

STORY GARDEN Chinese Early Literacy Program: UNIT 8

Focus Words: 今, 是, 明, 昨, 今天, 昨天, 明天, 会, 会不会, 要不要, 是不是, 为什么, 做什么, 去上学, 画画, 看电影, 了,



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)

今, 是, 昨, 明, 爸爸, 妈妈, 姐姐, 学校, 上学, 上课, 去, 生病, 朋友, 等等, 家, 里, 下雨, 不, 出去, 小山羊, 在哪里, 在/不在, 水, 准备好了

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).

不想_____。

今天是_____。 昨天是_____。 明天是_____。

_____跟_____一起画画/看电影。

_____会不会_____。

_____可以去_____。

要不要_____?

_____在哪里?

_____是不是在_____?

Integrated Reading & Writing Skill Builders (Workbook):

1. MMX workbook Unit 1 day1—day 10:

Day 1 to Day 4: Chinese characters: 今, 是, 昨, 明 stroke order practice, Chinese characters: 天, 日, 月, 下, 不, 雨, 数字一到三十一 revision and comprehension practice in Chinese sentences (in-class guided practice only)

Day 5 to Day 7: Review Chinese characters: 今, 是, 昨, 明 stroke order, Chinese characters: 日, 月, 下, 不, 雨, 山, 上, 大, 小, 生, 数字一到三十一 stroke order practice and copy characters in the sentences practice according to the correct pictures (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 6: 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 writing Chinese characters: 今, 是, 昨, 明 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; Write on another student's back; Write on the rug/floor; Write in students' journal books....

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 practice Chinese characters: 今, 是, 昨, 明
4. Online Chinese songs and stories about this unit characters.

TEACHER READ



GETTING READY TO READ

DURING READING

AFTER READING

WRITING

ONLINE SUPPORT

OBJECTIVE:

Students can describe the cover of the story, such as: What do you see? What is she doing? Is She sick? What's the date of today? How do you know? She wants to go to school or not... to know the topic of the story.

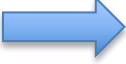


Students can tell different names of “学校，今天，昨天，明天，是”； Students will be able to know why the girl doesn't want to go to school first; Students will be able to know why she wants to go to school later. What happened to her?


Students can understand the questions: “小女孩生病了吗？开始她为什么不想去上学？为什么后来她又想去学校了？” and will be able to answer the question with “会不会_____。” “因为_____。” “朋友，一起，画画，看电影...”


SWBT write Chinese characters “今，是，昨，明” with correct stroke orders. SWBT copy sentences in Chinese and understand the meaning of what they write.

1. MMX online story library
2. MMX online classroom (assignment and homework)
3. Online apps
4. Online songs and stories.

