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  Shared Reading  Independent Reading
“I Read”        “We Read”        “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 day 1—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.
## TEACHER READ

### OBJECTIVE:
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.

### GETTING READY TO READ

### DURING READING
Students will be able to answer several questions to understand the meaning of the story.

### AFTER READING
Students can understand what the story's main idea.

### WRITING
SWBT write Chinese characters “日, 月, 天,” with correct stroke orders. SWBT copy sentences in Chinese and understand the meaning of what they write.

### ONLINE SUPPORT
1. MMX online story library
2. MMX online classroom (assignment and homework)
3. Online apps
4. Online songs and stories.

### DAY 1

#### Activate Background Knowledge
Knowing about the idea of birthday in Chinese.

#### Oral Language Reinforcement Activity
月历
生日，生日快乐，生日快乐歌

#### Introduce Story
Picture walk with the students. Let the students guess the story first.

#### 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

#### Students can understand the story by answering teacher's questions.

#### Writing Guided Practice
(Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.)

Students can recognize, understand and write Chinese characters “日，月” with correct stroke orders.

#### Video of “生日快乐” in Chinese. (YouTube search and download)
<table>
<thead>
<tr>
<th>DAY 2</th>
<th><strong>Introduce Story</strong> (2nd time)</th>
<th><strong>Read Story</strong> (Include questions to clarify/comment as story is read)</th>
<th><strong>Comprehension Activity</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Picture Walk</strong> (Questions and prompts)</td>
<td>Lead the 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？” “How many candles are on the cake?” “How many forks and plates?”</td>
<td>Sing “Happy Birthday&quot; song&quot; and lead students to say out their own birthday with the sentence: 我的生日是___月___日。</td>
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<td></td>
<td>Ask students questions of “What do you see?” “What color are they?” “How many forks and plates?” in Chinese to lead them to answer with the focus characters of this unit while do picture walk.</td>
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<td></td>
<td>Writing Guided Practice</td>
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<td></td>
<td>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 2, 3, 4.</td>
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<table>
<thead>
<tr>
<th>DAY 3</th>
<th><strong>Review story and set up purpose question for 2nd read.</strong></th>
<th><strong>Read Story 2nd time</strong> (Comprehension Check questions during story)</th>
<th><strong>Comprehension Activity Example:</strong> Re-tell or act out; Extensions (other endings?)</th>
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<tbody>
<tr>
<td></td>
<td>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？为什么？”</td>
<td>Teacher reads the story while ask questions related to students’ real life. Like: When is your</td>
<td>Students can express if they are twins. Students can recognize the four characters</td>
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<td></td>
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<td></td>
<td>Writing Guided Practice</td>
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<tr>
<td></td>
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<td></td>
<td>Recognize and learn to write dates in Chinese characters “日，月” with correct stroke order. Copy Chinese dates with</td>
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|       | | | 1. MMX online library book “谁的生日蛋糕？” 2. MMX online assignment. (MMX online classroom) |

|       | | | 1. Happy Birthday Song in Chinese. 2. iPad apps to review and practice writing Chinese characters “日，月” 3. MMX online library book “谁的生日蛋糕？” |
生日？ 是你双胞胎的生日是几月几日？ 他们的衣服一样吗？ 哪里不一样？ “谁有蛋糕？ 谁没有蛋糕” ….

Birthday? Are you a twin... in the story.

correct stroke order of Chinese numbers and understand the meaning. Finish workbook Day 3, page 5, 6.
<table>
<thead>
<tr>
<th>DAY 5</th>
<th>Review story and set up purpose question for 2nd read</th>
<th>Comprehension Activity:</th>
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<tbody>
<tr>
<td></td>
<td>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，为什么？” “不是，为什么？”</td>
<td>Teacher leads students to act-out and retell the story. Express their own birthday by saying: 我的生日是___月___日。我__岁。</td>
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<td></td>
<td>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.</td>
<td>Workbook pages: 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.</td>
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<tr>
<td></td>
<td>Partner Reading Teacher do One student do Two students do Whole class do</td>
<td>MMX online assignments.</td>
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**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.

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### DAY 6

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<th><strong>Activate Background Knowledge</strong></th>
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<tr>
<td>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)</td>
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<tr>
<th><strong>Introduce Story</strong></th>
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<tr>
<td>Picture Walk Questions</td>
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<tr>
<td>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？”…</td>
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<th><strong>Teacher Read Aloud w/Student repetition</strong></th>
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<tr>
<td>(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？”…</td>
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<th><strong>Student Independent Read</strong></th>
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<td>(individual books): Finger reading: Students point to the Characters on the book while they are reading the story independently.</td>
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<th><strong>Summary Questions and focus word review</strong></th>
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<td>Such as:</td>
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<tr>
<td>1. How many boys and girls in the story?</td>
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<tr>
<td>2. What do you want to be in Halloween? 万圣节你 (要) 穿什么衣服?</td>
</tr>
</tbody>
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<tr>
<th><strong>Workbook</strong></th>
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<tbody>
<tr>
<td>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 pictures to correct characters. Finish workbook Day 6, page 11,12.</td>
</tr>
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| **MMX online classroom** |
### DAY 7

**Review Story theme**  
Chinese characters: 日，月，天，生

**In-context character review**  
月，日，天，生，不

**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 bans 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”

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### 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

**Workbook:**  
UNIT ASSESSMENT

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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.

**Workbook:**  
MMX online classroom or Chinese characters practicing apps.
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

<table>
<thead>
<tr>
<th>DIFFERENTIATION</th>
<th>CENTER 1</th>
<th>CENTER 2</th>
<th>CENTER 3</th>
<th>CENTER 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Center</td>
<td>Small group remediation</td>
<td>Stories students have been reading, or a new story they can't do on their own.</td>
<td>Writing activities responding to questions, developing vocabulary activities, etc.</td>
<td>Science, Social Studies, Cultural or other connections and extensions using story themes and vocabulary/Focus Characters.</td>
</tr>
</tbody>
</table>

**Descriptions:** Students will be divided into 4 groups according to students’ learning abilities. So each student can have the chance to improve himself/herself.

- Teacher leads different levels of the students to do different activities to reach up to students differentiation learning.
- A CD recorder 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.

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**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)

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**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