

STORY GARDEN Chinese Early Literacy Program: UNIT 4

Focus Words: 山, 水, 火, 人, 有, 没有



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)

山, 人, 水, 火, 不, 坐, 在, 里, 这里, 哪里, 我们, 有, 没有, 弟弟, 妈妈, 蚂蚁, 草莓, 树叶, 猴子, 去, 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).

这里/那有/没有_____。

这里/那有_____吗?

出去玩。

哪里有_____?

最

勇敢

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

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

Day 5 to Day 7: Review Chinese characters: 山, 人, 水, 火 stroke order, Chinese characters: 大, 小, 上, 下, 不, 坐, 在, 里 and Chinese numbers 1-10 stroke order practice, 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)

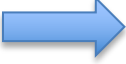


2. Last page of MMX workbook Unit 4: Passage reading (Guided reading and check comprehension. And then practice reading aloud in groups and in pairs to achieve fluency)
3. Students can use different ways to practice writing Chinese characters: 山, 人, 水, 火 with correct stroke order. Such as: trace on sand 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....

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: 山, 人, 水, 火

<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>
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<p>OBJECTIVE:</p>	<p>Students can describe the cover of the story, such as: What do they see? What color is it.... and the students understand they are playing the game of fire fighters.</p>	<p>Students can tell different family members, boy, girl, water, fire, people, mountain on different pictures of the story. And students can understand what they are doing in the story.</p>	<p>Students can understand the question “这里有____吗?” and will be able to answer the question with “这里有/没有____。”</p>	<p>SWBT write Chinese characters “山, 人, 水, 火” with correct stroke orders. SWBT copy sentences in Chinese.</p>	<p>1. MMX online story library 2. MMX online classroom (assignment and homework) 3. Online apps</p>
<p>DAY 1</p>	<p>Activate Background Knowledge Family member names in Chinese. “喝水, 爬山, 玩水, 玩火” Students know the meaning of “有/没有”</p> <p>Oral Language Reinforcement Activity Position song in Chinese; Introduce family members in pairs and “Hide & Seek” game to reinforce “这里有/这里没有” Listen, do and act.</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>	<p>Students can recognize and tell the correct names of family members showing on the pictures in Chinese and understand if there’s water, fire on the picture. (Where is the water/fire?)</p>	<p>Students can understand the topic of this unit is about four nature things: 山, 人, 水, 火 in Chinese.</p>	<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 “山, 人” with correct stroke orders and connect pictures to the right characters. Finish workbook Day 1 page 1, 2</p>	<p>Video of “山, 人, 水, 火” in Chinese. (YouTube search and download)</p>

<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?” “What are they doing?” “Where is water?” 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: “他们扮成了谁? 这里有火吗? 弟弟在玩什么? 妈妈在做什么? 他们去哪里?”</p>	<p>Comprehension Activity</p> <p>Sing a song/chant and do the actions about “山, 人, 水, 火” at the same time. </p> <p>Teacher draws pictures of “山, 人, 水, 火” on the white board to let students make sentences, such as: 好大的火, 蓝色的水, 我喜欢爬山, 我是小的人…。</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character“水” with correct stroke order. Copy Chinese sentences with correct stroke order. Connect pictures to the right characters. 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 “山, 人, 水” 3. MMX online library book “小消防员”</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: “他们是真的消防员吗?” “他们找到水了吗?” “这里有水吗?” “弟弟的火山上有火吗?” “谁在厨房里?” “厨房里有火吗?” “山上有火吗?” ...</p>	<p>Read Story 2nd time (Comprehension Check questions during story) Such as: “妈妈为什么说这里没有火?” “我们可以在家里/山上/学校玩火吗?” “为什么玩火不好?”</p>	<p>Comprehension Activity Example: Teacher lead the students to act out the story: role play with different small groups of students: one boy, one girl, one little brother, one mom and on man who barbecues outdoor.</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character“火” with correct stroke order. Copy Chinese sentences with correct stroke order. Connect pictures to the right characters. Finish workbook Day 3, page 5, 6.</p>	<p>1. MMX online library book “小消防员” 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 where are the ants and what are they doing in the story. SWBT tell the story by using the words: 蚂蚁, 草莓, 上面, 下面, 树叶, 最, 勇敢, 大, 山, 人, 水, 火</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: 山, 人, 水, 火, 上, 下, 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 蚂蚁, 草莓, 上面, 下面, 树叶, 最, 勇敢, 大, 山, 人, 水, 火 Introduce Story Picture Walk Questions Such as: “你看见了什么?” “蚂蚁在哪里?” “蚂蚁卫兵看见了什么?” ….</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: three ants)</p>	<p>Writing Guided Practice: Students can copy Chinese characters “山, 人, 水, 火, 上, 下, 不, 坐, 在, 里” with correct stroke order in sentences and connect pictures to the right characters. Finish workbook Day 4, page 7,8.</p>	<p>MMX online library book: “蚂蚁卫兵”</p>

