

# STORY GARDEN Chinese Early Literacy Program: MM G1 Unit 8

Focus Characters: 学 校 家 到 回 放



**Teacher Read**  
“I Read”



**Shared Reading**  
“We Read”



**Independent Reading**  
“You Read”

## Oral Language Foundation:

(Students should already know the meaning of these words)

一 二 三 四 五 六 小 狗 去 外 面 下 雨 了 有 土 不 要 在 玩 好 吗 里 走 很 多  
可 以 跟 老 师 什 么 是 对 的 这 我 们 今 天 年 岁 上 课 星 期 来 你 后 吃 个  
和 几 看 喜 欢 朋 友 学 校 家 马 没 说 她 书 前 哪 因 为 明 妈 妈 给 人 百 生 坐

## Language Features:

language phrases: 走 来 走 去, 回 来, 放 学, 马 上, 几 年 前,

character combinations: 以 为

## Integrated Reading & Writing Skill Builders (Unit 8 Workbook Pages):

八 第 一 天 (p. 1) writing characters focus : 家

八 第 一 天 (p. 2) review characters components & select sentences to match the pictures

八 第 二 天 (p. 3) writing characters focus : 回

八 第 二 天 (p. 4) review characters components & select pictures to match the sentences

八 第 三 天 (p. 5) writing characters focus : 学 校

八 第 三 天 (p. 6) review characters components & select pictures to match the sentences

八 第 四 天 (p. 7) writing characters focus : 放 学

八 第 四 天 (p. 8) select sentences to match the picture

八 第 五 天 (p. 9) writing characters focus : 到

八 第 五 天 (p. 10) review characters components & select sentences to match the pictures

八 第 六 天 (p. 11): writing sentences using focus words 放, 学, 校, 回, 到, 家

八 第 六 天 (p. 12): write a sentence to match the picture & review characters components

八 第 七 天 (p. 13) writing sentences using focus words 学 校, 家

八 第 七 天 (p. 14) writing a response using selected characters

八 第 八 天 (p. 15) independent writing response with selected characters

八 第 八 天 (p. 16) review with character components & sentence selection

八 第 九 天 (p. 17) independent writing response with selected characters

八 第 九 天 (p. 18) compose a sentence from selected characters; maze

八 第 十 天 (p. 19) modeled sentence writing practice

八 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: 到, 放

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## Teacher Read 小狗去学校

### OBJECTIVES:

Students will appropriate indoor; students will learn to identify these characters: 到, 家, 回, 学校, 放 and the phrases 走来走去, 回来

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 1	<p><b>Oral Language Reinforcement Activity</b> Clarify the meanings of 放 &amp; 回 by asking students to remove items from their desk basket or pencil box ; next ask students to returning them or placing them in other locations</p> <p><b>Activate Background Knowledge</b> What does your Mom ask you to before you come inside with dirty shoes? Do you have a pet? Does your pet get dirty?</p> <p><b>Introduce Story</b> Look at the cover picture: What do you see? After listening to responses, explain that the title says “小狗去学校” What kind of school would a dog go to? What would a dog learn at school? Record the students predictions on the board for tomorrow. After students predict &amp; discuss, tell them they will find out tomorrow about the dog's school.</p>	X	X	<p><b>Writing Guided Practice</b> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.1 爸爸 &amp; p.2 review 爸, 外, 说</p>	X

