

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 3

Focus Characters: 要 面 她 他 玩 跟



Teacher Read
“I Read”



Shared Reading
“We Read”



Independent Reading
“You Read”

Oral Language Foundation:

(Students should already know the meaning of these words)

你们好 要不 跟我 玩水 对 起 去 山 上 吗 他 的 朋 友 可 是 今 天 一
个 人 在 这 里 火 她 来 男 生 看 女 以 谢 面 下 雨 了 再 见 哪 田

Language Features:

language phrases: 要不要 (asks a question)

character combinations: 上面, 下面, 里面

Integrated Reading & Writing Skill Builders (Unit 3 Workbook Pages):

三第一天 (p. 1) writing characters focus : 要

三第一天 (p. 2) review characters components & select sentences to match the pictures

三第二天 (p. 3) writing characters focus : 玩

三第二天 (p. 4) select sentences and characters to match the pictures

三第三天 (p. 5) writing characters focus : 他, 她

三第三天 (p. 6) review characters components & select pictures to match the sentences

三第四天 (p. 7) writing characters focus : 面

三第四天 (p. 8) select sentences to match the picture

三第五天 (p. 9) writing characters focus : 跟

三第五天 (p. 10) review characters components & select sentences to match the pictures

三第六天 (p. 11) modeled sentence writing

三第六天 (p. 12) match characters to pictures & select characters to complete phrases

三第七天 (p. 13) modeled sentence writing

三第七天 (p. 14) select sentences to match the picture

三第八天 (p. 15) modeled sentence writing

三第八天 (p. 16) select phrases to match a picture & follow the maze to form a sentence

三第九天 (p. 17) modeled sentence writing

三第九天 (p. 18) select phrases to match the pictures

三第十天 (p. 19) modeled sentence writing practice

三第十天 (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: 水, 要, 好, 朋, 们

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Teacher Read

玩水

OBJECTIVES:

Students will explore outdoor activities; students will learn to identify the focus characters, and use 要不要 character combination. (Note: this story includes characters that will be targeted in later unit; 看 in Unit 5, 对 in Unit 7, 起 in Unit 13, & 谢 in Unit 14. It also includes 个 which is not a focus character)

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	<p>Oral Language Reinforcement Activity & Activate Background Knowledge Show pictures of the following outdoor activities; hiking, playing in a lake or river, and roasting marshmallows over a campfire. Ask the students (use 要不要) to choose which activity they like the most, and record the results (use tally marks next to each picture) for tomorrow.</p> <p>Introduce Story Look at the cover picture: What are they doing? Do they like playing in water? The title says “玩水” Tomorrow we will look inside the book to find out more.</p>	X	X	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p.1 要 teacher demonstrates stroke order p.2 review identify character components & match sentences to pictures</p>	X

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Day 2	<p>Oral Language Reinforcement Activity Review the Day 1 要不要 activity</p> <p>Re-Introduce Story Refer to the activity tally marks to note how many students chose playing in water as their preferred activity. Ask students if they remember the title-remind them it is “玩水”.</p> <p>Picture Walk Instruct the students: “Let’s look at the pictures inside the story for clues that will tell us more about the children playing in the water</p>	<p>“Read” Story Pictures Comprehension Check questions during story: p. 2 How many children are in the water? How many have backpacks for hiking? Does everyone look happy? Why or why not? p. 3 What does this map lead to? Where do they want to go? p. 4 What do you think they are saying? p. 5 Is everyone going on the hike? p. 6 Why are they worried? p. 7 What do you think they will do? p. 8 What do you think they are saying? p. 9 What is the boy afraid of? p.10 What do they want to do? p.11 Does the boy look happy now? Why or why not?</p>	<p>Comprehension Activity Draw a map: Refer to the activity tally marks to note how many students chose hiking as their preferred activity etc. Tell the students they can draw a map that shows where to go to do all of the activities (for example, hike up the mountain, then hike down to a lake, then hike to their campsite with a fire)</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p.3 玩 teacher demonstrates stroke order p.4 independent review</p>	X
Day 3	<p>Oral Language Reinforcement Activity Review the Day 1 要不要 activity. Ask students if they want to change their preference; update the tally marks if needed</p> <p>Review story and set up purpose question for 2nd read: Tell the students now we’ll read the words to learn more about what the children wanted to do</p>	<p>Read Story Text Comprehension Check questions during story: p. 2 Would you want to play in the water with them? Why or why not? p. 3 Why don’t they want to play in the water? p. 4 Should the boys go hiking in their swimsuits? Why or why not? p. 5 Would you want to go to the mountains with them? Why or why not? p. 6 How do you think the boy feels? p. 7 Why doesn’t the boy want to go with them? What does the boy want to do?</p>	<p>Comprehension Activity: Act it Out Have the students take turns acting out the story. The students can also have alternate endings</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; p. 5 他, 她 teacher demonstrates stroke order p. 6 review</p>	X

