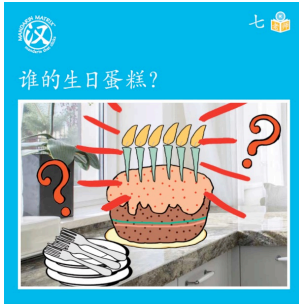


STORY GARDEN Chinese Early Literacy Program: UNIT 7

Focus Words: 月, 天, 日, 生, 谁的, 生日, 蛋糕, 万圣节, 男生, 女生



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)

月, 天, 日, 生, 今天, 生日, 蛋糕, 一样, 不一样, 万圣节, 男生, 女生, 是/不是, ____ 吗? 一, 二, 三, 四, 五, 六, 七, 八, 九, 十

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).

今天/昨天/明天是_____。

是谁的?

谁要____? ____要/不要_____。

给我

为什么生日一样? 因为他们是双胞胎。

生日快乐

是____吗?

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 7 day1—day 10:

Day 1 to Day 4: Chinese characters: 日, 月, 天, 生 stroke order practice, Chinese characters: 一到三十一 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 日, 月, 天, 生 stroke order, Chinese characters: 一到三十一, 男, 女, 在, 水, 上, 里, 鸟, 人, 山 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)

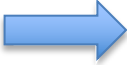


Day 9 and Day 10: More integrated and recycled practices/Differentiation in small groups/Match Chinese characters into correct pictures to check student's understanding of characters and sentences they've learnt in this unit/ Learning station rotations (2 per day/4 groups students)


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: 日, 月, 天, 生 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....
4. Students can draw a picture of their own birthday and write out their own birthday with the sentence structure: 我的生日是____月____日。


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: 日, 月, 天, 生
4. Online Chinese songs and stories about this unit's 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? What color are they? How many____? Do you like birthday cakes?... to know the topic of the story.</p>	<p>Students will be able to answer several questions to understand the meaning of the story.</p>	<p>Students can understand what the story’s main idea.</p>	<p>SWBT write Chinese characters “日, 月, 天, 生” 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 Knowing about the idea of birthday in Chinese.</p> <p>Oral Language Reinforcement Activity 月历 生日, 生日快乐, 生日快乐歌</p> <p>Introduce Story Picture walk with the students. Let the students guess the story first.</p>	<p>Teacher asks several questions related to the story while reading the story. Such as: 今天 是几月几日? 今天是谁的生日? 生日要吃什 么? 你喜欢吃生日蛋糕吗</p>	<p>Students can understand the story by answering teacher’s questions.</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 “日, 月”with correct stroke orders</p>	<p>Video of “生日快乐” in Chinese. (YouTube search and download)</p>

	Take all the answers from the students.			and connect pictures to the right characters. Finish workbook Day 1 page 1, 2	
DAY 2	<p>Introduce Story (2nd time)</p> <p>Picture Walk (Questions and prompts) Ask students</p> <p style="text-align: center;"></p> <p>questions of “What do you see?” “What color are they?” “How many candles are on the cake?” “How many forks and plates?” 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: center;"></p> <p>students to answer the questions about the story while reading the story, such as: “今天是几月几日? 为什么? 今天是谁的生日? 为什么不是一个小男孩的生日? 为什么是两个小男孩的生日? 谁要吃蛋糕?”</p>	<p>Comprehension Activity</p> <p>Sing “Happy Birthday” song” and lead students to say out their own birthday with the sentence: 我的生日是___月___日。</p> <p style="text-align: center;"></p>	<p>Writing Guided Practice</p> <p>Recognize, understand and learn to write Chinese character “日, 月” 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"> Happy Birthday Song in Chinese. iPad apps to review and practice writing Chinese characters “日, 月” MMX online library book “谁的生日蛋糕?”
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: “这是谁的生日蛋糕?” “双胞胎几岁? 为什</p>	<p>Read Story 2nd time</p> <p>(Comprehension Check questions during story) Teacher reads the story while ask questions related to students’ real life. Like: When is your</p>	<p>Comprehension Activity</p> <p>Example: Re-tell or act out; Extensions (other endings?)</p> <p>Students can express if they are twins. Students can recognize the four characters</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write dates in Chinese characters “日, 月” with correct stroke order. Copy Chinese dates with</p>	<ol style="list-style-type: none"> MMX online library book “谁的生日蛋糕?” MMX online assignment. (MMX online classroom)