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<p><b>Day 2</b></p>	<p><b>Oral Language Reinforcement Activity</b> Repeat the Day 1 activity for review</p> <p><b>Re-Introduce Story</b> Ask students if they remember the title-remind them it is "小狗去学校". Remind them of their predictions.</p> <p><b>Picture Walk</b> Instruct the students: "Let's look at the pictures inside the story for clues that will tell us why the dog goes to school, and what he learned there."</p>	<p><b>"Read" Story Pictures</b> <b>Comprehension Check questions during story:</b> p. 2 What is Mom saying? What is the dog doing? p. 3 Why is Mom upset? What did the dog do? p. 4 What are Mom &amp; Dad talking about? p. 5 Where are they? Who do you think the lady is? p. 6 Why did the dog drop the ball? p. 7 What do you think the dogs are learning? p. 8 What did the dog learn? p. 9 What do you think the girl is asking? p. 10 Who is coming home? What do you think she will see? p.11 What is the dog doing now?</p>	<p><b>Comprehension Activity: Discussion</b> Review the predictions recorded on Day 1 &amp; ask if their prediction was correct. Ask if it is possible for dogs to learn to play the piano? Why or why not?</p>	<p><b>Writing Guided Practice</b> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p.3 回 p.4 review 回, 妈, 家</p>	<p><b>X</b></p>
<p><b>Day 3</b></p>	<p><b>Oral Language Reinforcement Activity</b> Review the meaning of 放 by placing a small object under one of three cups and then move the cups around; ask the students "放在哪里" students try to guess which cup covers the small object</p> <p><b>Review story and set up purpose question for 2<sup>nd</sup> read:</b> Show the students the book and read the title together. Review their predictions recorded from Day1-2. Tell the students we'll read to find out what happened at dog school</p>	<p><b>Read Story Text</b> <b>Comprehension Check questions during story:</b> p. 2 Why does Mom tell them to come inside? p. 3 Why does Mom say "不要走来走去" p. 4 What does Mom say? What does Dad say? p. 5 How old is the dog? When do they come back to get the dog? p. 6 What does the teacher want the dog to do? p. 7 How many treats did the dog eat? p. 8 Does the dog like school? Why does he like it? p. 9 What does the girl ask the dog? p.10 Who is coming</p>	<p><b>Comprehension Activity: Act it Out</b> Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate endings deciding if the Mom will play, faint, or be mad about the dog on the piano</p>	<p><b>Writing Guided Practice</b> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 5 学校 p. 6 review 回, 学校</p>	<p><b>X</b></p>

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		home? p.11 Do you think Mom will play with them? Why or why not?			
<b>Day 4</b>	<b>Oral Language Reinforcement Activity</b> Clarify understanding of 前面 & 后面 by asking 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  <b>Review story and set up purpose question for Online reading:</b> Ask the students to tell you what they remember about this story;	<b>Online Reading</b> Use the Mandarin Matrix online classroom to read the story as a class Encourage students to <b>Read &amp; Repeat</b> (repeat the text after the "computer" reads it).	<b>Online Comprehension Activity</b> 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).	<b>Online Writing Guided Practice</b> Online stroke order demonstration is provided for the characters 到 and 放; students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)	<b>Use Online Support Today</b>  <b>You will need a computer projection system</b>

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## Shared Read

### 放学回家

#### OBJECTIVES:

Students will discuss responsibility; students will learn to identify the characters 放, 学, 校, 到, 家, 回 and use the phrases 放学 & 马上

Instruction Time: 4 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 5	<b>Oral Language Reinforcement Activity</b> Clarify meaning of 放学; by reviewing the daily schedule and pointing out the time at the end of the school day; make a note that says 放学 to place by the time <b>Activate Background Knowledge</b> Fill a backpack with several items. Ask a student to look for one specific item in the backpack. Narrate as the student looks for the item (i.e. Is it in the front pocket? Is it in the book? Is it in the pencil box?) Ask students if they have a special place in their backpacks to keep papers to show their Mom? Discuss why this would be helpful. <b>Introduce Story Picture Walk Questions</b> Tell the students today they will look at a book today about this kind of experience. The title is 放学回家	<b>Read &amp; Repeat</b> Students repeat after the teacher reads text aloud <b>Comprehension Questions</b> After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 Why does Mom tell the boy he can't play outside? p. 3 What did the teacher tell the boy at school? p. 4 What does the Mom ask the boy? p. 5 Where does the boy look first? p. 6 Where does the boy look now? p. 7 Where does the boy look this time? p. 8 What was the boy supposed to do tomorrow? p. 9 Where is the paper? p. 10 What does the boy want the dog to do? p. 11 When is the field trip? Why is the dog sad?	<b>Comprehension Activity: Act it Out</b> Have the students take turns acting the parts of the characters in the story as they retell the story. You can have alternate endings; What would the boy do if the dog ate the paper and they didn't find it? If the dog could talk, what would he say?	<b>Guided Practice:</b> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 7 放 p. 8 review activities	X