<p>DAY 1</p>	<p>Activate Background Knowledge Calendar and school issue names in Chinese. “今天/昨天/明天是，学校，画画，看电影，玩，睡觉，起床，等等” Students know the meaning of questions: “做了什么？为什么不去学校？”</p> <p>Oral Language Reinforcement Activity Show students their class schedule and routine with pictures and instruct the students to talk about their daily routines in Chinese.</p> <p>Introduce Story Let students look at the pictures of the story first. Talk about all the pictures in the story as picture walk. Act out the story with roleplay.</p>	<p>Students can recognize and tell the correct names of what they are doing at school every day. Such as: 今天是星期二，今天我们要一起画画，你们高兴吗？ 昨天是星期一，昨天我们一起看电影。 明天是星期三，明天我们一起练习中国功夫。 学校好玩吗？你喜欢上学吗？</p>	<p>Students can understand the topic of this unit is about talking different activities on different days in Chinese. Students can understand the question: “今天我们做什么？要不要____？” in Chinese and could answer this question correctly.</p>	<p>Writing Guided Practice (Whole group with workbook pages. Introduce Focus Characters; connect meaning to characters; stroke order.)</p> <p>Students can recognize, understand and write Chinese characters “今，是”with correct stroke orders and circle correct sentences according to the pictures. Students can understand, copy and write correct characters in the sentences with right stroke order. Finish workbook Day 1 page 1, 2</p>	<p>Video of 佩猪 “学校运动会” in Chinese. (YouTube search and download)</p>
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<p>DAY 2</p>	<p>Introduce Story (2nd time)</p> <p>Picture Walk (Questions and prompts) Ask</p> <p style="text-align: right;"></p> <p>students questions of “What do you see?” “Where is the girl?” “What is she doing?” “Is she sick?” “She wants to go to school? Why?” in Chinese to lead them to answer with the focus characters of this unit while do picture walk.</p>	<p>Read Story (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: “小女孩生病了吗? 她为什么不想去学校? 她的姐姐想去学校吗? 为什么? 学校好玩吗? 学校可以做什么?”</p>	<p>Comprehension Activity</p> <p>Ask the students to draw out their weekly schedule on a paper from Monday to Sunday. Then teacher instructs them to share their schedule with the words: 今天是____。今天我来学校。昨天是____。昨天我____。明天是____。明天我____。</p> <p style="text-align: right;"></p>	<p>Writing Guided Practice</p> <p>Recognize, understand and learn to write Chinese character“昨” with correct stroke order. Copy the Chinese sentences with correct stroke order and understand the meaning. Connect pictures to the right characters. Finish workbook Day 2, page 3, 4.</p>	<p>1. Video of 佩佩猪 “学校露营” in Chinese. (YouTube search and download)</p> <p>2. iPad apps to review and practice writing Chinese characters “今, 是, 昨”</p> <p>3. MMX online library book “不想上学”</p>
<p>DAY 3</p>	<p>Review story and set up purpose question for 2nd read.</p> <p>Ask the students several questions to check if they understand the story. Such as: “谁在床上?” “小女孩在床上做什么?” “小女孩是不是生病了?” “小女孩想去学校吗?” “为什么?” ...</p>	<p>Read Story 2nd time (Comprehension Check questions during story)</p> <p>Such as: “小女孩在哪里?” “上学好玩吗?” “上学可以做什么?” “姐姐喜欢去学校吗? 小女孩今天去学校, 因为____。” ...</p>	<p>Comprehension Activity Example:</p> <p>Teacher lead the students to act out the story: role play with different small groups of students: a girl, a sister, a mom and several friends at school.</p>	<p>Writing Guided Practice</p> <p>Recognize and learn to write Chinese character“明” with correct stroke order. Copy Chinese sentences with correct stroke order and understand the meaning. Finish workbook Day 3, page 5, 6.</p>	<p>1. MMX online library book “不想上学”</p> <p>2. MMX online assignment. (MMX online classroom)</p>

<p style="text-align: center;">SHARED READ</p> 					
<p>OBJECTIVE:</p>	<p>Students have known the topic of this unit and can tell who they are in the story, what happen in the story, and where they are in the story. SWBT tell the story by using the words: ___准备好了。要不要去_____。</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 copy and write Chinese characters: 今, 明, 昨, 是, 天, 不, 下, 雨, 了, 三, 四, 五 with correct stoke order in the sentences and connect them to the correct pictures.</p>	<p>Students can understand the story by reading in MMX online library and can finish MMX online assignment s.</p>
<p>DAY 4</p>	<p>Activate General Background Knowledge 今天, 明天, 昨天, 下雨了, 准备, 要不要, 出去玩, 在, 家….</p> <p>Introduce Story Picture Walk Questions Such as: “你看见了什么?” “小男孩高兴不高兴?” “妈妈准备好了吗?” “天气怎么样</p>	<p>Read Together (large screen, not individual books yet)</p> <p>Teacher reads the story to the whole class and check students’ understanding of the story at the same time. Teacher can use body language, actions and picture to help telling the story.</p>	<p>Comprehension Activity:</p> <p>Teacher set up a tent by using some chairs or a table in the class. Teacher demonstrates the story by using the finger puppets. Students look and listen to understand the story.</p>	<p>Writing Guided Practice: Students can copy Chinese characters “今, 昨, 是, 天, 月, 日, 不, 下, 雨, 了”with correct stroke order in sentences and understand the meanings. Finish workbook</p>	<p>MMX online library book: “在家里玩”</p>

	了？” “要不要出去玩？” “要在哪里玩？” ….			Day 4, page 7,8.	
DAY 5	<p>Review story and set up purpose question for 2nd read</p> <p>Such as: “小男孩要去哪里？” “谁准备好了？” “爸爸/妈妈/我们准备好了什么？” “爸爸/妈妈/我们什么时候准备好了？” “今天的天气怎么样？” “我们要不要出去玩？为什么？” “我们在哪里玩？” ….</p>	<p>Read Together</p> <p>Teacher leads the students to find out the focus characters (Red characters) in the story together. (individual books): Finger reading: Students point to the characters on the book while they are reading the story with the teacher together.</p> <p>Partner Reading</p> <p>Teacher do One student do Two students do Whole class do</p>	<p>Comprehension Activity:</p> <p>Teacher instructs the students to act out or retell the story in small groups: 1 boy, 1 girl, 1 dad, 1 mom.</p>	<p>Workbook pages:</p> <p>Write Chinese characters: 今, 昨, 明, 天, 是, 日, 月, 不, 下, 雨, 三, 四, 五 with correct stroke order in the sentences and understand the meaning. Finish workbook Day 5, page 9,10.</p>	MMX online assignments.
INDEPENDENT READ					
OBJECTIVE:	Students will be able to know where is the little goat, what's the date tomorrow, and is it the little goat in the	Students can understand the meaning of the story and can ask and answer the questions: ____	Students can recognize all the characters in the story and read Chinese characters: 今, 明, 昨, 是	Students can write Chinese characters: 今, 昨, 天, 山, 上, 下, 大, 小, 雨, 日, 月, 生,	Students can understand the story reading in MMX online library and can finish

