

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方



Teacher Read
“I Read”



Shared Reading
“We Read”



Independent Reading
“You Read”

Oral Language Foundation:

(Students should already know the meaning of these words)

爸 我们要去什么上个星期不是说好了吗今天六山玩在那两你
每人看有东西要用吃很多这些都爱的放一进吧下雨可以里面
水书跟小羊外因为高到想帮太来谢坐马起会快乐再后没前课
朋友三学老师给校边走哪写能也男女生大家谁对怎他喜欢长
妈妹回和出姐雪兴样她

Language Features:

language phrases: 如果...就

character combinations: 地方, 所以

Integrated Reading & Writing Skill Builders (Unit 10 Workbook Pages):

十五第一天 (p. 1) writing characters focus : 地方

十五第一天 (p. 2) match characters components & select correct answer for picture

十五第二天 (p. 3) writing characters focus : 如果

十五第二天 (p. 4) identify characters components & match sentences to the picture

十五第三天 (p. 5) writing characters focus : 就

十五第三天 (p. 6) match characters components & select correct answer for picture

十五第四天 (p. 7) writing characters focus : 还

十五第四天 (p. 8) match character components & identify phrase as correct/incorrect

十五第五天 (p. 9) writing characters focus : 所以

十五第五天 (p. 10) identify phrase as correct/incorrect

十五第六天 (p. 11) modeled sentence writing practice

十五第六天 (p. 12) identify phrase as correct/incorrect & identify characters components

十五第七天 (p. 13) modeled sentence writing practice

十五第七天 (p. 14) identify phrase as correct/incorrect to match the picture

十五第八天 (p. 15) independent writing response using target characters

十五第八天 (p. 16) match character components & select correct answer for picture

十五第九天 (p.17) modeled sentence writing practice

十五第九天 (p.18) compose a sentence using target characters & maze activity

十五第十天 (p. 19) modeled sentence writing practice

十五第十天 (p. 20) reading assessment passage

Online Practice Connecting Meaning to Print:

All books available via Mandarin Matrix Online Classroom along with comprehension activities & assessments; character stroke order demonstrated for: 地, 放

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方



Teacher Read

家庭旅行

OBJECTIVES:

Students will learn about preparing for a family trip; students will learn to identify the focus characters, and the combinations 地方, 如果, 所以

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	Oral Language Reinforcement Activity Introduce the meaning of the character combination 地方 by displaying a map; the map should be one the students are already familiar with so they can name the places on it (i.e. the school grounds, the World Continents & Oceans, etc.) Point to various locations on the map and each time ask the students, “这是什么地方?” Activate Background Knowledge Show the students a suitcase and as you place items inside i.e. toothbrush, socks, jacket, etc.) discuss why you need them for a trip Introduce Story Look at the book cover picture; Read the title “家庭旅行” Refer to the suitcase activity to clarify the meaning 旅行. Tell them they will look at the story tomorrow.	X	X	Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 地方 p.2 review 地, 点, 少	X

