

STORY GARDEN Chinese Early Literacy Program: UNIT 5

Focus Words: 马, 牛, 羊, 鸟, 虫, 这是, 谁的, 鞋子, 我的, 你的



Teacher Read



Shared Reading



Independent Reading

“I Read”

“We Read”

“You Read”

DEVELOPING COMPREHENSION:

Oral Language Foundation:

(Students should already know the meaning of these words)

马, 牛, 羊, 鸟, 虫, 山, 上, 看到, 小, 这是, 谁的, 鞋子, 是/不是, 我的, 你的, 爱, 很喜欢, 东西, 分享, 拍照, 在/不在, 一, 二, 三, 四, 五

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).

这是谁的鞋？

这是_____的鞋子吗？是/不是_____的。那是_____的。

你去问问_____吧！

这是我的_____。我的_____爱_____。

我很喜欢_____。

我的_____在哪里？

_____在不在？在/不在！

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 马, 牛, 羊, 鸟, 虫 stroke order practice, Chinese characters: 大, 小, 上, 下, 不, 坐, 在, 里, 山,

水 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 马, 牛, 羊, 鸟, 虫 stroke order, Chinese characters: 大, 小, 上, 下, 不, 坐, 在, 里, 山, 水 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)

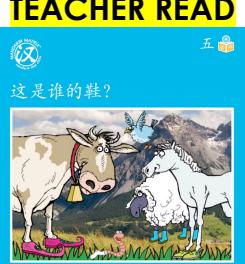
Day 8: Quiz/Assessment (in whole class or test in small groups)

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 5: 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: 马, 牛, 羊, 鸟, 虫 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: 马, 牛, 羊, 鸟, 虫
4. Online Chinese songs and stories about these animal characters in this unit.

TEACHER READ	GETTING READY TO READ	DURING READING	AFTER READING	WRITING	ONLINE SUPPORT
					

OBJECTIVE:	Students can describe the cover of the story, such as: What do you see? What color is it? Where is the bird? What are they wearing? What color are they.... to know the topic of the story.	Students can tell different names of the animals; different colors of the shoes they are wearing on different pictures of the story. And students can understand different animal wears different shoes.	Students can understand the questions: “这是你的鞋子吗？这是谁的鞋子？” and will be able to answer the question with “是/不是，我的鞋子_____。” “这是_____的鞋子。”	SWBT write Chinese characters “马，牛，羊，鸟，虫” with correct stroke orders. SWBT copy sentences in Chinese and understand the meaning of what they write.	1. MMX online story library 2. MMX online classroom (assignment and homework) 3. Online apps 4. Online songs and stories.
DAY 1	<p>Activate Background Knowledge Animal names in Chinese. Colors in Chinese. “鞋子，大，小，是/不是” Students know the meaning of question: “这是____的吗？”</p> <p>Oral Language Reinforcement Activity Color song in Chinese; Story “The Very Busy Spider” in Chinese and “Hide & Seek” game to reinforce “animal names” Listen, do and act.</p> <p>Introduce Story Let students look at the pictures of the story first.</p>	Students can recognize and tell the correct names of animals showing on the pictures in Chinese and understand they're wearing different shoes on the picture. (What are they wearing? What color are cow's shoes? 小牛穿着什么？鞋子。小牛的鞋子是什么颜色的？粉红色。小牛的鞋子大还是小？大。等等)	Students can understand the topic of this unit is about finding shoes in Chinese. Students can understand the question: “这是你的鞋子吗？” in Chinese and could answer this question correctly.	<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 “马，牛”with correct stroke orders and connect pictures to the right characters. Students can understand the meaning of 2 sentences on</p>	Video of “马，牛，羊，鸟，虫” in Chinese. (YouTube search and download)

Talk about all the pictures in the story as picture walk.
Act out the story with different pairs of shoes.

day 1's workbook sheet. Finish workbook Day 1 page1, 2

DAY 2	<p>Introduce Story (2nd time)</p> <p>Picture Walk (Questions and prompts)</p> <p>Ask</p>  <p>students questions of "What do you see?" "What are they doing?" "What are they wearing? Whose shoes' color is blue?" 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>students to answer the questions about the story while reading the story, such as: "小马看到了什么? 小马看到了几只鞋子? 是什么颜色的鞋子? 这是小虫的鞋子吗? 这是小牛的鞋子吗? 这是谁的鞋子"</p>	<p>Comprehension Activity</p> <p>Sing a song/chant and do the actions about "马, 牛, 羊, 鸟, 虫" at the same time.</p> <p>Teacher draws pictures of "马, 牛, 羊, 鸟, 虫" on the white board to let students make sentences, such as: 小马有四只脚, 小牛的鞋子比小虫的鞋子大, 我看到了小鸟...。</p> 	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character "羊, 鸟" with correct stroke order.</p> <p>Copy Chinese sentences with correct stroke order and understand the meaning.</p> <p>Connect pictures to the right characters.</p> <p>Finish workbook Day 2, page 3, 4.</p>	<p>1. Video about farm animals in Chinese. (Youtube)</p> <p>2. Online apps to review and practice writing Chinese characters "马, 牛, 羊, 鸟"</p> <p>3. MMX online library book "这是谁的鞋?"</p>
DAY 3	<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: "谁穿着鞋子?" "小羊的鞋子是什么颜色的?" "小虫的鞋子是大还是小?" "小马有几只鞋子?" "为什么小牛有四只鞋子?" ...</p>	<p>Read Story 2nd time (Comprehension Check questions during story)</p> <p>Such as: "这是小虫的鞋子吗?" "为什么不是小虫的鞋子?" "小牛的鞋子是怎么样的? 你的鞋子是什么颜色的? 你的鞋子是大还是小? 你有几只鞋子? 你的鞋子上有什 么?" ...</p>	<p>Comprehension Activity Example:</p> <p>Teacher lead the students to act out the story: role play with different small groups of students: a horse, a cow, a sheep, a bird and a worm with their own shoes.</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character "虫" with correct stroke order.</p> <p>Copy Chinese sentences with correct stroke order and understand the meaning.</p> <p>Finish workbook Day 3, page 5, 6.</p>	<p>1. MMX online library book "这是谁的鞋?"</p> <p>2. MMX online assignment. (MMX online classroom)</p>

