

STORY GARDEN Chinese Early Literacy Program: UNIT 6

Focus Words: 男, 女, 雨, 土, 花, 需要, 太阳, 太多, 太少, 好大, 好小



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)

男, 女, 雨, 土, 花, 种子, 种, 需要, 很好, 太阳, 我的, 为什么, 水, 看, 大, 小, 上, 下, 虫, 里面, 外面, 下面, 上面, 在/不在, 洗手间, 下雨, 里, 人

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).

种花

_____需要_____. 还需要什么?

_____也需要_____.

我的/你的好大/好小。

为什么我的_____? 太多/太少_____.

下雨了

_____不在/在上面/下面/里面。

在_____上/下/里。

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 田, 力, 男, 女, 雨, 土 stroke order practice, Chinese characters: 人, 在, 山, 上, 牛, 坐, 小, 里, 虫 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 田, 力, 男, 女, 雨, 土 stroke order, Chinese characters: 在, 水, 里, 人, 不, 小, 羊, 鸟, 山, 上, 下, 一, 二, 三, 四, 五, 六, 七, 八, 九, 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: 田, 力, 男, 女, 雨, 土 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: 田, 力, 男, 女, 雨, 土
4. Online Chinese songs and stories about these nature characters in this unit.

<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? What are they wearing? What color are they? What are they going to do? What tools they will use.... to know the topic of the story.</p>	<p>Students can tell different names of “男孩, 女孩, 土, 雨水”; Students will be able to know how to plant flowers and what they need to plant. And students can understand too many worms will be not good for the growth of plants.</p>	<p>Students can understand the questions: “种花需要什么? 为什么我的很大/很小?” and will be able to answer the question with “需要/也需要_____。” “因为_____。”</p>	<p>SWBT write Chinese characters “田, 力, 男, 雨, 土” 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 Nature names in Chinese. Position words in Chinese. “太多，太少，大，小，需要” Students know the meaning of questions: “需要什么？为什么？”</p> <p>Oral Language Reinforcement Activity Plant life circle experiment Story book “A Tiny Seed” (一颗小种子) Draw and write (or make a craft and write) students' own stories, then tell the story to others.</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. Act out the story with roleplay.</p>	<p>Students can recognize and tell the correct names of what are needed to plant a flower showing on the pictures in Chinese and understand too many worms in the soil. 小男孩和小女孩要做什么？种花。他们有什么？他们在土里看见了什么？</p>	<p>Students can understand the topic of this unit is about planting flowers in Chinese. Students can understand the question: “种花需要什么？” 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 characters “田，力，男” with correct stroke orders and connect pictures to the right characters. Students can understand the combination of “田，力” is “男”，the meaning of the sentence on day 1's workbook sheet. Finish workbook Day 1 page 1, 2</p>	<p>Video of 佩猪 “种子变大树” 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?” “What are they doing?” “What tools they have?” “Who’s going to plant a flower?” 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: “小男孩在做什么？谁有种子？种花需要什么？还需要什么？花长出来了吗？什么颜色的花？谁的花大？谁的花小？” ……</p>	<p>Comprehension Activity</p> <p>Sing a song/chant and do the actions about “花，种子，土，雨水，太阳”</p> <p style="text-align: right;"></p> <p>combine colors with them at the same time.</p> <p>Teacher draws pictures of “Flower life circle” on the white board to let students make sentences, such as: 种花需要有种子。花需要土。花还需要太阳，雨水。这朵花很大/小，因为_____。</p>	<p>Writing Guided Practice</p> <p>Recognize, understand and learn to write Chinese character “女，土” 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>	<p>1. Video of 佩佩猪 “种子变大树” in Chinese. (YouTube search and download)</p> <p>2. iPad apps to review and practice writing Chinese characters “田，力，男，女，土”</p> <p>3. MMX online library book “种花”</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: “谁在种花？” “小男孩的花是什么颜色的？” “小女孩的花是什么颜色的？” “谁的花大？谁的花</p>	<p>Read Story 2nd time (Comprehension Check questions during story) Such as: “小男孩，小女孩要做什么？” “种花需要什么？” “种花需要雨水吗？为什么？小男孩和小女孩的花，谁的花大？谁的花小？为什么？因为太多土？因为太多雨水？为什么？” ……</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 girl, two pots, soil, a seed, rain, sun and worms.</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character “雨” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning.</p>	<p>1. MMX online library book “种花”</p> <p>2. MMX online assignment. (MMX online classroom)</p>

