

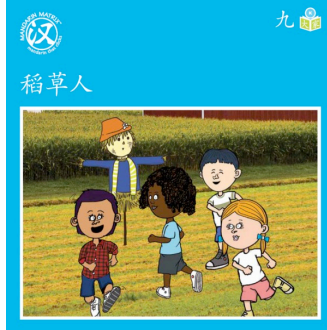
STORY GARDEN Chinese Early Literacy Program: UNIT 9

Focus Words: 走, 去, 来, 田, 回家, 路上, 爷爷, 有, 好多, 草莓, 可以, 不可以, 为什么, 跟, 喜欢, 都, 稻草人, 小仓鼠



Teacher Read

“I Read”



Shared Reading

“We Read”



Independent Reading

“You Read”

DEVELOPING COMPREHENSION: Students are not only able to read the stories, but also understand the meanings of the stories. Students can use the language they learned in their real life.

Oral Language Foundation:

(Students should already know the meaning of these words)

走, 去, 来, 田, 爷爷, 回家, 有, 好多, 草莓, 小羊, 小马, 小牛, 草莓, 可以/不可以, 为什么, 人, 玩, 快, 躲, 了, 后面, 在哪里/在这里, 不, 天, 上, 在不在, 是不是

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).

_____有好多_____啊!

_____可以跟_____回家去吗? 可以/不可以。

_____喜欢在_____里。

那为什么_____?

我们去_____玩。

躲起来。

不要_____来_____去。

去哪里了？还在_____里吗？

是不是在_____里？

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 田, 来, 去, 走 stroke order practice, Chinese characters: 今, 昨, 天, 日, 大, 小, 牛, 马, 羊, 在, 山, 里, 上, 男, 生 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 田, 来, 去, 走 stroke order, Chinese characters: 小, 鸟, 羊, 男, 女, 生, 上, 下, 里, 人, 山, 今, 明, 昨, 天 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, 来, 去, 走 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, 来, 去, 走
4. Online Chinese songs and stories about this unit 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? Where is the boy? Why he is here? What's in the basket? 多还是少? How do you know? He will go to school or go home.... to know the topic of the story.</p>	<p>Students can tell different names of “回家，在路上草莓，可以，不可以，为什么？因为”； Students will be able to know why the animals can't go home with the boy; Students will be able to know why the animals all come with him and grandpa. What the animals want from them?</p>	<p>Students can understand the questions: “小男孩在回家的路上还是去学校的路上？回家的路上，他在做什么？为什么小动物们都跟他们一起回家了？” and will be able to answer the question with “小男孩在_____。” “他在采草莓。” “因为他们_____。...”</p>	<p>SWBT write Chinese characters “田，来，去，走” 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 Calendar and class routines from Mondays to Fridays. “星期天至星期六，学校，上课，中文课，图书课，体育课，数学课，等等，下课，回家” Students know the meaning of questions: “我们几点回家？你怎么回家？回家的路上你看见了什么？”</p> <p>Oral Language Reinforcement Activity Show students their class routines with pictures and instruct the students to talk about their daily routines in Chinese. Especially talk about what they do on the way home.</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. Demonstrate the story with roleplay.</p>	<p>Students can recognize and tell the correct names of what they are doing at school every day. Students can describe what they do on their way home simply. Such as: 今天是星期二，星期二__点到__点我们上__课。 __点我们回家。 你怎么回家？你和谁一起回家？ 在回家的路上你看见了什么？</p>	<p>Students can understand the topic of this unit is about activities on their way home and after school in Chinese. Students can understand the question: “__点我们回家？你回家的路上可以不可以采草莓？为什么？”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 character “田”with correct stroke orders and circle correct characters 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</p>	<p>Video of “小象要回家” 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?” “Where is the boy?” “What is he doing?” “Is he alone?” “Does he want to take the animals home with him? Why he can’t take them home?” 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: “小男孩和谁一起回家? 他喜欢小羊/小牛/小马吗? 为什么? 小羊/小牛/小马喜欢在哪里? 爷爷说小男生可以把小羊/小牛/小马带回家吗?”</p>	<p>Comprehension Activity</p> <p>Ask the students to draw out how do they go home and what they see on their way home on a paper. Then teacher instructs them to share their pictures with the words: 我和____一起回家。我们走路/坐校车/骑自行车/坐____的小汽车...回家。回家的路上, 我看见了_____。</p> <p style="text-align: right;"></p>	<p>Writing Guided Practice</p> <p>Recognize, understand and learn to write Chinese character“来” 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 “On the way home” in Chinese. (YouTube search and download)</p> <p>2. iPad apps to review and practice writing Chinese characters “田, 来”</p> <p>3. MMX online library book “回家的路上”</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: “谁在草莓地里?” “小男孩在草莓地里做什么?” “谁要小羊/小牛/小马跟他一起回家? 小男孩还是爷爷?” “它们跟他一起回家了”</p>	<p>Read Story 2nd time (Comprehension Check questions during story)</p> <p>Such as: “你喜欢吃草莓吗?” “你有没有采过草莓?” “小羊/小牛/小马喜欢吃草莓吗?” “你怎么知道的? 小羊/小牛/小马跟小男生回家, 因为_____。” ...</p>	<p>Comprehension Activity</p> <p>Example: Teacher lead the students to act out the story: role play with different small groups of students: a boy, a girl, a grandpa, a sheep, a cow and a horse.</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character“去” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning. Finish</p>	<p>1. MMX online library book “回家的路上”</p> <p>2. MMX online assignment. (MMX online classroom)</p>

