Focus Words: 今，是，明，昨，今天，昨天，明天，会，会不会，要不要，是不是，为什么，做什么，去上学，画画，看电影，了，

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)
今，是，昨，明，爸爸，妈妈，姐姐，学校，上学，上课，去，生病，朋友，等等，家，里，下雨，不，出去，小山羊，在哪里，在/不在，水，准备好了

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).
不想______。
今天是______。 昨天是______。 明天是______。
______跟______一起画画/看电影。
______会不会______。
______可以去______。
要不要______?
______在哪里？
______是不是在______？
**Integrated Reading & Writing Skill Builders (Workbook):**

1. **MMX workbook Unit 1 day 1—day 10:**
   - **Day 1 to Day 4:** Chinese characters: 今，是，昨，明 stroke order practice, Chinese characters: 天，日，月，下，不，雨，数字一到三十— revision and comprehension practice in Chinese sentences (in-class guided practice only)
   - **Day 5 to Day 7:** Review Chinese characters: 今，是，昨，明 stroke order, Chinese characters: 日，月，下，不，雨，山，上，大，小，生，数字一到三十一 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: 今，是，昨，明 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: 今，是，昨，明**
4. **Online Chinese songs and stories about this unit characters.**
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<tr>
<th>TEACHER READ</th>
<th>GETTING READY TO READ</th>
<th>DURING READING</th>
<th>AFTER READING</th>
<th>WRITING</th>
<th>ONLINE SUPPORT</th>
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<tr>
<td><strong>OBJECTIVE:</strong></td>
<td>Students can describe the cover of the story, such as: What do you see? What is she doing? Is She sick? What’s the date of today? How do you know? She wants to go to school or not... to know the topic of the story.</td>
<td>Students can tell different names of “学校，今天，昨天，明天，是”; Students will be able to know why the girl doesn't want to go to school first; Students will be able to know why she wants to go to school later. What happened to her?</td>
<td>Students can understand the questions: “小女孩生病了吗? 开始她为什么不想去上学? 为什么后来她又想去学校了?” and will be able to answer the question with “会不会______。” “因为______。” “朋友，一起，画画，看电影...”</td>
<td>SWBT write Chinese characters “今，是，昨，明” with correct stroke orders. SWBT copy sentences in Chinese and understand the meaning of what they write.</td>
<td>1. MMX online story library 2. MMX online classroom (assignment and homework) 3. Online apps 4. Online songs and stories.</td>
</tr>
<tr>
<td>DAY 1</td>
<td><strong>Activate Background Knowledge</strong></td>
<td>Students can recognize and tell the correct names of what they are doing at school every day. Such as: today is Tuesday, today we are painting, you are happy? Yesterday is Monday, yesterday we watched a movie. Tomorrow is Wednesday, tomorrow we practice Chinese Kung Fu. Is school fun? Do you like to go to school? <strong>Writing Guided Practice</strong> (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.) Students can recognize, understand and write Chinese characters “今，是” with correct stroke orders and circle correct sentences according to the pictures. Students can understand, copy and write correct characters in the sentences with right stroke order. Finish workbook Day 1 page 1, 2.</td>
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<td></td>
<td>Calendar and school issue names in Chinese. “Today/yesterday/tomorrow is school, painting, watching a movie, playing, sleeping, getting out, etc.” Students know the meaning of questions: “What did you do? Why did you not go to school?” <strong>Oral Language Reinforcement Activity</strong> Show students their class schedule and routine with pictures and instruct the students to talk about their daily routines in Chinese. <strong>Introduce Story</strong> 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.</td>
<td>Students can understand the topic of this unit is about talking different activities on different days in Chinese. Students could answer this question correctly. <strong>Video of 佩 佩猪 “学校运动会” in Chinese. (YouTube search and download)</strong></td>
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DAY 2

**Introduction Story (2nd time)**

**Picture Walk** (Questions and prompts)

Ask students questions of “What do you see?” “Where is the girl?” “What is she doing?” “Is she sick?” “She wants to go to school? Why?” in Chinese to lead them to answer with the focus characters of this unit while doing picture walk.

