Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

Lesson 7-1(Day1-5).................................................P.2
Lesson 7-2(Day6-10)..............................................P.11
Lesson 7-3(Day11-15).........................................P.19

The first Day Lesson Plan has the most details and references, other lesson plans can refer to it or to the Strategy & Resource(SR).
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

**Week 1 (50 minutes x 5 Days)**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>公园</td>
<td>近远</td>
<td>旁从</td>
<td>请问</td>
<td>只</td>
</tr>
</tbody>
</table>

### Unit 7-1 水上公园

**Water Park**

#### Day 1

<table>
<thead>
<tr>
<th>Modeling Cycle:</th>
<th>Content Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Read</strong></td>
<td>□ 我明白有关公园的事。</td>
</tr>
<tr>
<td></td>
<td>□ 我会跟着老师写出公园的正确笔画。</td>
</tr>
<tr>
<td></td>
<td>□ 在图画的帮助之下，我可以说和认公园的字。</td>
</tr>
<tr>
<td></td>
<td>□ 我可以正确写出作业纸上问题的答案。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ NM.PS.3 I can present basic information about my community, town/city, state or country by talking about the parks.</td>
</tr>
</tbody>
</table>

For Teacher’ Reference-Background Knowledge-See Strategy & Resource (SR1,2) K & G1 vocabulary charts, Also (SR3)G2 vocabulary charts for this year.

### Beginning: 5 mins

- Introduce Content and Language Objectives to the students
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson

### Middle: 40 mins

- Look at the cover of the book and the tile.
- Q: 你觉得这是什么季节？他们想去哪里玩？
- Time/Wait-Time 想一想(SR6) Call out some students to answer. (Correct the misunderstanding and sentence structure if needed) You can ask the whole class to repeat after each student’s answer for more engagement.
“Think-Pair-Share” (SR7) by using sentence.
Revisit Content and Language Objectives.
Topic Graph (See SR4) on the white board or poster for tomorrow. Write 公园 in the circle and write anything related to 公园 and multiple pictures. Talk about the parks around the community.
Check for understanding 公园: Show multiple pictures for right examples and wrong examples, quickly to do “Thumbs Up/Down” (SR5)

Revisit Content and Language Objectives. Check by “Hand Signal”
➢ Guided Writing Practice: G2 Unit 7 Day1 worksheet 公园
同音不同字 Homonym: 元/园
Part 1: Lead the students to follow you, stoke by stroke to write the character.
Writing Activity: Use different body part to write the strokes.
Part 2 & 3: Oral practice before the writing.
Ending: 5mins
Summarize what we’ve learned from the lesson.
Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc.
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 1 (50 minutes x 5 Days)

<table>
<thead>
<tr>
<th>Day</th>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 公园</td>
<td>我会跟着老师写出近/远的正确笔画。</td>
<td>NM.PS.3 I can present information about familiar items in my immediate environment by telling about my community parks.</td>
</tr>
<tr>
<td>Day 2 近远</td>
<td>在图画的帮助下，我可以说和认近/远的字。</td>
<td>NM.IC.3 I can answer a variety of simple questions by sentence.</td>
</tr>
<tr>
<td>Day 3 旁从</td>
<td>我可以正确写出作业纸上问题的答案。</td>
<td></td>
</tr>
<tr>
<td>Day 4 请问</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 5 只</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 7-1 水上公园

**Water Park**

**Day 2**

**Modeling Cycle:**

**Teacher Read**

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>我会跟着老师写出近/远的正确笔画。</td>
<td>NM.PS.3 I can present information about familiar items in my immediate environment by telling about my community parks.</td>
</tr>
<tr>
<td>在图画的帮助下，我可以说和认近/远的字。</td>
<td>NM.IC.3 I can answer a variety of simple questions by sentence.</td>
</tr>
<tr>
<td>我可以正确写出作业纸上问题的答案。</td>
<td></td>
</tr>
</tbody>
</table>

**Beginning:** 5 mins

Introduce Content and Language Objectives to the student.

Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson.

**Middle:** 40 mins

- Quickly Review Day1 Lesson by using the previous Topic Graph 公园
- Provide a map with the parks of the community. Talk about them.
- Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”, etc.

**Post Content and Language Objectives**

In the classroom.