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

Day 2	<p>Oral Language Reinforcement Activity Repeat the Day 1 suitcase packing activity; this time as you pack each item say, “如果我去旅行, 我就想要我的...”</p> <p>Re-Introduce Story Show the book to the students; ask if they remember the title-remind them it is “家庭旅行”.</p> <p>Picture Walk Instruct the students: “Let’s look at the pictures inside the story to learn about their family trip.”</p>	<p>“Read” Story Pictures</p> <p>Comprehension Check questions during story:</p> <p>p. 2 What do you see? p. 3 What does 妈 say? p. 4 What is 妹 thinking? p. 5 What is 哥 thinking? p. 6 What does 爸 say? p. 7 What is 妹 thinking? p. 8 What is 哥 thinking? p. 9 What is the problem? p. 10 What about the dog? p.11 Is everyone happy in this picture? Why?</p>	<p>Comprehension Activity: Draw It</p> <p>Students draw pictures of items they would pack for a trip (the teacher can prepare the paper with the heading “如果我去旅行, 我就想要我的...” and draw a large outline of a suitcase or backpack to help connect meaning as needed)</p>	<p>Writing Guided Practice</p> <p>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p.3 如果 p.4 review 如, 果, 方</p>	X
Day 3	<p>Oral Language Reinforcement Activity</p> <p>Reinforce the meaning of 高 by having the students compare their height with a classmate and say “谁比较高”</p> <p>Review story and set up purpose question for 2nd read: Show the students the book and read the title together. Tell the students we’ll read to find out more details about their Father’s Day experience.</p>	<p>Read Story Text</p> <p>Comprehension Check questions during story:</p> <p>p. 2 What is the date? Why is it a special day? p. 3 What does Dad like? p. 4 What are they looking for? p. 5 How old is little brother? What does little brother want to do? p. 6 What does older sister tell little brother to do? p. 7 When does little brother get to help? p. 8 What does older sister need? p. 9 Where did the candy go? p.10 What do you think they will do? p.11 What did they write with the candy?</p>	<p>Comprehension Activity: Act it Out</p> <p>Have the students take turns acting the parts of the characters in the story as they retell the story.</p>	<p>Writing Guided Practice</p> <p>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p. 5 就 p. 6 review 地, 方, 果</p>	X
Day 4	<p>Oral Language Reinforcement Activity</p> <p>Clarify understanding of 前面 & 后面 by asking</p>	<p>Online Reading</p> <p>Use the Mandarin Matrix online classroom to read the story as a class Encourage students to</p>	<p>Online Comprehension Activity</p> <p>Complete the Mandarin Matrix</p>	<p>Online Writing Guided Practice</p> <p>Online stroke</p>	Use Online Support Today

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

	<p>students to put an object (i.e. their pencil) in front of them and behind them; you can also ask them to stand in front of their chair or behind their chair</p> <p>Review story and set up purpose question for Online reading: Ask the students to tell you what they remember about this story;</p>	<p>Read & Repeat (repeat the text after the "computer" reads it).</p>	<p>online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding).</p>	<p>order demonstration is provided for the characters 地 and 放 students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</p>	<p>You will need a computer projection system</p>
--	--	--	---	--	--

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方



Shared Read

寻宝

OBJECTIVES:

Students will learn about a school treasure hunt activity; students will learn to identify the focus characters and use the character combinations

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	Oral Language Reinforcement Activity Clarify meaning of 还 by removing items from a treasure chest/box. For example, remove several items from the desk or backpack saying, “桌子 里有铅笔, 蜡笔, 橡皮, 剪刀, 和 固体胶。桌子 里还有本子。” Activate Background Knowledge Show a simple map leading to treasure a treasure chest. Discuss with students how the map is the clue to find the treasure. Introduce Story Picture Walk Questions Tell the students today they will look at a book about finding treasure. The title is: 寻宝 p. 2 What does the teacher have? p. 3 What are they looking for? p. 4 What did they find? p. 5 Where are they going? p. 6 Where was it?	Read & Repeat Students repeat after the teacher reads text aloud Comprehension Questions After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Why does the teacher want to give them candy? p. 3 Where do they think they will find the next clue? p. 4 The clue says. “在有水的地方” Where could that be? p. 5 Was it in the boy's room? Was it in the girl's room? Where should they look next? p. 6 Where does the clue tell them to go? p. 7 How can they find the clue? p. 8 Where did they find the clue? p. 9 Who could be the person in the clue? p. 10 Who do they think is the person? Do you think they are right? Why or why not? p. 11 Why does the 校长 give them candy?	Comprehension Activity: Conduct a treasure hunt at your school. The teacher will need to prepare & hide the clue cards. You can simply it by holding it just inside your classroom.	Guided Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 还 p. 8 review 还, 如, 地	X