SHARED READ 					
OBJECTIVE:	<p>Students have known the topic of this unit and can tell what are the animals/stuff animals the children are sharing in the story. SWBT tell the story by using the words: 这是, 爱, 会, 很喜欢, 在哪里, 在这里, 找到</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: 马, 牛, 羊, 鸟, 虫, 大, 小, 上, 下, 不, 坐, 在, 里, 山, 水 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>
DAY 4	<p>Activate General Background Knowledge 谁有, 东西, 分享, 这是我的, 我的_____, 我爱/很喜欢我的_____, 在哪里? 在这里…. Introduce Story Picture Walk Questions Such as: “你看见了什么?” “小虫在哪里?” “小男孩的头发上有什</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 asks students to bring a thing they like to share from home to school to demonstrate the story.</p>	<p>Writing Guided Practice: Students can copy Chinese characters “大, 小, 不, 坐, 在, 上, 虫, 牛, 马”with correct stroke order in sentences and understand the meanings. Finish workbook</p>	<p>MMX online library book: “谁有东西要分享?”</p>

	么？” “小虫是什么颜色的？”			Day 4, page 7,8.	
DAY 5	<p>Review story and set up purpose question for 2nd read Such as: “谁有东西要分享？” “一共有几个小朋友？几个男生？几个女生？” “小虫在盒子里吗？” “小虫在哪里？你有什么东西要分享？”</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 continues asking students to bring a thing they like to share from home to school and ask the question: “谁有东西要分享？” Students who want to share come to the front to share by using the language in the story.</p>	<p>Workbook pages: Write Chinese characters: 大, 小, 鸟, 牛, 在, 山, 上, 水, 里 with correct stroke order in the sentences and understand the meaning. Look and connect the pictures to correct characters. Finish workbook Day 5, page 9,10.</p>	MMX online assignment.
INDEPENDENT READ					
OBJECTIVE:	Students know what happened when different animals are taking pictures in Chinese. SWBT read all	Students can understand the meaning of the story.	Students can recognize all the characters in the story and read Chinese characters:	Students can write Chinese characters: 马, 牛, 羊, 鸟, 虫, 在, 山, 水, 上, 里, 大, 小 with correct stroke order in the sentences and	Students can understand the story reading in MMX online library and can finish MMX online assignment.

	the characters in the story independently.		马, 牛, 羊, 鸟, 虫 fluently.	connect the characters and sentences to right pictures.	
DAY 6	<p>Activate Background Knowledge Chinese characters: 马, 牛, 羊, 鸟, 虫, 在, 不, 拍照, 一, 二, 三, 四, 五 (can know both words and meaning of them)</p> <p>Introduce Story Picture Walk Questions Such as: “你看见了什么？” “有些什么动物？” “谁在拍照？” “发生了什么？” “小马在吗？” “小马为什么不在？” ...</p> <p>Review Focus Characters in context: 马, 牛, 羊, 鸟, 虫</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “小羊在吗？” “小牛在吗？” “谁在？” “谁不在？” “小羊是什么颜色的？” “小马是什么颜色的？” ...</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: “小马在吗？” “小马为什么不在？” “小马为什么在？” “照相要穿什么颜色的衣服？” (和背景不一样的颜色) ...</p>	<p>Workbook: Review and copy Chinese characters: 马, 牛, 羊, 鸟, 虫, 在, 山, 上, 大, 小 with correct stroke order in the sentences. Write the characters in the box with correct pictures. Finish workbook Day 6, page 11,12.</p>	MMX online classroom
DAY 7	<p>Review Story theme Chinese characters: 马, 牛, 羊, 鸟, 虫</p> <p>In-context character review</p>	<p>Partner Read Teacher do One student do Two students do Whole class do</p> <p>Independent Reading: After reading, let students ask questions to self</p>	<p>Comprehension Activity: Students fold origami cameras and make turns to take pictures to each other by using the language in the story. Such as: ___在不在? 在。</p>	<p>Workbook: Review and copy Chinese characters: 马, 牛, 羊, 鸟, 虫, 在, 水, 里 with correct stroke order in sentences. Connect the characters and sentences to right pictures. Finish workbook</p>	Practice writing focus characters: 马, 牛, 羊, 鸟, 虫 with correct stroke order by using Chinese apps.

	马, 牛, 羊, 鸟, 虫, 在, 不 在		一, 二, 三, 微 笑….	Day 7, page 13,14. Language Features “_____在不在? 在/不在。” “马, 牛, 羊, 鸟, 虫”	
DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “马, 牛, 羊, 鸟, 虫” in Chinese. Practice these 5 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/Focus Characters.

	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.	Science center: Animals and baby animals. Play a matching game with animals and their babies flashcards.
--	---	--	--	--

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