**Post:** 5W1H(SR12)

Topic Graph
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P.2 Q: 今天的天气怎么样？黄色头发的男生想去哪里玩？
P.3 Q: 他们需要问和请谁跟他们一起去？

Revisit Content and Language Objectives.
➢ Guided Writing Practice: G2 Unit 7 Day2 worksheet 近远
  Practice 3 parts of the worksheet

Ending:
Summarize and review what we’ve learned from the lesson.

Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 1 (50 minutes x 5 Days)  
Day 1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只

<table>
<thead>
<tr>
<th>Unit 7-1 水上公园</th>
<th>Modeling Cycle:</th>
<th><strong>Content Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Park</td>
<td>Teacher Read</td>
<td>☐ 我会跟着老师写出旁/从的正确笔画。</td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td>☐ 在图画的帮助下，我可以说和认旁/从的字。</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 我可以正确写出作业纸上问题的答案。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language Objectives</strong></th>
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</thead>
<tbody>
<tr>
<td>☐ NM.IC.3 I can answer a variety of simple questions by sentence.</td>
</tr>
</tbody>
</table>

### Beginning: 5 mins

- Introduce Content and Language Objectives to the student.
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson.
- Quickly Review Day2 Lesson.

### Middle: 40 mins

- **The Middle of the story 水上公园 书页 Page 4-7**
- Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.

1. P4. Q: 那是什么公园？妈妈说什么？
2. P5. Q: 为什么妈妈说不可以？
3. P6 Q: 他们又去问爸爸。爸爸说什么？
4. P7 Q: 爸爸在想什么？你觉得他们最后会去吗？

### Post: 5W1H(SR12) Question

- Teacher walks around the classroom to monitor student’s pair sharing.
Guided Writing Practice: G2 Unit 7 Day3 worksheet 旁从
Guide Practice 3 parts for the worksheet.

Ending: 5mins
Summarize and review what we’ve learned from the lesson.
Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 1 (50 minutes x 5 Days)  Day1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只

<table>
<thead>
<tr>
<th>Unit 7-1 水上公园</th>
<th>Modeling Cycle: Teacher Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Park</td>
<td>Content Objectives</td>
</tr>
<tr>
<td>Day4</td>
<td>□ 我可以用中文句子参与讨论关于水上公园的故事。</td>
</tr>
<tr>
<td></td>
<td>□ 我会跟着老师写出请问的正确笔画。</td>
</tr>
<tr>
<td></td>
<td>□ 在图画的帮助下，我可以说和认请问的字。</td>
</tr>
<tr>
<td></td>
<td>□ 我可以正确写出作业纸上问题的答案。</td>
</tr>
<tr>
<td></td>
<td>Language Objectives</td>
</tr>
<tr>
<td></td>
<td>□ NM.IC.3 I can answer a variety of simple questions.</td>
</tr>
</tbody>
</table>

### Beginning: 5 mins

*Introduce Content and Language Objectives to the student.*

*Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson*

### Middle: 40 mins

- **The end of the story Book 水上公园 Page 8-11**
- **Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.**

We are going to find out the last part of this book.

P.8 Q: 如果你不能去远的地方玩水，你会去哪里？

P.9 Q: 为什么他们很高兴？
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Predict: 你觉得他们接下来要去哪里？会做什么？
P.10-11 Q: 你觉得这是个好想法吗？在后院玩水？你有其他玩水的好想法吗？
Guided Writing Practice: G2 Unit 7 Day 4 worksheet 请问
Guide Practice 3 parts of the worksheet。

Ending: 5mins
Summarize and review what we have learned from the lesson.
Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)
## Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

### Week 1 (50 minutes x 5 Days)  
**Day1** 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只

| **Unit 7-1 水上公园**  
**Water Park**  
**Day 5** | **Modeling Cycle:**  
**Teacher Read** | **Content Objectives** | **Language Objectives** |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ 在图画的帮助下，我可以说和认公园/近远/旁从/请问/只的字</td>
<td>□ NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ 我会跟着老师写出只的正确笔画</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ 我可以正确写出作业纸上问题的答案。</td>
<td></td>
</tr>
</tbody>
</table>

**Beginning:** 5 mins  
Introduce Content and Language Objectives to the student.

**Middle:** 40 mins  
- Review Day 4 Lesson and characters of 公园/近远/旁从/请问/ (Make Character Cards with 3 pictures and sentences.)
- **Use Mandarin Matrix online to read the whole story and do the online exercise.**
  Students repeat after the teacher reads the texts aloud.

