

STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 6

Focus Characters: 有 没 外 因 雪 说



Teacher Read
"I Read"



Shared Reading
"We Read"



Independent Reading
"You Read"

Oral Language Foundation:

(Students should already know the meaning of these words)

不 可 以 玩 雪 里 面 你 们 下 看 在 大 吗 为 什 么 是 书 去 好 妈 山 人 朋 友
今 天 上 课 爸 很 喜 欢 我 们 的 这 么 他 老 师 要 跟 吧 坐 这 里 了

Language Features:

language phrases: 有没有(asks a question)

character combinations: 没有, 外面, 因为, 下大雪, 雪人

Integrated Reading & Writing Skill Builders (Unit 6 Workbook Pages):

六第一天 (p. 1) writing characters focus : 有, 没

六第一天 (p. 2) review characters components & select sentences to match the pictures

六第二天 (p. 3) writing characters focus : 雪

六第二天 (p. 4) review characters components & select pictures to match the sentences

六第三天 (p. 5) writing characters focus : 外面

六第三天 (p. 6) review characters components & select pictures to match the sentences

六第四天 (p. 7) writing characters focus : 因为

六第四天 (p. 8) select sentences to match the picture & writing to form a phrase

六第五天 (p. 9) writing characters focus : 说

六第五天 (p. 10) review characters components & select sentences to match the pictures

六第六天 (p. 11): writing a compound sentence using 因为

六第六天 (p. 12): write a sentence to match the picture & review characters components

六第七天 (p. 13) writing a compound sentence using 因为

六第七天 (p. 14) writing a response using 因为 with selected characters

六第八天 (p. 15) independent writing response: "为什么不可以去外面? 你为什么喜欢去外面?"

六第八天 (p. 16) review with character components & sentence selection

六第九天 (p. 17) independent writing response: "你喜欢下雪天吗? 为什么你喜欢下雪天吗?"

六第九天 (p. 18) compose a sentence from selected characters; compare two pictures

六第十天 (p. 19) modeled sentence writing practice

六第十天 (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: 外, 雪, 朋, 欢, 师

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Teacher Read

不可以玩雪

OBJECTIVES:

Students will explore outdoor & indoor activities; students will learn to identify the character 雪, and these character combinations: 有没有, 外面

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	<p>Oral Language Reinforcement Activity Clarify meaning of 有没有; “谁有没有 red shoes, blue eyes, pockets, dog” etc. Students stand if the question applies and say “我有小狗” students sitting say “我没有小狗” etc.</p> <p>Activate Background Knowledge Have you seen snow? Do you like snow? Is there snow outside today?</p> <p>Introduce Story Look at the cover picture: Do they like snow? The title says “不可以玩雪”. Why do you think they should not play in the snow? Record the students predictions on the board for tomorrow. After students predict & discuss, tell them they will find out tomorrow why the children should not play in the snow.</p>	X	X	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 有没 & p.2 review 课, 有, 没</p>	X