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		<p>p. 8 Do you think they are good friends? Why or why not?</p> <p>p. 9 What does the boy think they want to do?</p> <p>p.10 Do they want to play in water? What do they want to do?</p> <p>p.11 Why is the boy happy?</p>			
Day 4	<p>Review story and set up purpose question for Online reading:</p> <p>Ask the students to tell you what they remember about this story;</p>	<p>Online Reading</p> <p>Use the Mandarin Matrix online classroom to read the story as a class. Encourage students to Read & Repeat (repeat the text after the "computer" reads it).</p>	<p>Online Comprehension Activity</p> <p>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).</p>	<p>Online Writing Guided Practice</p> <p>Online stroke order demonstration is provided for the characters 水 and 要; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</p>	<p>Use Online Support Today</p> <p>You will need a computer projection system</p>

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Shared Read

水娃娃

OBJECTIVES:

Students will explore the water cycle; students will learn to read the target characters and the character combinations 上面, 下面, 里面 (Note: This story uses the characters 再见 which will be introduced as focus characters in Unit 13)

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	<p>Activate Background Knowledge Discussion</p> <p>Prepare pictures of a river, lake, rain, snow, cloud, waterfall, mountain, etc. Ask students where can we find water on earth? Display pictures as students answer. Ask where does water come from? Display a diagram of the water cycle & review it with the students.</p> <p>Introduce Story Picture Walk Questions</p> <p>Today we will look at a book about this. The title is 水娃娃</p> <p>p. 2 What do you see? Where are the water drops?</p> <p>p. 3 What shape did the water drops form?</p> <p>p. 4 What is the weather?</p> <p>p. 5 What is happening to the water drop?</p> <p>p. 6 How did the water drops get there?</p>	<p>Read & Repeat</p> <p>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> <p>p. 2 Will the girl go to school? Why not?</p> <p>p. 3 What does Dad want her to do?</p> <p>p. 4 Why do they like snow?</p> <p>p. 5 Is the snowman big? How do you know?</p> <p>p. 6 Is the snowman the same size as Dad? How do you know?</p> <p>p. 7 Do you think the snowman looks good? Why or why not?</p> <p>p. 8 Where is 水娃娃?</p> <p>p. 9 What is she going to do with the clothes?</p> <p>p. 10 Do they like the changes to their snowman?</p> <p>p. 11 Where are Dad's clothes?</p>	<p>Comprehension Activity Act It Out</p> <p>Prepare water drop stick puppets for the students to make. Display pictures of the cloud, mountain, waterfall, river, and lake. Select students to take their stick puppets and move to each picture as you review the story.</p>	<p>Guided Practice:</p> <p>Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p. 7 面</p> <p>p. 8 review 上面, 下面</p>	X

