

STORY GARDEN Chinese Early Literacy Program: UNIT 3

Focus Words: 不, 坐, 在, 里, 等, 这个



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)

不, 坐, 在, 里, 等, 这个, 小马, 小车, 姐姐, 妹妹, 我, 哥哥, 妈妈, 头发, 小狗, 看, 好, 不好

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).

____在哪里?

谁要坐? _____ 坐。 / _____ 不坐。

那我们坐在这里等吧。

你要坐在哪里? 这里/那里。

坐好

坐下

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 不, 坐, 在, 里 stroke order practice, Chinese characters: 大, 小, 上, 下 revision and comprehension practice (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 不, 坐, 在, 里 stroke order, Chinese numbers 1-10 stroke order practice and copy characters in the sentences 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 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 3: Passage reading (Guided reading and check comprehension. And then practice reading aloud in groups and in pairs to achieve fluency)

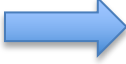


3. Students can use different ways to practice writing Chinese characters: 不, 坐, 在, 里 with correct stroke order. Such as: trace on sand papers; write in a sandbox or a sensory table; write on the rug; draw and write on small white board/white paper; write with Chinese calligraphy; Write on another student's back....

Online Practice Connecting Meaning to Print:

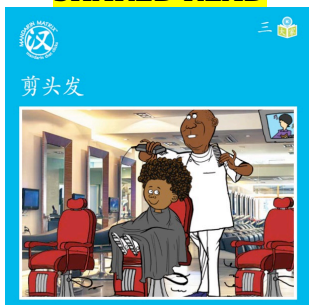
1. MMX online story books: understand the meaning of the stories and can recognize the characters they learned in this unit.
2. MMX online assignment and homework. (MMX online classroom)
3. iPad or computer apps related to practice Chinese characters: 不, 坐, 在, 里

<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 say the things and describe the</p>	<p>Students can tell different family members on</p>	<p>Students can understand the question “谁要</p>	<p>SWBT write Chinese characters</p>	<p>1. MMX online story library</p>


	people they see on the cover of the story and know where are they? / what are they going to do?	different pictures of the story. And students can understand what they are doing in the story.	坐? 谁不坐” and will be able to answer the question with “__坐/不坐”. SWBT point and answer “Where is ___?” with “在这里。/在那里。”	“不，坐，在，里” with correct stroke orders.	2. MMX online classroom (assignment and homework) 3. Online apps
DAY 1	<p>Activate Background Knowledge Family member names in Chinese. Ask and answer “Where” questions in Chinese. Students know the meaning of “坐/不坐”</p> <p>Oral Language Reinforcement Activity Chinese song of family members; Music chair and “Hide & Seek” game to reinforce “在哪里，在这里，坐，不坐”</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.</p>	Students can recognize and tell the correct names of family members showing on the pictures in Chinese and understand who wants to play the toy. (谁要坐?)	Students can understand the topic of this unit is about answer “Where” question with “在，里” and will be able to express: “坐/不坐”	<p>Writing Guided Practice (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.)</p> <p>Students can recognize and write Chinese characters “坐，不” with correct stroke orders and finish workbook Day 1 page 1, 2</p>	Video of “不，坐，在，里” in Chinese. (YouTube search and download)

<p>DAY 2</p>	<p>Introduce Story (2nd time)</p> <p>Picture Walk (Questions and prompts) Ask</p>  <p>students several questions about “Where is _____?” and lead them to answer with “在, 里, 不, 坐” while do picture walk with the students.</p>	<p>Read Story (Include questions to clarify/comment as story is read)</p> <p>Lead the</p>  <p>students to answer the questions about the story while reading the story, such as: “谁要坐小马? 妹妹要做小马吗? 姐姐要做什么? 妹妹要坐什么? 为什么哥哥不坐这个?”</p>	<p>Comprehension Activity</p> <p>Watch a video about amusement park in Chinese and point out the toys’ names in Chinese.</p>  <p>Teacher uses the real toys to show students toy horse, toy car and toy roller coaster.</p>	<p>Writing Guided Practice</p> <p>Review Chinese characters “不, 坐” and learn Chinese characters “在, 里” with correct stroke order. Finish workbook Day 2, page 3, 4.</p>	<p>1. Video about amusement park. (google online) 2. Online apps to review and practice writing Chinese characters “不, 坐” 3. MMX online library book “游乐园”</p>
<p>DAY 3</p>	<p>Review story and set up purpose question for 2nd read.</p> <p>Ask the students several questions to check if they understand the story. Such as: “妈妈带我们去哪里?” “哥哥, 姐姐和妹妹, 谁要坐小马/小车/过山车?” “姐姐喜欢做小马吗?” “哥哥喜欢坐小车吗?” “我妹妹喜欢什么?” ...</p>	<p>Read Story 2nd time (Comprehension Check questions during story)</p> <p>Such as: “妹妹为什么不坐小马?” “姐姐为什么不坐过山车?” “妈妈会让妹妹坐过山车吗?”</p>	<p>Comprehension Activity</p> <p>Example: Teacher lead the students to act out the story: role play with different small groups of students.</p>	<p>Writing Guided Practice</p> <p>Review and reinforce Chinese characters “不, 坐, 在, 里, 小” with correct stroke order. Finish workbook Day 3, page 5, 6.</p>	<p>1. MMX online library book “游乐园” 2. MMX online assignment. (MMX online classroom)</p>