	小？” “为什？” ….			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: ___在/不在___里/里面/上面/下面。	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: 小, 虫, 在, 土, 雨, 里, 男, 人, 不, 水, 力, 女 with correct stoke order in the sentences and connect them to the correct 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 看, 下雨了, 爸爸, 小男孩, 小女孩, 在哪里? ___在/不在___… Introduce Story Picture Walk Questions Such as: “你看见了什么?”	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. Teacher can use body language, actions and picture to help telling the story.	Comprehension Activity: Teacher brings an umbrella to the classroom and ask 2 students (1 boy, 1 girl) to help students to understand the story.	Writing Guided Practice: Students can copy Chinese characters “小, 虫, 在, 土, 雨, 里”with correct stroke order in sentences and understand	MMX online library book: “下雨”

	<p>“是大虫还是小虫？” “大虫在哪里？” “天气怎么样了？” “小男孩在哪里？小女孩在哪里？” ….</p>			<p>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: “谁在里面？” “谁在外面？” “谁在上面？” “谁在下面？” “雨怎么样了？” “爸爸在哪里？” “你喜欢下雨吗？为什么？” ….</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: Teacher continues bringing an umbrella to the class. Instruct 4 students to act out the story in front of the classroom: 1 worm, 1 dad, 1 boy and 1 girl with the Chinese sentences and characters in this book.</p>	<p>Workbook pages: Write Chinese characters: 男, 人, 在, 不, 水, 里, 力, 土, 雨, 女 with correct stroke order in the sentences and understand the meaning. Look and connect the pictutes to correct characters. Finish workbook Day 5, page 9,10.</p>	MMX online assignments.
INDEPENDENT READ					
OBJECTIVE:	Students will be able to know where are the	Students can understand the meaning of	Students can recognize all the characters	Students can write Chinese characters: 小, 羊, 鸟, 男, 女	Students can understand the story

	<p>boys and girls, what are they doing, and what happened to them in Chinese. SWBT know the difference between boys and girls in Chinese. SWBT read all the characters in the story independently.</p>	<p>the story and can tell the difference between boys and girls.</p>	<p>in the story and read Chinese characters: 男, 女, 雨, 土 fluently.</p>	<p>在, 山, 上, 下, 土, 里, 不, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 with correct stoke order in the sentences and connect the characters and sentences to right pictures.</p>	<p>reading in MMX online library and can finish MMX online assignments.</p>
<p>DAY 6</p>	<p>Activate Background Knowledge Chinese characters: 洗手间/厕所, 下雨了, 大, 雨水, 土, 人, ___ 在 ___ 上/里, 男, 女, 去, 在哪里 (can know both words and meaning of them) Introduce Story Picture Walk Questions Such as: “你看见了什么?” “天气怎么样了?” “小男孩和小女孩在哪里?” “他们可以玩吗?” “雨水落在了哪里?” “人在哪里?” “他是男</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “下雨了吗?” “小男孩和小女孩在哪里?” “雨水在哪里?” “人在哪里?” “他们去哪里?” “是男生还是女生?” … 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: “小男孩和小女孩可以玩吗? 为什么?” “为什么小朋友的身上都有土?” “他们在洗手间做什么?” “你怎么知道他是男生?” (洗脸后, 是短发, 穿男生的衣服, 脸是男生等等) …</p>	<p>Workbook: Review and copy Chinese characters: 小, 羊, 鸟, 在, 山, 上, 下, 男, 女 with correct stroke order in the sentences. Circle the correct sentences according to different pictures. Finish workbook Day 6, page 11,12.</p>	<p>MMX online classroom</p>

	<p>生还是女生? 为什么?” ….</p> <p>Review Focus Characters in context: 雨, 水, 人, 在, 土, 男, 女, 不, 下</p>				
DAY 7	<p>Review Story theme Chinese characters: 雨, 土, 男, 女 In-context character review 洗手间, 在, 不在, 水, 人, 里, 上, 下, 大</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 or partner, like: “你是男孩, 还是女孩?” “下雨了吗?” “今天的天气怎么样?” “土里有什么?” …</p>	<p>Comprehension Activity: Students draw a story and write down the characters they can write in their journal book by using the language in the story. Such as: ____在____里。____在____上/下。____里有____。…</p>	<p>Workbook: Review and copy Chinese characters: 小, 男, 女, 在, 不, 土, 里, 雨, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 with correct stroke order in sentences. Connect the characters and sentences to right pictures. Finish workbook Day 7, page 13,14. Language Features “____在____里/上/下。” “男, 女, 雨, 土, 水”</p>	<p>Practice writing focus characters: 男, 女, 雨, 土 with correct stroke order by using Chinese apps on iPad.</p>
DAY 8 ASSESSMENT			<p>Review all stories. Show students the topic of the 3 stories is “男, 女, 雨, 土” in Chinese. Practice these 4 characters in Chinese with kinds of activities and contexts.</p>	<p>Workbook: UNIT ASSESSMENT</p>	<p>MMX online classroom or Chinese characters practicing apps.</p>

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 center: All about me/the difference between boys and girls: use a safety mirror to look and draw themselves. Science center: seed, water, dirty to plant their own plant and observe.

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