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<p>Day 2</p>	<p>Oral Language Reinforcement Activity Repeat the Day 1 有没有 activity for review</p> <p>Re-Introduce Story Ask students if they remember the title-remind them it is “不可以玩雪”. Remind them of their predictions why they thought the children should not play in the snow.</p> <p>Picture Walk Instruct the students: “Let’s look at the pictures inside the story for clues that will tell us why the children should not play in the snow.”</p>	<p>“Read” Story Pictures Comprehension Check questions during story: p. 2 Do you think the boy is sick? Why? p. 3 What does he see from the window? p. 4 Does the boy like snow? How do you know? p. 5 Why does the Mom not want him to build a snowman? p. 6 What does the Mom want the boy to do? p. 7 What does sister want to do? What does brother think about it? p. 8 Do you think they will go outside? Why or why not? p. 9 What are they doing?</p>	<p>Comprehension Activity Discussion: Review the predictions recorded on Day 1 & ask if they would like to add a prediction based on the pictures. Provide leading questions: “Is it good to play in the snow when you are sick?” Is it good to play with snow inside the house?”</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 雪 p.4 review 雪, 有, 没,</p>	<p>X</p>
<p>Day 3</p>	<p>Oral Language Reinforcement Activity Clarify the meaning of focus vocabulary 外面 by stepping in and out of the classroom doorway saying 里面 or 外面; you can also place small objects in and out of a box/basket asking “里面或外面”</p> <p>Review story and set up purpose question for 2nd read: Ask students to look at the cover of the book; are children inside or outside? Review their predictions recorded from Day1-2. Tell the students now we’ll read the words to find out why the title says, “Don’t play</p>	<p>Read Story Text Comprehension Check questions during story: p. 2 Why does the boy want to know if there is snow outside? p. 3 Why does the Mom tell him to look out the window? p. 4 What does the boy see out the window? p. 5 What does the boy want to do? p. 6 Why does the Mom tell the boy he can’t play in the snow? p. 7 Does the sister want to play in the snow? p. 8 How can they play inside with the snow? p. 9 Did they obey the Mom? Why or why not?</p>	<p>Comprehension Activity: Act it Out Do you think the Look at the predictions from Day1-2; what predictions (if any) were close to the actual story?</p> <p>Go back to the last page of the story; Ask the students if they think the Mom will be happy they built a snowman inside the house? Why or why not?</p> <p>Have the students Act it Out what they think will happen when Mom sees the snowman inside her house (students</p>	<p>Writing Guided Practice Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 外面 p. 6 review 雪 外 没</p>	<p>X</p>

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	in the Snow"		can take turns acting the parts of the the children and Mom from the story.		
Day 4	<p>Oral Language Reinforcement Activity Clarify understanding of 有没有 & 外面 using a picture of the playground (or other outdoor setting); ask questions like 外面有没有椅子? 外面有没有 太阳? 外面有没有 白板</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>Online Reading 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 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 Online stroke order demonstration is provided for the characters 外 and 雪; 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

雪人

OBJECTIVES:

Students will compare attributes; students will learn to identify the character(s) 说, 雪人 and use 因为 character combination to answer "why" questions

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	<p>Activate Background Knowledge</p> <p>Have you built a snowman? What did you use for the snowman's eyes, nose, mouth, etc. What clothing did you put on your snowman?</p> <p>Introduce Story Picture Walk Questions</p> <p>Today we will look at a book about this. The title is 雪人</p> <p>p. 2 Will the girl go to school? Why not?</p> <p>p. 3 Why does Dad need his coat?</p> <p>p. 4 What are they doing?</p> <p>p. 5 Why does the Mom not want him to build a snowman?</p> <p>p. 6 Why are they comparing the snowman to Dad?</p> <p>p. 7 Do they like the snowman?</p> <p>p. 8 Do you see a difference between the two snowmen?</p> <p>p. 9 What is she wearing?</p> <p>p. 10 How has the snowman changed?</p> <p>p. 11 What is Dad missing?</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 Why does she think the other snowman looks better?</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 Discussion</p> <p>Where are Dad's clothes? Do you think he will find them? Why? Will he be angry or think it is funny when he finds them? Why? (Teacher should help students construct answers using the focus vocabulary 因为)</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 因为</p> <p>p. 8 review</p> <p>今天下大雪</p>	X

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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: What if? Draw it What if they dressed the snowman in Mom's clothes? Big sister's clothes? Baby brother's clothes? Students in pairs draw one picture of a snowman using a above ideas; the teacher posts the pictures (as a whole class) Teacher asks, "What parts of the snowman are similar? Why are they similar? What parts are different? Why are they different (guide students to use 因为 to answer (i.e. 因为他们 有眼睛; 因为我的帽子黑色-他的帽子红色)</p>	<p>Guided Writing Practice: Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 说 p. 10 review 外, 雪</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 other students to "Please watch and listen as we Read Together so you will know how to do it."</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 these character cards) 今天 我 没有 去 上课 因为 外面 下大雪了 爸 说 可以 玩 很喜欢 跟 朋友 人 看 的 是 不 这 么 好 你 说 们 吗 他 为 什</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 11 (sentence with 老师说) p. 12 review 人, 雪, 喜欢, 朋友, 小, 很, 说, 看</p>	X

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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 欢; 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

老师说

OBJECTIVES:

Students will explore classroom behaviors; 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 instruct the students: Let's talk about classroom behavior. Do we play with toys during a lesson? Where do we look when teacher talks? Do we play outside when it is raining or snowing? Do we boss our classmates?</p> <p>Introduce Story Let's read the title of this book together 老师说 This story is about classroom behavior.</p> <p>Picture Walk p. 2 What is the girl looking at? p. 3 What is the boy doing? p. 4 Who is not paying attention in this picture? p. 5 What should she do? p. 6 What do you think the boy is saying? p. 7 What does the girl tell him? p. 8 What are they thinking? p. 9 What is on the girl's desk? p. 10 What does the sign say? p. 11 Who put the sign on her desk?</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 Who is the girl talking to? p. 3 What should the boy do now? p. 4 Why is the girl looking out the window? p. 5 What should she do now? p. 6 What does the boy want to do for recess? p. 7 What does the girl tell him? p. 8 Why do the students say, 老师说? p. 9 Why can't she sit down? p. 10 How does the sign make her feel? p. 11 Why did the students put the sign on her desk?</p>	<p>Simon Says Variation (老师说) For this activity, the teacher will say an action such as jump, march, sit, stand on one leg, crawl, raise your hand, touch your nose, etc. if the teacher says “老师说” before the action, it is safe to do. If only the action is said without “老师说” and students do the action anyway they sit down until the next round.</p>	<p>Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 (sentence with 老师说) p. 14 construct sentences beginning with 因为 from selected characters</p>	X

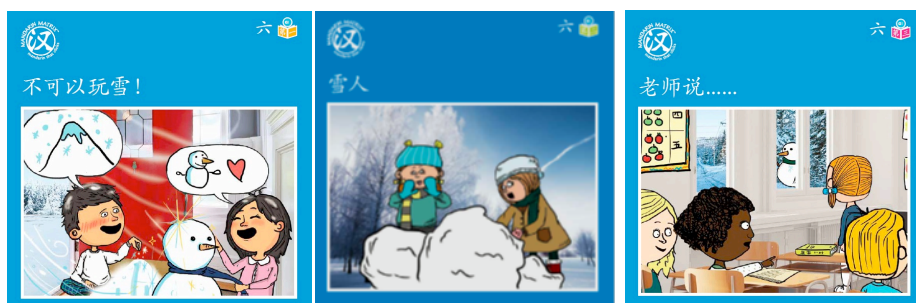
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Day 10	Review Story Today you will read this story by yourself. Listen closely as I read it one more time aloud to you	*Whisper Read: Students whisper the words as they read the story independently *Finger reading: students track text with their finger as they read * the teacher moves around the classroom monitoring student reading	Comprehension Activity Build a Phrase Whole class activity; invite students to arrange the character cards in phrases from the text; the whole class reads along as the phrase is constructed *the teacher needs to prepare these character cards: 老师, 我们, 在, 上课, 不可以, 玩, 今天, 要, 跟, 看书, 说, 因为, 好, 外面, 里面, 下课, 了, 吧, 大, 雪, 坐, 这里, 为什么, 很, 喜欢, 去, 你	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 (sentence with 你喜欢下雪天吗) If you allow students to look at the word wall for tests, you may wish to model looking at the word wall for characters write the response p. 18 review 我喜欢下雪天	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 外 and 师; 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; teacher demonstrates stroke order p. 19	X

姓名: _____ 姓: _____ 名: _____

写一写

你为什么不可以去外面?

你为什么喜欢去外面?

选一选

口 外 市
目 没 子
雨 雪 卜
说 见
有 是
因 夏
月

画一画

为什么老师说今天可以去外面?

因为今天没有下雪。 ✓ ✗
因为今天下大雪。 ✓ ✗
因为今天要看书。 ✓ ✗

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 for “你为什么喜欢去外面?”	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 10; 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 Sand Strokes Students practice stroke order writing characters in sand trays <i>*the teacher will need to prepare sand trays and character cards with stroke order notation</i>	Science Activity Seasonal Sort Students sort picture cards into appropriate seasons <i>*the teacher will need to prepare pictures of items/scenes to be categorized into the 4 seasons</i>