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

	<p>p. 7 What are they thinking?</p> <p>p. 8 Where was the clue?</p> <p>p. 9 What do they want to know?</p> <p>p. 10 Where are they now?</p> <p>p. 11 Who had the candy treasure?</p>				
Day 6	<p>Procedures for 2nd read along with modeled story review: Instruct students: "Today you will read this story with a partner. When you Read Together with a partner, you both read aloud in unison; you will need to use Finger Read so you can say the words together. When you use Finger Read, you point to each character as it is read aloud."</p> <p><u>Modeled Story Review:</u> Select a student to be your partner; Instruct the other students to "Please watch and listen as we Read Together so you will know how to do it."</p>	<p>*Read Together: Students read aloud in pairs</p> <p>*Finger Read: students track text with their finger as they read aloud</p> <p>* the teacher moves around the classroom monitoring student reading</p>	<p>Comprehension Activity: Write It Have the students in pairs write a clue card for a treasure hunt that could take place at the school. Gather the cards. Each pair reads their clue card to the whole class. Students guess the answers to the clue. The pair confirms if they guessed correctly.</p>	<p>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 所以 p. 10 review activities</p>	X
Day 7	<p>Procedures for 3rd read along with modeled story review: Instruct students: "Today you will read this story with a new partner. You will Fair Share Read. To be fair, you will take turns reading aloud a page in the book. You will use Finger Read so you can help your partner if needed and so you won't get behind."</p> <p><u>Modeled Story Review:</u> Select a student to be your partner; Instruct the other students to "Please</p>	<p>*Fair Share Read: students take turns reading a page aloud with their partner; both students Finger Read (track text with their fingers) to make sure they are following along.</p> <p>* the teacher moves around the classroom monitoring student reading</p>	<p>Comprehension Activity: Students (with their partner) use character cards to build sentences from the story</p> <p>*the teacher (the teacher needs to prepare character cards from the story)</p>	<p>Whole group with workbook pages : teacher demonstrates stroke order p. 11 modeled sentence with 如果 & 就 p. 12 review 所, 就, 那</p>	X

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

	watch and listen as we Read Together so you will know how to do it."				
Day 8	Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this story;	Read Story Text Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.	Comprehension Activity Complete the Mandarin Matrix online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding)	Writing Guided Practice Online stroke order demonstration is provided for the characters 地 and 放 students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)	Use Online Support Today You will need a computer projection system

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就如 还 果 所 那 地方



Independent Read 两个妈妈

OBJECTIVES:

Students will learn about babysitting; students will learn to read the target characters independently

Instruction Time: 3 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 9	<p>Activate Background Display a picture of a baby/toddler. Discuss the needs of babies with the students. Ask the students, "Who usually takes care of the baby?" "Why do babies need help?" How do we help babies?"</p> <p>Introduce Story Let's read the title of this book together 两个妈妈</p> <p>Picture Walk p. 2 Who do you see? p. 3 Does 姐姐 look happy? Does 妹妹 look happy? p. 4 Why is 妹妹 crying? p. 5 What is 姐姐 doing? p. 6 What are they playing? p. 7 What does 妹妹 want? p. 8 How does 姐姐 feel? p. 9 What does 姐姐 see? p. 10 How does 妹妹 feel? p. 11 What does 妹妹 see?</p>	<p>Read & Repeat Students repeat after the teacher reads text aloud</p> <p>Comprehension Questions After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Why does 妈妈 need 姐姐 to tend 妹妹? p. 3 What does 姐姐 want to do with 妹妹? p. 4 Why does 妹妹 cry? p. 5 What does 姐姐 read? p. 6 Does 妹妹 like the puppet? Why or why not? p. 7 What would 妈妈 do if she were there? p. 8 How can 姐姐 help 妹妹? p. 9 How can 姐姐 be the same as 妈妈? p. 10 Why is 妹妹 happy? p. 11 Why is 妹妹 confused?</p>	<p>Comprehension Activity: Act it Out Have the students take turns acting the parts of the characters in the story as they retell the story. You can also have the students change the story characters to include a big brother, father, and little brother.</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 modeled sentences with 因为 & 所以 p. 14 review activities</p>	X