	吗？” “为什么？” ….			workbook Day 3, page 5, 6.	
SHARED READ					
 九  稻草人 					
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: 我们去_____玩。快躲起来。我来找你们。在哪里？在这里	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: 来, 去, 田, 走, 今, 天, 男, 生, 小, 鸟, 羊, 来, 去 with correct stroke orders in the sentences and circle the correct sentences, characters according to the 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 稻草人, 我们, 藏, 躲, 找, 去, 后面, 走来走去, 在哪里, 还在____吗? 在这里... Introduce Story	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,	Comprehension Activity: Teacher prepares a handkerchief. Teacher invites one student to cover his eyes with the handkerchief and some students to hide in the classroom. After count to 10, remove	Writing Guided Practice: Students can copy Chinese characters “走, 今, 天, 男, 生”with correct stroke order in sentences and	MMX online library book: “稻草人”

	<p>Picture Walk Questions Such as: “你看见了什么?” “有几个小朋友?” “几个男生? 几个女生?” “他们在玩什么游戏?” “他们在哪里玩游戏?” ….</p>	<p>actions and picture to help telling the story. Emphasize all the red characters.</p>	<p>handkerchief and let him go to find other students. Teacher help all the students understand the story by playing this game.</p>	<p>understand the meanings. Finish workbook Day 4, page 7,8.</p>	
<p>DAY 5</p>	<p>Review story and set up purpose question for 2nd read Such as: “几个人躲起来了?” “几个人要来找他们?” “他们躲在哪里?” “小男生找到了几个小朋友?” “还有几个没有找到?” “你看见他了吗? 他躲在哪里?” “他们开心不开心? 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 leads the students to play “Hide and Seek” game in the classroom. As an option, teacher can instruct students to play “Four Corners” as well.</p>	<p>Workbook pages: Write Chinese characters: 来, 去, 走, 田, 小, 鸟, 羊 with correct stroke order in the sentences and understand the meaning. Finish workbook Day 5, page 9,10.</p>	<p>MMX online assignments.</p>
<p>INDEPENDENT READ</p>					