Whole Group Comprehension Checking: Mark online exercise questions with numbers, ask the students to answer by showing the number of fingers or white them on the white board paddle.

**Activity:** Readers Theater  
- **Guided Writing Practice: G2 Unit 7 Day 5 worksheet 只**

**Part 3** Practice to make sentences orally first and write down the sentences.

**Ending:** 5mins - Summarize and review what we’ve learned from the lesson.

**Post:** Content and Language Objectives  
In the classroom.  
**Post:** 5W1H(SR12) Question  
Computer/Projections  
System for online classroom.
## Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

### Week 2 (50 minutes x 5 Days)  Review-公园/近远/旁从/请问/只

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<tr>
<td>Day 6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Modeling Cycle:</th>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Read</td>
<td>◯ 我可以用句子说出有关国家公园的事。</td>
<td>◯ NM.PS.3 I can answer a variety of simple questions.</td>
</tr>
<tr>
<td></td>
<td>◯ 我可以用“公园”来造句。</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◯ 我会写出作业纸上问题的答案。</td>
<td></td>
</tr>
</tbody>
</table>

### Beginning: 5 mins
- Introduce Content and Language Objectives to the students
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson.

### Middle: 40 mins
- Review the previous story and the words of 公园. (Character Cards)
- Make a sentence out of the word 公园. Record students’ sentences.
- Look at the Cover of the book and the tile.

**Comprehension Check questions:**
- Q: 这是什么地方？你看到什么？我们可以看到真的恐龙吗？为什么？

Use engagement Strategy like Think-Time/Wait-Time 想一想(SR6).” Think-Pair-Share”(SR7)”Turn and Talk” ”Quiz Quiz Trade) etc.

**Revisit Content and Language Objectives.**
- Guided Writing Practice: G2 Unit 7 Day 6 worksheet
- Part 1 &Part 3 Practice to make sentences orally first and write down the sentences.

**Post:** Content and Language Objectives
- In the classroom.
- Post: 5W1H
- Question(SR12)

**Topic Graph**

**Teacher**
Think-Pair-Share to answer the question orally the write. Call those students might need help from your observation through the lesson to a small group to help them.

**Ending:** 5mins

Summarize what we learn from the lesson.

Revisit **Content and Language Objectives**. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc.

walks around the classroom to monitor student’s pair sharing.
## Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

### Week 2 (50 minutes x 5 Days)

<table>
<thead>
<tr>
<th><strong>Unit 7-2 国家公园</strong></th>
<th><strong>Review-公园/远近/旁从/请问/只</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>National Park</strong></td>
<td><strong>Day 7</strong></td>
</tr>
<tr>
<td><strong>Modeling Cycle:</strong></td>
<td><strong>We Read</strong></td>
</tr>
<tr>
<td><strong>Content Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>□ 我可以用近/远造句。</td>
<td>□ NM.IC.3 I can answer a variety of simple questions.</td>
</tr>
<tr>
<td>□ 我会跟着老师写出近/远的正确笔画。</td>
<td>□ NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.</td>
</tr>
<tr>
<td>□ 我可以用手指头比着字跟朋友读书</td>
<td>□ 我会跟朋友读“国家公园”2-3页。</td>
</tr>
<tr>
<td>□ 我会跟朋友读“国家公园”2-3页。</td>
<td></td>
</tr>
</tbody>
</table>

### Beginning: 5 mins

1. Introduce Content and Language Objectives to the student.
2. Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson

### Middle: 40 mins

- Review Day 6 Lesson and the words of 近/远 (Character Cards)
- Make a sentence out of the word 近/远. Record students’ sentences.
- **The Beginning of the story** 国家公园 Book Page 2-3

Today we will find out the beginning of the story.

Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.

P.2 Q: 为什么爸爸看起来很惊讶？

Activity: Trace your foot and compare. Give each student a piece of white paper and ask them to trace their one foot. Then cut out and compare the size with others by saying “我的脚比你大/我的脚比你小。”

### Post: Content and Language Objectives

- In the classroom.
- **Post:** 5W1H(SR12)
P.3 Fill the blank: 从这个____到那个_____很远。
Make a sentence of: ______ 又______又______

**Teacher Does/You Do/We Do/You All Do Modeling Cycle**

➢ **Read and Repeat:** Repeat after teacher reads the texts aloud by whole class/table/boys/girls/ or Reading and jumping (different actions)/Reading with different animals' sounds/Reading with different speed to add more fun and engagement.

