates and instruct the students to make dialogue in pairs by using the sentence structures:</p> <p>你有自行车吗？ 你的自行车在哪里？ 你的自行车是什么颜色的？ 你的自行车是大还是小？ 你的自行车有几个轮子？ 你是大男生/女生了。…</p>	<p>Workbook: Review and copy Chinese characters: 年, 几, 个, 月, 天, 星期, 数字一到三十 with correct stroke order in sentences. Circle the correct sentences according to the pictures. Finish workbook Day 7, page 13,14. Language Features “来, 坐上来。” “大, 小, 去年, 今年, 明年, 星期” “___是___了。”</p>	<p>Practice writing focus characters: 星期, 几, 年 with correct stroke order by using Chinese apps on iPad.</p>

		子? 大还是小? ” “你可以骑两个轮子的自行车。你是一个大男生/大女生了。” ...			
DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “星期, 几, 年” in Chinese. Practice these 4 characters in Chinese with kinds of activities and contexts.	Workbook: UNIT ASSESSMENT	MMX online classroom or Chinese characters practicing apps.

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.

DAYS 9-10 DIFFERENTIATION	CENTER 1 TEACHER	CENTER 2 LISTENING/READING	CENTER 3 WRITING	CENTER 4 INTERCONNECTIONS, EXTENSIONS
Descriptions: Students will be divided into 4 groups according to students' learning abilities. So each student can have the chance to improve himself/herself.	Small group remediation	Stories students have been reading, or a new story they can't do on their own.	Writing activities responding to questions, developing vocabulary activities, etc.	Science, Social Studies, Cultural or other connections and extensions using story themes and vocabulary/ <i>Focus Characters</i> .

	Teacher leads different levels of the students to do different activities to reach up to students differentiation learning.	A CD recoder or iPad learning. MMX reading books (大家读和自己读)	Sand paper tracing, Sandbox/sensory table writing, write on iPad, Chinese calligraphy writing, journal book draw and write.	Social Studies and Science center: Learn the basic structure of people and living things. Draw pictures and matching the correct food to different living things to make them grow.
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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