<p>DAY 5</p>	<p>Review story and set up purpose question for 2nd read Such as: “一共有几只蚂蚁？” “蚂蚁卫兵站在哪里？” “蚂蚁卫兵看到火了吗？” “发大水了吗？没有，是什么？” …</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:</p> <p>Re-tell the story by looking at the pictures. Encourage students to tell the story with their own words in Chinese.</p>	<p>Workbook pages: Write Chinese characters: 山, 人, 水, 火, 上, 下, 不, 坐, 在, 里 with correct stroke order in the sentences. Look and write the correct characters in the box. Finish workbook Day 5, page 9,10.</p>	<p>MMX online assignment.</p>
<p>INDEPENDENT READ</p> 					
<p>OBJECTIVE:</p>	<p>Students know what happened when the monkeys hiked in the mountain in Chinese. SWBT read the characters independently.</p>	<p>Students can understand the meaning of the story.</p>	<p>Students can recognize all the characters in the story and read Chinese characters: 山, 人, 水, 火 fluently.</p>	<p>Students can write Chinese characters: 山, 人, 上, 下, 水, 里, 坐, 在 with correct stroke order in the sentences and connect the characters and sentences to right pictures.</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignment.</p>

<p>DAY 6</p>	<p>Activate Background Knowledge Chinese characters: 山, 人, 水, 火, 上, 下, 坐, 在, 里 (can know both words and meaning of them) Introduce Story Picture Walk Questions Such as: “你看见了什么?” “有几只猴子?” “他们在做什么?” “发生了什么?” “猴子坐在哪里?” … Review Focus Characters in context: 山, 人, 水, 火</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “猴子在哪里?” “这里有火吗?” “水在哪里?” “猴子坐在水里了吗?” … 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: “你家有水吗?” “你喜欢玩水吗?” “你在哪里看见了山? 你看见的是大山还是小山?” “你喜欢爬山吗? 你和谁一起去爬山?” …</p>	<p>Workbook: Review and copy Chinese characters: 人, 坐, 在, 山, 上, 下 with correct stroke order in the sentences. Connect the characters with correct pictures. Finish workbook Day 6, page 11,12.</p>	<p>MMX online classroom</p>
<p>DAY 7</p>	<p>Review Story theme Chinese characters: 山, 人, 水, 火 In-context character review 山, 人, 水, 火, 上, 下, 坐, 在, 里</p>	<p>Partner Read Teacher do One student do Two students do Whole class do Independent Reading: After reading, let students ask questions to self</p>	<p>Comprehension Activity: Students draw a picture of “山, 人, 水, 火”. Write characters on the picture, then tell the picture to a partner.</p>	<p>Workbook: Review and copy Chinese characters: 人, 在, 水, with correct stroke order in sentences. Connect the characters and sentences to right pictures. Finish workbook Day 7, page 13,14. Language Features “这里有____吗? 有/没有。” “山, 水, 火, 人”</p>	<p>Practice writing focus characters: 山, 水, 火, 人 with correct stroke order by using Chinese apps.</p>

DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “山, 水, 火, 人” 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.
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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.

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.	A CD recoder or iPad learning.	Sand paper tracing, Sandbox/sensory table writing, write on iPad, Chinese calligraphy writing.	Science center: handcraft of water, fire, people and mountain.

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