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	<p>p. 7 Where are the water drops going?</p> <p>p. 8 How did the water drops get there?</p> <p>p. 9 Why is the water drop on top?</p> <p>p. 10 Where is the water drop going now?</p> <p>p. 11 What does this picture teach us?</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>Modeled Story Review: 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: Draw It Display a diagram of the water cycle & review it with the students. Students draw their own version of the water cycle.</p>	<p>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 跟 p. 10 review character components & match sentences to the picture</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>Modeled Story Review: Select a student to be your partner; Instruct the</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: Build a Phrase Students (with their partner) use character cards to build sentences from the story *the teacher (the teacher needs to prepare character cards from the story: 你我是好水在天上跟的朋友玩他们面下要雨去哪里山田不)</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 11 (sentence with 走来走去) p. 12 review</p>	X

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	other students to "Please 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 朋 and 要; 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

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Independent Read

男生跟女生是朋友

OBJECTIVES:

Students will explore friendship; 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 Knowledge</p> <p>Discussion Let's talk about friendly behavior. Do you like to play with friends? How do you feel when someone tells you you can't play with them? What should you do when that happens?</p> <p>Introduce Story</p> <p>Let's read the title of this book together 男生跟女生是朋友 This story is about friendly behavior.</p> <p>Picture Walk</p> <p>p. 2 Why do you think the girls are frowning?</p> <p>p. 3 What are they doing?</p> <p>p. 4 What do they see?</p> <p>p. 5 Do they look happy? Why or why not?</p> <p>p. 6 What do you think the boy is saying?</p> <p>p. 7 Why do you think the boy with the red shirt looks angry?</p> <p>p. 8 Where is the ball?</p> <p>p. 9 What do you think will happen?</p> <p>p. 10 How does the girl help the boy?</p> <p>p. 11 What are they doing?</p>	<p>Read & Repeat</p> <p>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> <p>p. 2 Why don't the girls want to play with the boy?</p> <p>p. 3 Do you think they are happy playing together? Why?</p> <p>p. 4 How many people can play soccer?</p> <p>p. 5 Why do the girls think they can't play soccer?</p> <p>p. 6 Why does he want the girls to follow him?</p> <p>p. 7 Do you think the boy with the red shirt is a friendly? Why or why not?</p> <p>p. 8 How did the ball get stuck in the tree?</p> <p>p. 9 Have you ever had something get caught in a tree?</p> <p>p. 10 What is another way to get the ball out of the tree?</p> <p>p. 11 Do you think they are happy playing together? Why?</p>	<p>Comprehension Activity Draw It</p> <p>Students draw a picture of them playing with classmates that include boys and girls. Students share their pictures with the class. For example, the teacher asks 你跟谁玩? The student replies 我跟()玩. The teacher asks 你们在做什么? The student replies 我们在做().</p>	<p>Whole group with workbook pages :</p> <p>Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order</p> <p>p. 13 modeled sentence writing</p> <p>p. 14 select sentences to match the pictures</p>	X

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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 STEM Assign students to small groups of 3-4 people. Provide connecting cubes or Legos for each group. Students work together to design something that could help get a ball out of a tree. Have each group show the class their invention and demonstrate how it might work.	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; p. 17 teacher demonstrates stroke order p. 18 review characters characters	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 好 and 们; 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

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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; p. 19 teacher demonstrates stroke order p. 20 choral reading practice	X

姓名: _____

图一写

你们要跟她们玩吗?

好, 我们跟她们玩。

姓名: _____

图一画

男生跟女生是朋友吗?

男生跟女生不是朋友。 ✓ ✗

男生跟女生是朋友。 ✓ ✗

女生不要跟男生玩。 ✓ ✗

Assessment

OBJECTIVES: Assess student knowledge & comprehension of the Focus Characters

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

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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)	Comprehension Activity Build a Phrase Repeat the Whole class activity from Day 7; students arrange the character cards in phrases from the text 老师说; you may wish to have copies of the book available for their reference	Writing Activity Water Color Painting Students practice stroke order writing characters with water color paints <i>*the teacher will need to prepare water color painting supplies and character cards with stroke order notation</i>	Science Activity Seasonal Sort Students make water cycle wheel <i>*the teacher will need to prepare a circle shape diagram with phases of the water cycle for students to cut and color</i>