**Read Story** (Include questions to clarify/comment as story is read)

Lead the students to answer the questions about the story while reading the story, such as: “小女孩生病了吗?” “她为什么不想去学校? 她的姐姐想去学校吗? 为什么?” “她今天去学校吗? 因为 ____。” …

**Comprehension Activity**

Ask the students to draw out their weekly schedule on a paper from Monday to Sunday. Then teacher instructs them to share their schedule with the words: 今天是____。昨天是____。明天是____。明天我 ____。

**Writing Guided Practice**

Recognize and learn to write Chinese character “明” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning. Connect pictures to the right characters. Finish workbook Day 2, page 3, 4.

1. Video of 佩佩猪“学校露营” in Chinese. (YouTube search and download)
2. iPad apps to review and practice writing Chinese characters “今, 是, 昨”
3. MMX online library book “不想上学”

DAY 3

**Review story and set up purpose question for 2nd read.**

Ask the students several questions to check if they understand the story. Such as: “谁在床上?” “小女孩在哪里?” “上学好玩吗?” “学校可以做什么?” “姐姐喜欢去学校吗? 小女孩今天去学校, 因为 ____。” …

**Read Story 2nd time**

(Comprehension Check questions during story)

Such as: “小女孩在哪里?” “上学好玩吗?” “学校可以做什么?” “姐姐喜欢去学校吗? 小女孩今天去学校, 因为 ____。” …

**Comprehension Activity Example:**

Teacher lead the students to act out the story: role play with different small groups of students: a girl, a sister, a mom and several friends at school.

**Writing Guided Practice**

Recognize and learn to write Chinese character “明” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning. Finish workbook Day 3, page 5, 6.

1. MMX online library book “不想上学”
2. MMX online assignment. (MMX online classroom)
### OBJECTIVE:

- Students have known the topic of this unit and can tell who they are in the story, what happens in the story, and where they are in the story. SWBT tells the story by using the words: __准备好了。要不要去____。
- 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: 今, 明, 昨, 天, 不, 下, 雨,了, 三, 四, 五 with correct stroke 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 assignments.

### DAY 4

**Activate General Background Knowledge**

*今天, 明天, 昨天, 下雨了, 准备, 要不要, 出去玩, 在, 家….*

**Introduce Story Picture Walk Questions**

Such as: “你看见了什么？”
“小男孩高兴不高兴？”“妈妈准备好了吗？”
“天气怎么样

**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 sets up a tent by using some chairs or a table in the class. Teacher demonstrates the story by using the finger puppets. Students look and listen to understand the story.

**Writing Guided Practice:**

Students can copy Chinese characters "今, 昨, 是, 天, 月, 日, 不, 下, 雨, 了" with correct stroke order in sentences and understand the meanings.

Finish workbook

MMX online library book: “在家里玩”
<table>
<thead>
<tr>
<th>DAY 5</th>
<th>Review story and set up purpose question for 2nd read</th>
<th>Read Together</th>
<th>Comprehension Activity:</th>
<th>Workbook pages:</th>
<th>MMX online assignments.</th>
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<tr>
<td></td>
<td>Such as: “小男孩要去哪里？”“谁准备好了？”“爸爸妈妈/我们准备好了什么？”“爸爸/妈妈/我们什么时候准备好了?”“今天的天气怎么样?”“我们要不要出去玩？为什么？”“我们在哪里玩？”…</td>
<td>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>Teacher instructs the students to act out or retell the story in small groups: 1 boy, 1 girl, 1 dad, 1 mom.</td>
<td>Write Chinese characters: 今，昨，明，天，是，日，月，不，下，雨，三，四，五 with correct stroke order in the sentences and understand the meaning. Finish workbook Day 5, page 9,10.</td>
<td></td>
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</tbody>
</table>