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	<p>p. 2 Who do you see in this picture?</p> <p>p. 3 What do you think the boy is saying? What is Mom doing? What is the dog doing?</p> <p>p. 4 What do you think the Mom is saying?</p> <p>p. 5 What do you think the boy is looking for?</p> <p>p. 6 What is the boy doing now?</p> <p>p. 7 Why is the boy worried?</p> <p>p. 8 What do you think the boy is telling his mom?</p> <p>p. 9 What did the dog do?</p> <p>p. 10 What do you think the boy is saying to his dog ?</p> <p>p. 11 Why is the dog sad?</p>				
Day 6	<p><b>Procedures for 2<sup>nd</sup> read along with modeled story review:</b> Instruct students: "Today you will read this story with a partner. When you <b>Read Together</b> with a partner, you both read aloud in unison; you will need to use <b>Finger Read</b> so you can say the words together. When you use <b>Finger Read</b>, you point to each character as it is read aloud."</p> <p><b>Modeled Story Review:</b> Select a student to be your partner; Instruct the other students to "Please watch and listen as we <b>Read Together</b> so you will know how to do it."</p>	<p><b>*Read Together:</b> Students read aloud in pairs</p> <p><b>*Finger Read:</b> students track text with their finger as they read aloud</p> <p>* the teacher moves around the classroom monitoring student reading</p>	<p><b>Comprehension Activity:</b> <b>Draw It</b> Students draw a picture about a time that they lost a special paper and what they think happened to it</p>	<p><b>Guided Writing Practice:</b> Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 9 到 p. 10 review 放, 到, 校</p>	X
Day 7	<p><b>Procedures for 3<sup>rd</sup> read along with modeled story review:</b> Instruct</p>	<p><b>*Fair Share Read:</b> students take turns reading a page aloud with their partner; both</p>	<p><b>Comprehension Activity:</b> Students demonstrate their</p>	<p>Whole group with workbook pages : teacher</p>	X

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	<p>students: "Today you will read this story with a new partner. You will <b>Fair Share Read</b>. To be fair, you will take turns reading aloud a page in the book. You will use <b>Finger Read</b> so you can help your partner if needed and so you won't get behind.</p> <p><b>Modeled Story Review:</b> Select a student to be your partner; Instruct the other students to "Please watch and listen as we <b>Read Together</b> so you will know how to do it."</p>	<p>students <b>Finger Read</b> (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>understanding of 吗上 by drawing a picture about doing something quickly</p>	<p>demonstrates stroke order</p> <p>p. 11 (sentence with 放学)</p> <p>p. 12 review 家, 到, 放, 回</p>	
Day 8	<p><b>Review story and set up purpose question for Online read.</b> Ask the students to tell you what they remember about this story;</p>	<p><b>Read Story Text</b> Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.</p>	<p><b>Comprehension Activity</b> 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><b>Writing Guided Practice</b> Online stroke order demonstration is provided for the characters 到 and 放 students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)</p>	<p><b>Use Online Support Today</b></p> <p><b>You will need a computer projection system</b></p>

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## Independent Read

### 老学校

#### OBJECTIVES:

Students will learn about school in the past; students will learn to read the target characters independently

