

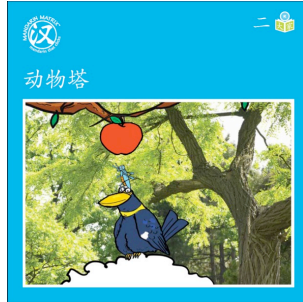
## STORY GARDEN Chinese Early Literacy Program: UNIT 2

**Focus Words:** 大, 小, 上, 下, 面, 在



**Teacher Read**

“I Read”



**Shared Reading**

“We Read”



**Independent Reading**

“You Read”

### DEVELOPING COMPREHENSION:

#### Oral Language Foundation:

(Students should already know the meaning of these words)

大, 小, 上, 下, 面, 在, 椅子, 爸爸, 姐姐, 哥哥, 妹妹, 我, 鸟, 羊, 牛, 小虫, 苹果, 生日

**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).

\_\_\_\_在哪里?

在\_\_\_\_的上面/下面。

这是\_\_\_\_的大/小\_\_\_\_\_。

\_\_\_\_喜欢大/小\_\_\_\_\_。

苹果树

大/小 鸟/虫/牛/羊

#### Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 大, 小, 上, 下 stroke order practice, Chinese numbers 1-10 revision and comprehension practice (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 大, 小, 上, 下 stroke order, Chinese numbers 1-10 and stroke order practice (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)

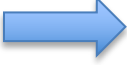


2. Last page of MMX workbook Unit 2: Passage reading (Guided reading and check comprehension. And then practice reading aloud in groups and in pairs to achieve fluency)
3. Students can use different ways to practice Chinese characters: 大, 小, 上, 下 with correct stroke order. Such as: trace on sand papers; 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....

**Online Practice Connecting Meaning to Print:**

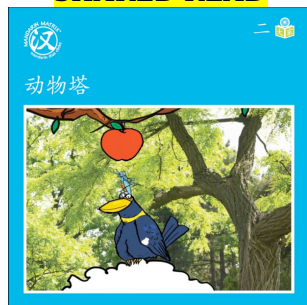
1. MMX online story books: understand the meaning of the stories and can recognize the characters they learned in this unit.
2. MMX online assignment and homework. (MMX online classroom)
3. iPad or computer apps related to Chinese characters: 大, 小, 上, 下 practicing.

<p><b>TEACHER READ</b></p> 	<p><b>GETTING READY TO READ</b></p>	<p><b>DURING READING</b></p>	<p><b>AFTER READING</b></p>	<p><b>WRITING</b></p>	<p><b>ONLINE SUPPORT</b></p>
<p><b>OBJECTIVE:</b></p>	<p>Students can say the things and people they</p>	<p>Students can tell different family members on</p>	<p>Students can understand the question "Where</p>	<p>SWBT write Chinese characters</p>	<p>1. MMX online story library</p>


	see on the cover of the story and know where is dad? What is dad doing?	different pictures of the story. And students can understand and express where they are in Chinese.	is ____?" and will be able to answer the question with “上/下”. SWBT compare “大/小” with pictures and real objects in life.	“大, 小, 上, 下” with correct stroke orders.	2. MMX online classroom (assignment and homework) 3. Online apps
<b>DAY 1</b>	<p><b>Activate Background Knowledge</b> Family member names in Chinese. Position words in Chinese. Comparing words in Chinese.</p> <p><b>Oral Language Reinforcement Activity</b> Chinese song of family members; Sing position words in Chinese. “Hide &amp; Seek” game to reinforce “大, 小, 上, 下在哪里?”</p> <p><b>Introduce Story</b> Let students look at the pictures of the story first. Talk about all the pictures in the story as picture walk.</p>	Students can recognize and tell the correct names of family members showing on the pictures in Chinese and understand dad’s chair is big or small. (大椅子/小椅子)	Students can understand the topic of this unit is about position “上, 下” and will be able to compare big and small in Chinese (大/小)	<p><b>Writing Guided Practice</b> (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.)</p> <p>Students can recognize and write Chinese characters “大, 小” with correct stroke order and finish workbook Day 1 page1, 2</p>	Video of “大, 小, 上, 下” in Chinese. (YouTube search and download)