**Model** Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle

**Partner Read:** Students pair up and read aloud to each other with **Finger Read** (track text with their finger when they read aloud.)

➢ **Guided Writing Practice:** G2 Unit 7 Day 7 worksheet

**Make flash cards of part 2 phrases.** Try to put the flash cards in different orders and read them out loud to find out which is the right sentence of it.

Part 1 & Part 4 Practice to make sentences orally first and write down the sentences.

Think-Pair-Share to answer the question orally the write. Call those students might need help from your observation through the lesson to a small group to assist them.

Ending: 5mins

Summarize what we’ve learned from the lesson.

Revisit Content and Language Objectives. Check by “Hand Signal” or other action signals/Exit Ticket

Teacher walks around the classroom to monitor student reading.

Teacher walks around the classroom to monitor student sharing.
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 2 (50 minutes x 5 Days) Review - 公园/近远/旁从/请问/只

<table>
<thead>
<tr>
<th>Unit 7-2 国家公园</th>
<th>Modeling Cycle: We Read</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Park</td>
<td>Content Objectives</td>
<td>NM.IC.3 I can answer a variety of simple questions by sentence.</td>
</tr>
<tr>
<td>Day 8</td>
<td></td>
<td>NM.PS.5 I can name the main cities on a map</td>
</tr>
</tbody>
</table>

### Beginning: 5 mins

- Introduce Content and Language Objectives to the student.
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson

### Middle: 40 mins

- Review the previous story and the words of 旁从. (Character Cards)
- **The Middle of the story 国家公园 Book Page 4-7**

Today we will find out the middle of the story.

- Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.

P.4 Touch your arm and feel the hard and solid part. Gently knock “What is inside?” 在身体里面白色，硬硬的东西是什么？小狗很喜欢吃骨头。

P.5 如果你要去一个地方，你不知道怎么去？你需要一张什么？（地图）Show students the map of the states, the map of Utah state and the map of your community. **Name the main cities on a map.**

### Post

- Content and Language Objectives
  - In the classroom.
  - **Post:** 5W1H(SR12)
  - Question on white board.
Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

P.6 Q: 房子里有什么？
P.7 Q: 比一比，谁脚/头/手比较大？

Revisit Content and Language Objectives.

Teacher Does/You Do/We Do/You All Do Modeling Cycle

➢ Read and Repeat: Students repeat after teacher reads text aloud for P.4-7. Repeat after teacher reads text aloud by whole class/table/boys/girls/ or Reading and jumping (different actions)/Reading with different animals’ voices/Reading with different speed to add more fun and engagement.

Model Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle

Partner Read: Students pair up and read aloud to each other with Finger Read (track text with their finger when they read aloud.)

Revisit Content and Language Objectives.

Ending: 5mins

Summarize and review what we learn from the lesson.

Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

Teacher moves around the classroom to check students Participation.

Teacher walks around the classroom to monitor student reading.
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 2 (50 minutes x 5 Days) Review - 公园/近远/旁从/请问/只

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Day 9</td>
<td></td>
</tr>
</tbody>
</table>

### Modeling Cycle: We Read

#### Content Objectives
- 我可以用手指头比着字跟朋友读书。
- 我会跟朋友读“国家公园”-8-11 页。

#### Language Objectives
- NM.IC.3 I can answer a variety of simple questions by sentence.

### Beginning: 5 mins

Introduce Content and Language Objectives to the student.

Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson.

### Middle: 40 mins

Review the previous story and the words of 请问(Character Cards)

**Follow the Leader variation Activity:** Teacher says 请你跟我做房子(act out) students say 我会跟你做房子.

请你跟我吃饭(act out) students say 我会跟你吃饭, etc. You can pick a student to be a leader and do 3 actions, then he/she calls another one. Continue with this pattern for a few of kids.

**The end of the story** 国家公园 Book Page 8-11

Q: Do you remember the beginning of the story? Can you use a couple of sentences to tell us? Do you remember the middle of the story? Can you use a couple of sentences to tell us?