	washer in Chinese. SWBT know the little girl and her mom will go traveling in Chinese. SWBT read all the characters in the story independently.	在哪里？___在___。___是不是在___？是/不是。今天/昨天/明天___在___。	fluently.	明，在，水 with correct stoke order in the sentences and connect the characters and sentences to right pictures.	MMX online assignments.
DAY 6	<p>Activate Background Knowledge Chinese characters: 在哪里，小山羊，明天，今天，昨天，是不是，在不在 (can know both words and meaning of them)</p> <p>Introduce Story Picture Walk Questions Such as: “你看见了什么？” “今天是几月几日？” “小女孩和她的妈妈要去哪里？” “她们怎么去？” “小山羊在吗？” “小山羊在哪里？” ….</p> <p>Review Focus Characters in context:今，明，昨，是，不，在，小，水，里</p>	<p>Teacher Read Aloud w/Student repetition (Comprehension questions) Such as: “今天几月几日？” “小女孩和妈妈在哪里？” “小女孩和妈妈要去哪里？” “小山羊在哪里？” ….</p> <p>Student Independent Read (individual books):</p> <p>Finger reading: Students point to the Characters on the book while they are reading the story independently.</p>	<p>Summary Questions and focus word review Such as: “小女孩要带谁一起去旅行？昨天小山羊在吗？” “今天小山羊在吗？” “小山羊是不是在水里？” “谁帮助小女孩找到了小山羊？” ….</p>	<p>Workbook: Review and copy Chinese characters: 今，明，昨，天，山，上，下，大，小，雨 with correct stroke order in the sentences. Connect the characters with correct pictures. Finish workbook Day 6, page 11,12.</p>	MMX online classroom

<p>DAY 7</p>	<p>Review Story theme Chinese characters: 今, 明, 昨, 是 In-context character review 小山羊, 在, 哪 里, 是不是, 是, 月, 日, 水, 里</p>	<p>Partner Read Teacher do One student do Two students do Whole class do</p> <p>Independent Reading: After reading, let students ask questions to self or partner, like: “今天昨天/明天是几月几日?” “你的蜡笔在吗?” “你的蜡笔是不是在桌子上?” “蜡笔在哪里?” ...</p>	<p>Comprehension Activity: Teacher demonstrates and instruct the students to make dialogue in pairs by using the sentence structures: 你的____在哪里? 昨天____在吗? 今天____在吗? 你的____是不是在____? 是, ____在____。 /不是, ____不在____。 ...</p>	<p>Workbook: Review and copy Chinese characters: 今, 明, 天, 山, 上, 下, 大, 小, 雨, 在, 水 with correct stroke order in sentences. Connect the characters and sentences to right pictures. Finish workbook Day 7, page 13,14. Language Features “____在____里。” “今, 明, 昨, 是” “____是不是在____?”</p>	<p>Practice writing focus characters: 今, 明, 昨, 是 with correct stroke order by using Chinese apps on iPad.</p>
<p>DAY 8 ASSESSMENT</p>			<p>Review all stories. Show students the topic of the 3 stories is “今, 明, 昨, 是” in Chinese. Practice these 4 characters in Chinese with kinds of activities and contexts.</p>	<p>Workbook: UNIT ASSESSMENT</p>	<p>MMX online classroom or Chinese characters practicing apps.</p>

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.

DAYS 9-10 DIFFERENTIATION	CENTER 1 TEACHER	CENTER 2 LISTENING/READING	CENTER 3 WRITING	CENTER 4 INTERCONNECTIONS, EXTENSIONS
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 to reach up to students differentiation learning.	A CD recoder or iPad learning. MMX reading books (大家读和自己读)	Sand paper tracing, Sandbox/sensory table writing, write on iPad, Chinese calligraphy writing, journal book draw and write.	Healthy center: Healthy body, Healthy mind. Make a small book of drawing physical exercise they do from Mondays to Fridays. (or the hearty food they eat from Mondays to Fridays)

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