<p><b>DAY 2</b></p>	<p><b>Introduce Story</b> (2<sup>nd</sup> time)</p> <p><b>Picture Walk</b> (Questions and prompts) Ask</p> <p style="text-align: right;"></p> <p>students several questions about position words and comparing words while leading the students do picture walk, such as: “爸爸在哪里?” “姐姐在哪里?” “姐姐在谁的上面” ....</p>	<p><b>Read Story</b> (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: “这是谁的椅子? 是大椅子还是小椅子? 为什么是大椅子?” ....</p>	<p><b>Comprehension Activity</b></p> <p>Sing a song about position words in Chinese.</p> <p>Use</p> <p style="text-align: right;"></p> <p>teacher’s big chair and several students to act out “上面/下面” to let students know the meaning of “大, 小, 上, 下”</p>	<p><b>Writing Guided Practice</b></p> <p>Review Chinese characters “大, 小” and Chinese numbers with correct stroke order. Finish workbook Day 2, page 3, 4.</p>	<p>1. Online apps to review and practice writing Chinese characters “大, 小” 2. MMX online library book “爸爸的椅子”</p>
<p><b>DAY 3</b></p>	<p><b>Review story and set up purpose question for 2<sup>nd</sup> read.</b></p> <p>Ask the students several questions to check if they understand the story. Such as: “姐姐在哪里?” “哥哥在姐姐的上面还是下面?” “谁喜欢爸爸的大椅子?” “小狗在哪里?” “我们坐在爸爸的大椅子上, 我们高兴不高兴?” ...</p>	<p><b>Read Story 2<sup>nd</sup> time</b> (Comprehension Check questions during story)</p> <p>Such as: “姐姐要坐在哪里?” “为什么哥哥不可以坐在爸爸的大椅子上?” “爸爸来了, 我们怎么办?”</p>	<p><b>Comprehension Activity Example:</b></p> <p>Teacher lead the students to act out the story: role play with different small groups of students.</p>	<p><b>Writing Guided Practice</b></p> <p>Review and reinforce Chinese characters “大, 小” and Chinese numbers with correct stroke order. Finish workbook Day 3, page 5, 6.</p>	<p>1. MMX online library book “爸爸的椅子” 2. MMX online assignment. (MMX online classroom)</p>

**SHARED READ**



<p><b>OBJECTIVE:</b></p>	<p>Students have known the topic of this unit and can tell the names of animals in the story. SWBT tell where the animals are in the story.</p>	<p>Students can recognize and read out the focus characters in the story by themselves.</p>	<p>Students can read out the whole story together with the whole class.</p>	<p>Students can write Chinese characters: 大, 小, 上, 下 with correct stroke order and connect them to the correct pictures.</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignments.</p>
<p><b>DAY 4</b></p>	<p><b>Activate General Background Knowledge</b> Chinese characters: 大, 小, 上, 下 How to say "apple/apple tree/bird/sheep/cow/worm" in Chinese <b>Introduce Story</b> <b>Picture Walk Questions</b> Such as: “你看见了什么动物?” “小虫在哪里?” ….</p>	<p><b>Read Together</b> (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.</p>	<p><b>Comprehension Activity:</b>  Teacher leads several students to act out the story. (Role Play)</p>	<p><b>Writing Guided Practice:</b> Students can recognize and write Chinese characters “上, 下” with correct stroke order and finish workbook Day 4, page 7,8.</p>	<p>MMX online library book: “动物塔”</p>