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

Day 10	Review Story Today you will read this story by yourself. Listen closely as I read it one more time aloud to you	*Whisper Read: Students whisper the words as they read the story independently *Finger reading: students track text with their finger as they read * the teacher moves around the classroom monitoring student reading	Comprehension Activity : Students in small groups make stick puppets and think of a simple story they could tell a small child using their stick puppets.	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 modeled sentences with 因为 & 所以 p. 18 create sentences with target characters and maze activity	X
Day 11	Review story and set up purpose question for Online read. Ask the students to tell you what they remember about this story;	Read Story Text Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.	Comprehension Activity Complete the Mandarin Matrix online classroom Comprehension activities that follow the story as a whole class (you may wish to not do the assessment portion as a class so you can assign the story for homework and use the assessment to check student understanding)	Writing Guided Practice Online stroke order demonstration is provided for the characters 地 and 放 students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)	Use Online Support Today You will need a computer projection system

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

Review All Stories

OBJECTIVES: Compare and contrast the stories and the use of the Focus Characters in different contexts



Day 12	Before Reading	During Reading	After Reading	Writing	Online Support
	Review Stories Hold up the books one at a time; Ask students to tell you what they remember about each story. Set Purpose: Post the Focus Characters. Tell the students they will Read & Search for these characters in the books today. You may need to model this if your students have not done this kind of activity before.	During Reading Read & Search: Group students in triads so each group has all three books; each student has a different book; Instruct students to search for the Focus Characters in their book. Use sticky note to mark their findings.	After Reading Students compare sections found in their reading; What is the same? What is different? Whole class gathers to discuss findings; each group will share one similarity and one difference they found in their reading	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 19 modeled sentences	X

Assessment

OBJECTIVES: Assess student knowledge & comprehension of the Focus Characters

姓名: 十五, 第八天

听一听 点齐画吃东西, 中国, 张名片

如果有水, 他就.....	
因为不下雨, 他们.....	
这是什么地方?	

姓名: 十五, 第八天

选一选

女 = 她	下 = 就	户 = 还	不 = 果	田 = 所	土 = 地
多 = 多	少 = 少	还 = 还	果 = 果	所 = 所	地 = 地

选一选

这里的书.....?	
很多 很少	
他爱谁?	
谁爱谁? 哥哥	
他用 /?	
写字 看书	
谁有两个.....?	
爸爸 妈妈 哥哥	

Day 13	Before Assessment	During Assessment	After Assessment	Writing	Online Support
	Review the Focus Characters Teacher models writing each character (naming the strokes) on the white board; students use individual white boards to show their work after writing	You may wish to use privacy screens, alter student seating, or test in small groups to reduce distractions and enhance student performance	Students that finish the assessment early will need to have quiet work available so they do not distract others such as providing blank paper for students to draw a picture	Use workbook pp. 15-16 for assessment	You may wish to use online assessments results for group placement

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 15

Focus Characters: 就 如 还 果 所 那 地 方

Days 14 & 15: Differentiated Instruction	Center 1 Teacher	Center 2 Listening/Reading	Center 3 Writing	Center 4 Interconnections & Extensions
<ul style="list-style-type: none"> Students are divided into 4 groups, based on Day 13 assessment performance The Teacher Center is to reinforce reading, and should begin with students that need extra help. Students rotate two centers per day. 	Small Group Instruction (remediation for students that need extra help; extension for students that demonstrate mastery)	Listening Center Read to Someone Students use worksheet p. 20 to practice reading fluency; they can have each member of the group sign their paper after they have read with them.	Writing Activity: Lucky Draw Students take turns drawing a sentence out of a bag; the student reads the sentence to the other group members and they try to write it on their dry erase boards <i>*the teacher will need to prepare the sentence strips; these can be made from copies of the workbook pages</i>	Extension Activity: Students make maps and write clues for a treasure hunt