Instruction Time: 3 Days	Before Reading	During Reading	After Reading	Writing	Online Support
Day 9	<b>Activate Background</b> Display pictures of items from the past and compare them to items in the present <b>Introduce Story</b> Let's read the title of this book together 老学校 <b>Picture Walk</b> p. 2 What do you see? p. 3 What do you think the teacher is saying? p. 4 How old is the picture? p. 5 What do you think the boys ask the teacher? p. 6 Why is the teacher laughing? p. 7 What do they see? p. 8 What do they want to know? p. 9 What do you think the teacher says? What do you think the boy wants to do? p. 10 What do you think the girl says? p. 11 Why are they laughing?	<b>Read &amp; Repeat</b> Students repeat after the teacher reads text aloud <b>Comprehension Questions</b> After reading each page, students find key words/phrases in the text to answer the question(s): p. 2 What are they doing? p. 3 In the past, what happened in that room? p. 4 How old is the school? p. 5 When she was a student, what did the teacher like? p. 6 Was the teacher a student in that school? Why not? p. 7 What is that? What does it do? p. 8 Did the teacher ride in that to school? p. 9 Does the boy like the old school? Whyd to they have to leave? p. 10 Why can't they ride in the carriage? p. 11 What is wrong with the boy's horse?	<b>Comprehension Activity: Past &amp; Present Sort</b> Students sort pictures of items from the past and items from the present  <i>*The teacher will need to prepare pictures for this activity</i>	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 13 (sentence writing with 家 & 学校) p. 14 construct sentences from selected characters including 家 & 学校	X



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Day 10	<b>Review Story</b> Today you will read this story by yourself. Listen closely as I read it one more time aloud to you	<b>*Whisper Read:</b> Students whisper the words as they read the story independently <b>*Finger reading:</b> students track text with their finger as they read  * the teacher moves around the classroom monitoring student reading	<b>Comprehension Activity :</b> <b>Draw It</b> Students label two sections of a paper; 以前 and 现在. Students draw pictures of themselves as students in the past and students in the present.	Whole group with workbook pages : Introduce Focus Characters; connect meaning to characters; teacher demonstrates stroke order p. 17 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 maze	X
Day 11	<b>Review story and set up purpose question for Online read.</b> Ask the students to tell you what they remember about this story;	<b>Read Story Text</b> Use the Mandarin Matrix online classroom to read the story as a class Encourage students to repeat the text after the "computer" reads it.	<b>Comprehension Activity</b> 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)	<b>Writing Guided Practice</b> Online stroke order demonstration is provided for the characters 到 and 放 students can stand and "write" in the air with various body parts (i.e. nose, finger, elbow, foot, etc.)	<b>Use Online Support Today</b>  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
	<b>Review Stories</b> Hold up the books one at a time; Ask students to tell you what they remember about each story. <b>Set Purpose:</b> Post the Focus Characters. Tell the students they will <b>Read &amp; Search</b> for these characters in the books today. You may need to model this if your students have not done this kind of activity before.	<b>During Reading</b> <b>Read &amp; Search:</b> 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.	<b>After Reading</b> 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	<b>X</b>

姓名: \_\_\_\_\_ 第八天

写一写 家里、学校、老师、在、妈妈

妈妈在哪里?

老师在哪里?

姓名: \_\_\_\_\_ 第八天

选一选

小朋友回到哪里? 胜 不胜

小朋友回到学校。 胜 不胜

小朋友回到家里。 胜 不胜

小朋友回到放了。 胜 不胜

## Assessment

**OBJECTIVES:** Assess student knowledge & comprehension of the Focus Characters

Day 13	Before Assessment	During Assessment	After Assessment	Writing	Online Support
	<b>Review the Focus Characters</b> 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	Use workbook pp. 15-16 for assessment	You may wish to use online assessments results for group placement

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			to draw a picture		
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"> <li>Students are divided into 4 groups, based on Day 13 assessment performance</li> <li>The Teacher Center is to reinforce reading, and should begin with students that need extra help.</li> <li>Students rotate two centers per day.</li> </ul>	<b>Small Group Instruction</b> (remediation for students that need extra help; extension for students that demonstrate mastery)	<b>Comprehension Activity: Read to Someone</b> 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.	<b>Writing Activity: Stroke Order Body Movement</b> Students practice stroke order writing with their body parts; one student draws a character card, and calls out the strokes while the other students use a body part (nose, foot, finger, head, knee, etc.) to write it in the air; students take turns as the caller  <i>*the teacher will need to prepare character cards with stroke order notation</i>	<b>Social Studies Activity:</b> Repeat the comprehension activity from Day 9.	