<p><b>DAY 5</b></p>	<p><b>Review story and set up purpose question for 2<sup>nd</sup> read</b> Such as: “苹果树上面有什么？” “谁想吃苹果？” “谁帮助了小虫？” “小羊的下面是谁？” ….</p>	<p><b>Read Together</b> Teacher leads the students to find out the focus characters (Red characters) in the story together. (individual books): <b>Finger reading:</b> Students point to the Characters on the book while they are reading the story with the teacher together. <b>Partner Reading</b> Teacher do One student do Two students do Whole class do</p>	<p><b>Comprehension Activity:</b> Re-tell the story by giving each student a set of animal pictures: SWBT sequence the pictures with correct position and retell the story.</p>	<p><b>Workbook pages:</b> Review Chinese characters: 大, 小, 上, 下 with correct stroke order. Connect the characters with correct pictures. Finish workbook Day 5, page 9,10.</p>	<p>MMX online assignment.</p>
<p><b>INDEPENDENT READ</b></p> 					
<p><b>OBJECTIVE:</b></p>	<p>Students know how to tell the position correctly in Chinese. SWBT compare big and small in Chinese.</p>	<p>Students can understand the meaning of the story.</p>	<p>Students can recognize all the characters in the story and read Chinese characters: 大, 小, 上, 下 fluently.</p>	<p>Students can write Chinese characters: 大, 小, 上, 下 in correct stoke order and connect</p>	<p>Students can understand the story reading in MMX online library and can finish MMX online assignments.</p>

				the characters to right pictures.	
<b>DAY 6</b>	<p><b>Activate Background Knowledge</b> Chinese characters: 上, 下, 大, 小 (can know both words and meaning of them)</p> <p><b>Introduce Story Picture Walk Questions</b> Such as: “你看见了什么?” “生日蛋糕在哪里?” “这个生日礼物是大的生日礼物还是小的生日礼物?” ….</p> <p><b>Review Focus Characters in context:</b> 大, 小, 上, 下</p>	<p><b>Teacher Read Aloud w/Student repetition</b> (Comprehension questions) Such as: “这是谁的生日派对?” “她几岁?” “弟弟在哪里? 他想吃什么?” ….</p> <p><b>Student Independent Read</b> (individual books): <b>Finger reading:</b> Students point to the Characters on the book while they are reading the story independently.</p>	<p><b>Summary Questions and focus word review</b> Such as: “两本图书, 哪一本大? 哪一本小?” “铅笔在哪里?” “剪刀在椅子上面还是下面?” “你的上面是什么? 下面是什么?” ….</p>	<p><b>Workbook:</b> Review Chinese characters: 大, 小, 上, 下 with correct stroke order. Connect the characters with correct pictures. Review Chinese numbers 1-10. Finish workbook Day 6, page 11,12.</p>	MMX online classroom
<b>DAY 7</b>	<p><b>Review Story theme</b> Chinese characters: 大, 小, 上, 下</p> <p><b>In-context character review</b> 大, 小, 上, 下</p>	<p><b>Partner Read</b> Teacher do One student do Two students do Whole class do</p> <p><b>Independent Reading:</b> After reading, let students ask questions to self</p>	<p><b>Comprehension Activity:</b> Sing the song “Where is My Friend?” to play hide and seek. (Use different objects 'names to instead of friend in the song.)</p>	<p><b>Workbook:</b> Review and practice writing Chinese characters: 大, 小, 上, 下 with correct stroke order. Finish workbook Day 7, page 13,14.</p> <p><b>Language Features</b></p>	Practice writing focus characters: 大, 小, 上, 下 with correct stroke order by using Chinese apps.

				“在哪里？” “上，下， 大，小”	
<b>DAY 8 ASSESSMENT</b>			<b>Review all stories.</b> Show students the topic of the 3 stories is “大，小，上，下” in Chinese. Practice these 4 characters in Chinese with kinds of activities and contexts.	<b>Workbook:</b>  <b>UNIT ASSESSMENT</b>	MMX online classroom or Chinese characters practicing apps.

### 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.

<b>DAYS 9-10 DIFFERENTIATION</b>	<b>CENTER 1 TEACHER</b>	<b>CENTER 2 LISTENING/READING</b>	<b>CENTER 3 WRITING</b>	<b>CENTER 4 INTERCONNECTIONS, EXTENSIONS</b>
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.	A CD recoder or iPad learning.	Sand paper tracing, Sandbox/sensory table writing, write on iPad,	Draw a picture including “大，小，上，下” and make up a story.



			Chinese calligraphy writing.	
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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**