	<p>么？” “双胞胎的生日是几月几日？” “他们的衣服一样吗？哪里不一样？”</p> <p>“谁有蛋糕？谁没有蛋糕” ….</p>	<p>birthday? Are you a twin. . .</p>	<p>in the story.</p>	<p>correct stroke order of Chinese numbers and understand the meaning. Finish workbook Day 3, page 5, 6.</p>	
<p>SHARED READ</p> 					
<p>OBJECTIVE:</p>	<p>Students have known the topic of this unit and can guess out the story we're going to share.</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: 日, 月, 天, 大, 小 with correct stroke order in the sentences and connect them to the correct pictures.</p>	<p>Students can understand the story by reading in MMX online library and can finish MMX online assignments.</p>
<p>DAY 4</p>	<p>Activate General Background Knowledge 是/不是, 今天, 生日, 还有, 是__吗? 是吗? ….</p> <p>Introduce Story Picture Walk Questions</p>	<p>Read Together (large screen, not individual books yet)</p> <p>Teacher reads the story to the whole class and check students' understanding of the story at the same time. Teacher can use</p>	<p>Comprehension Activity:</p> <p>Lead the students to answer the questions at the end of the story. And encourage them to explain</p>	<p>Writing Guided Practice: Recognize and learn to write Chinese character “天” with correct stroke order. Copy Chinese sentences with correct stroke</p>	<p>MMX online library book: “是我的生日吗?”</p>

	Such as: “是我的生日吗？” “今天是几月几日？” “我的生日还有几天？” “我的生日是几月几日？” ….	body language, actions and picture to help telling the story.	why?	order and understand the meaning. Look and connect the pictures to correct characters. Finish workbook Day 3, page 5, 6.	
DAY 5	<p>Review story and set up purpose question for 2nd read</p> <p>Such as: “今天是几月几日？” “今天是谁的生日？” “今天是小男孩的生日吗？” “小男孩的生日还有几天？” “是小男孩的生日吗？” “是，为什么？” “不是，为什么？” ….</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>Teacher leads students to act-out and retell the story.</p> <p>Express their own birthday by saying: 我的生日是___月___日。我___岁。</p>	<p>Workbook pages:</p> <p>Write Chinese characters: 日, 月, 大, 小 with correct stroke order in the sentences and understand the meaning. Look and read the short Chinese characters paragraph fluently. Finish workbook Day 5, page 9,10.</p>	MMX online assignments.
INDEPENDENT READ					

OBJECTIVE:	Students know what is "Halloween" in Chinese and the culture of Halloween. Students know the date of Halloween.	Students can understand the meaning of the story.	Students can recognize all the characters in the story and express what they want to be on Halloween.	Students can write their own birthday in Chinese and finish the worksheet in the workbook.	Students can understand the story reading in MMX online library and can finish MMX online assignments.
DAY 6	<p>Activate Background Knowledge Chinese characters: 万圣节, 下雨天, 男生, 女生, 小羊, 大牛, 小鸟, 数字一到十, 不 (can know both words and meaning of them)</p> <p>Introduce Story Picture Walk Questions Such as: "你看见了什么?" "是什么节?" "万圣节是几月几日?" "谁好棒?" "他们从水里拿出来什么?" "他们用什么拿?" "他们穿什么衣服?" "万圣节你要穿什么衣服?" ...</p> <p>Review Focus Characters in context: 大, 小, 万圣节,</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: "今天是几月几日?" "是什么节?" "下雨了吗?" "小男孩和小女孩在哪里?" "他们在教室里面做什么?" "小鸟是男生还是女生?" "他们高兴吗?" ...</p> <p>Student Independent Read (individual books):</p> <p>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:)</p> <ol style="list-style-type: none"> How many boys and girls in the story? What do you want to be in Halloween? 万圣节你(要)穿什么衣服? ... 	<p>Workbook: Recognize and learn to write Chinese character "生" with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning. Look and connect the pictutes to correct characters. Finish workbook Day 6, page 11,12.</p>	MMX online classroom

	日, 月, 男, 女, 生, 天, 鸟, 羊, 鸟, 不				
DAY 7	Review Story theme Chinese characters: 日, 月, 天, 生 In-context character review 月, 日, 天, 雨, 不, 数字一到十	Partner Read With finger point Teacher do One student do Two students do Whole class do Independent Reading: After reading, let students ask questions to a partner, like: “今天是几月几日?” “几天是万圣节吗?” “今天是你的生日吗?” “你的生日是几月几日? 你几岁?” ...	Comprehension Activity: Students act out the story by costumes or head buns and retell the story.	Workbook: Review and copy Chinese characters: 日, 月, 天, 生, 男, 女 with correct stroke order in the sentences. Circle the correct Characters according to different pictures. Finish workbook Day 7, page 13,14. Language Features “万圣节有___。” “男生, 女生, 雨, 羊, 鸟, 牛, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十”	Practice writing focus characters: 日, 月, 天, 生 with correct stroke order by using Chinese apps on iPad.
DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “日, 月, 天, 生” 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 center: All about me/the difference between us: make a birthday cake and put on correct candles on the cake according to their own age. Try to say out their friends' birthday and age.

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