SHARED READ



<p>OBJECTIVE:</p>	<p>Students have known the topic of this unit and can tell what the boy and barber are doing in the story. SWBT tell the story by using the words: 不, 坐在, 里。</p>	<p>Students can recognize and read out the focus characters in the story by themselves.</p>	<p>Students can read out the whole story together with the whole class.</p>	<p>Students can copy and write Chinese characters: 不, 坐, 在, 里 with correct stroke order in the sentences and connect them to the correct pictures.</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignment.</p>
<p>DAY 4</p>	<p>Activate General Background Knowledge Chinese characters: 不, 坐, 在, 里 How to say "hair/cut/ barber/good/ not good/here/ there" in Chinese Introduce Story Picture Walk Questions Such as: "小男生要做什么?"</p>	<p>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.</p>	<p>Comprehension Activity: Teacher leads several students to act out the story. (Role Play: a boy, a barber and a bee)</p>	<p>Writing Guided Practice: Students can recognize and write Chinese characters "不, 坐, 在, 里, 大" with correct stroke order and finish workbook Day 4, page 7,8.</p>	<p>MMX online library book: "剪头发"</p>

	“小男生坐在哪里？” ….				
DAY 5	<p>Review story and set up purpose question for 2nd read</p> <p>Such as: “小男生看见了什么？” “理发师看见蜜蜂了吗？” “为什么小男生说“不好”？” “小男生喜欢他的头发吗？” ….</p>	<p>Read Together</p> <p>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.</p> <p>Partner Reading</p> <p>Teacher do One student do Two students do Whole class do</p>	<p>Comprehension Activity:</p> <p>Re-tell the story by giving students several word cards. SWBT put the word cards into correct sentences in the story.</p>	<p>Workbook pages:</p> <p>Review Chinese characters: 不, 坐, 在, 里 with correct stroke order. Connect the characters with correct pictures. Finish workbook Day 5, page 9,10.</p>	MMX online assignment.
INDEPENDENT READ					
OBJECTIVE:	Students know how to give a simple command “sit down” in Chinese. SWBT say “sit, sit down, sit or	Students can understand the meaning of the story.	Students can recognize all the characters in the story and read Chinese characters: 不, 坐, 在, 里 fluently.	Students can write Chinese characters: 不, 坐, 在, 里 and Chinese numbers 1-	Students can understand the story reading in MMX online library and can finish

	don't sit" in Chinese.			10 in correct stroke order and connect the characters and sentences to right pictures.	MMX online assignment.
DAY 6	<p>Activate Background Knowledge Chinese characters: 不, 坐, 在, 里 (can know both words and meaning of them)</p> <p>Introduce Story</p> <p>Picture Walk Questions Such as: “你看见了谁?” “小男生在做什么?” “小狗在做什么?” “谁来了?” “谁坐下?” ….</p> <p>Review Focus Characters in context: 不, 坐, 在, 里</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “小男生怎么帮助小狗坐下?” “小狗坐下了吗?” “姐姐说了什么?” ….</p> <p>Student Independent Read (individual books): Finger reading: Students point to the Characters on the book while they are reading the story independently.</p>	<p>Summary Questions and focus word review Such as: “你的铅笔在哪里?” “你坐在哪里?” “你的朋友坐在那里?” “请坐在这里。/请坐在椅子上/请坐在桌子上。/请坐下” ….</p>	<p>Workbook: Review and copy Chinese characters: 不, 坐, 在, 里, 十 with correct stroke order in the sentences. Connect the characters with correct pictures. Review Chinese numbers 1-10. Finish workbook Day 6, page 11,12.</p>	MMX online classroom
DAY 7	<p>Review Story theme Chinese characters: 不, 坐, 在, 里</p>	<p>Partner Read Teacher do One student do Two students do Whole class do</p> <p>Independent Reading: After</p>	<p>Comprehension Activity: 1. Play music chair to practice the command: “坐下” 2. Role play the story in threes.</p>	<p>Workbook: Review and copy Chinese characters: 不, 坐, 在, 里, 四 with correct</p>	Practice writing focus characters: 不, 坐, 在, 里 with correct stroke order by

	In-context character review 不, 坐, 在, 里, 小, 这, 那, 下	reading, let students ask questions to self		stroke order in sentences. Finish workbook Day 7, page 13,14. Language Features “在哪里?” “在, 坐, 里, 不, 坐 下”	using Chinese apps.
DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “不, 坐, 在, 里” 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	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> .

have the chance to improve himself/herself.				
	Teacher leads different levels of the students to do different activities.	A CD recoder or iPad learning.	Sand paper tracing, Sandbox/sensory table writing, write on iPad, Chinese calligraphy writing.	Match the characters we've learned to the correct pictures. Use the sentences: __在哪里? 在这里/那里/上面/下面…。

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 targeted 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