 <p>九</p> <p>调皮的小仓鼠</p> 					
<p>OBJECTIVE:</p>	<p>Students will be able to know hamster, where it is and what he's doing every day in Chinese. SWBT know where does the hamster hiding and why he is naughty in Chinese. SWBT read all the characters in the story independently.</p>	<p>Students can understand the meaning of the story and can ask and answer the questions: 小仓鼠每天做什么? 今天小仓鼠在不在? 不在/在。 ____是不是在 ____里? 在/不在。 小仓鼠在 ____。</p>	<p>Students can recognize all the characters in the story and read Chinese characters: 来, 去, 田, 走, 小, 男, 女, 生, 下, 里, 今, 明, 昨, 天, 人, 上, 山 with fluently.</p>	<p>Students can write Chinese characters: 来, 去, 田, 走, 小, 男, 女, 生, 下, 里, 今, 明, 昨, 天, 人, 上, 山 with correct stroke order in the sentences and circle the correct pictures by reading the sentences.</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignments.</p>
<p>DAY 6</p>	<p>Activate Background Knowledge Chinese characters: 在哪里, 小仓鼠, 天天, 走上去, 走下来, 走来走去, 在不在, 是不是 (can know both words and meaning of them) Introduce Story Picture Walk Questions</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “谁在笼子里?” “小仓鼠走到哪里?” “你喜欢小仓鼠吗?” “你为什么喜欢/不喜欢小仓鼠?” ... Student Independent Read (individual books):</p>	<p>Summary Questions and focus word review Such as: “小仓鼠在吗?” “小仓鼠在做什么?” “今天小仓鼠在吗?” “小仓鼠是不是在田里/水里?” “为什么是调皮的小仓鼠?” ...</p>	<p>Workbook: Review and copy Chinese characters: 小, 男, 女, 生, 走, 去, 下, 里 with correct stroke order in the sentences. Circle the correct pictures by reading the sentences. Finish workbook Day 6, page 11,12.</p>	<p>MMX online classroom</p>

	<p>Such as: “你看见了什么？” “小仓鼠在哪里？” “小仓鼠天天做什么？” “今天小仓鼠不在？” “小仓鼠是不是在_____里？” “找到小仓鼠了吗？在哪里？” …</p> <p>Review Focus Characters in context: 天, 走, 上, 下, 来, 去, 在, 是, 里, 不</p>	<p>Finger reading: Students point to the Characters on the book while they are reading the story independently.</p>			
<p>DAY 7</p>	<p>Review Story theme Chinese characters: 走, 去, 来, 田 In-context character review 天天, 走, 上去, 下来, 走来走去, 在不在, 是不是</p>	<p>Partner Read Teacher do One student do Two students do Whole class do</p> <p>Independent Reading: After reading, let volunteer students come to the front to ask the whole group of students questions, like: “你喜欢小仓鼠吗？” “小仓鼠可以不可以走来走去？” “小仓鼠可以走上去吗？” “你家有小仓鼠吗？” “你家有什么动物？” …</p>	<p>Comprehension Activity: Teacher demonstrates and instruct the students to make dialogue in pairs by using the sentence structures:</p> <p>你有小动物吗？ 你的_____在哪里？ 昨天_____在吗？ 今天_____在吗？ 你的_____是不是在_____？ 是, _____在_____。 /不是, _____不在_____。 …</p>	<p>Workbook: Review and copy Chinese characters: 今, 明, 昨, 天, 男, 人, 走, 去, 山, 上, 下, 来 with correct stroke order in sentences. Circle the correct picture by reading the sentence. Finish workbook Day 7, page 13,14. Language Features “走来走去。” “走, 去, 来, 田” “_____是不是在_____?”</p>	<p>Practice writing focus characters: 走, 去, 来, 田 with correct stroke order by using Chinese apps on iPad.</p>

DAY 8 ASSESSMENT			Review all stories. Show students the topic of the 3 stories is “走，去，来，田” 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.
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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.
- 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	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	Social Studies center: Draw a picture of pet in student's house or the pet he wishes he could

	students differentiation learning.		writing, journal book draw and write.	have on a paper and describe it in Chinese.
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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)

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