**INDEPENDENT READ**

**OBJECTIVE:**

- Students will be able to know where is the little goat, what’s the date tomorrow, and is it the little goat in the
- Students can understand the meaning of the story and can ask and answer the questions: ____
- Students can recognize all the characters in the story and read Chinese characters:
- Students can write Chinese characters:
- Students can understand the story reading in MMX online library and can finish
### Activate Background Knowledge
- **Chinese characters:** 在哪里，小山羊，明天，昨天，是/不是，在不在 (can know both words and meaning of them)

### Introduce Story
- **Picture Walk Questions**
  - Such as: “你看见了什么？”
  - “今天是几月几日？”

### Teacher Read Aloud w/Student repetition
- (Comprehension questions)
  - Such as: “今天是几月几日？”
  - “小山羊和妈妈在哪里？”

### Summary Questions and focus word review
- Such as: “小女孩要带谁一起去旅行？昨天小山羊在吗？”
  - “今天小山羊在吗？”

### Workbook: Review and copy Chinese characters:
- 今，明，昨，大，小，雨 with correct stroke order in the sentences. Connect the characters with correct pictures. Finish workbook Day 6, page 11, 12.

### MMX online classroom

<table>
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<tr>
<th>DAY 6</th>
<th>Activate Background Knowledge</th>
<th>Teacher Read Aloud w/Student repetition</th>
<th>Summary Questions and focus word review</th>
<th>Workbook: Review and copy Chinese characters:</th>
<th>MMX online assignments.</th>
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<tr>
<td></td>
<td><strong>Chinese characters:</strong></td>
<td><strong>(Comprehension questions)</strong></td>
<td><strong>Such as: “小女孩要带谁一起去旅行？昨天小山羊在吗？”</strong></td>
<td><strong>today with correct stroke order in the sentences and connect the characters and sentences to right pictures.</strong></td>
<td><strong>MMX online assignments.</strong></td>
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### DAY 7

<table>
<thead>
<tr>
<th><strong>Review Story theme</strong></th>
<th>Teacher do One student do Two students do Whole class do <strong>Independent Reading:</strong> After reading, let students ask questions to self or partner, like: “今天昨天/明天是几月几日?” “你的蜡笔在吗？” “你的蜡笔是不是在桌子上？” “蜡笔在哪里？”…</th>
</tr>
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<tbody>
<tr>
<td><strong>Chinese characters:</strong></td>
<td>今, 明, 昨, 是 <strong>Comprehension Activity:</strong> Teacher demonstrates and instruct the students to make dialogue in pairs by using the sentence structures: 你的____在哪 里? 昨天____在吗？ 今天____在吗？ 你的____是在____? 是, <strong><strong>在</strong></strong>。/不是, <strong><strong>不在</strong></strong>。…</td>
</tr>
<tr>
<td><strong>In-context character review</strong></td>
<td><strong>Workbook:</strong> Review and copy Chinese characters: 今, 明, 天, 山, 上, 下, 大, 小, 雨, 在, 水 with correct stroke order in sentences. Connect the characters and sentences to right pictures. Finish workbook Day 7, page 13,14. <strong>Language Features</strong> “____在____里。” “今, 明, 昨, 是” “<strong><strong>是不是在</strong></strong>?”</td>
</tr>
<tr>
<td><strong>Partner Read</strong></td>
<td><strong>Practice writing focus characters:</strong> 今, 明, 昨, 是 with correct stroke order by using Chinese apps on iPad.</td>
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</table>

### DAY 8 ASSESSMENT

| **Review all stories.** Show students the topic of the 3 stories is “今, 明, 昨, 是” 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.** |
| **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

- 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**

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<tr>
<td><strong>TEACHER</strong></td>
<td><strong>LISTENING/READING</strong></td>
<td><strong>WRITING</strong></td>
<td><strong>INTERCONNECTIONS, EXTENSIONS</strong></td>
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</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.

- **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, journal book draw and write.**
- **Healthy center: Healthy body, Healthy mind. Make a small book of drawing physical exercise they do from Mondays to Fridays. (or the hearthy food they eat from Mondays to Fridays)**

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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 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)

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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**