Today we will find out the end of the story.

Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.

### Post Content and Language Objectives

In the classroom.

Post: 5W1H(SR12) Question
### Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.8</td>
<td>他们哪里一样？他们哪里不一样？</td>
<td></td>
</tr>
<tr>
<td>P.9</td>
<td>小男生想要什么？</td>
<td></td>
</tr>
<tr>
<td>P.10</td>
<td>在商店里有什么？</td>
<td></td>
</tr>
<tr>
<td>P.11</td>
<td>你看到什么颜色的恐龙？</td>
<td></td>
</tr>
</tbody>
</table>

**Read and Repeat:** students repeat after teacher reads the texts aloud for P.8-11. Repeat after teacher reads the texts aloud by whole class/table/boys/girls/ or Reading and jumping (different actions)/Reading with different animals’ sounds/Reading with different speed to add more fun and engagement.

**Model Partner Read and Finger Read** by using Teacher Does/You Do/We Do/You All Do Modeling Cycle

**Partner Read:** Page 8-11 Students can freely pair up with their friend and read aloud to each other with Finger Read (track text with their finger when they read aloud.)

**Use Mandarin Matrix online to read the whole story and do the online exercise.**

Whole Group Comprehension Checking: Mark online exercise questions with numbers, ask the students to answer by showing the number with fingers or white them on the white board paddle.

**Ending:** 5mins

Summarize and review what we’ve learned from the lesson.

Revisit Content and Language Objectives.
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 2 (50 minutes x 5 Days)

### Review - 公园/近远/旁从/请问/只

<table>
<thead>
<tr>
<th>Unit 7-3 去公园找东西</th>
<th>Modeling Cycle: You Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding Things In The Park</td>
<td>Content Objectives</td>
</tr>
<tr>
<td>Day 10</td>
<td></td>
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</tbody>
</table>

#### Language Objectives
- NM.PS.3 I can present information about familiar items in my immediate environment.

### Review by Follow the Leader variation Activity:
- Teacher says 请你跟我做房子 (act out) students say 我会跟你做房子.
- Teacher says 请你跟我吃饭 (act out) students say 我会跟你吃饭.
- Teacher says 请你跟我做太阳 (action) students say 我会跟你做太阳.
- Teacher says 请你跟我比大… etc.

You can pick a student to be a leader and do 3 actions, then he/she calls another one. Continue with this pattern for a few of kids.

- Review the previous 2 story books and the words 公园/近远/旁从/请问/只 (Character Cards)
- Introduce Story 去公园找东西
- Picture Walk

- Book Cover: Q: 你看到几个人？你看到什么绿色的东西？这是什么地方？
- P.2 Activity: I spy. Prepare a worksheet like page2. Have students to walk around the classroom and draw a heart.

### Post Content and Language Objectives
- In the classroom.
- Post: 5W1H(SR12)
  - Question flash cards and sentence strips on white board.
  - Topic Graph

---

**Post Content and Language Objectives**

- In the classroom.
  - Post: 5W1H(SR12)
    - Question flash cards and sentence strips on white board.
    - Topic Graph
### Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

<p>| | | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>P.3</td>
<td>Q: 他们需要找什么东西？</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>P.4</td>
<td>Q: 他们找到什么？</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.5</td>
<td>Q: 这是他们要找的花吗？为什么不是？</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>P.6</td>
<td>Q:他们在问什么问题？</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.7</td>
<td>Q: 从开始到现在，他们找到了哪些东西？</td>
<td></td>
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</tr>
<tr>
<td>P.8</td>
<td>Q:水池里有什么？</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>P.9</td>
<td>Q: 水池里有几只鱼？他们是什么颜色？</td>
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<td></td>
</tr>
<tr>
<td>P.10</td>
<td>Q: 为什么他们画了一只熊猫？公园里有熊猫吗？</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>P.11</td>
<td>Q:你通常会在公园里玩什么？</td>
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</tr>
</tbody>
</table>

**Ending:** 5mins

- Recall the story.

**Revisit Content and Language Objectives.** Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

|   | 5W1H Questions
|---|---|
|   | How-怎么样？如何？
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 3 (50 minutes x 5 Days)

<table>
<thead>
<tr>
<th>Review - 公园/远近/旁从/请问/只</th>
</tr>
</thead>
</table>

### Modeling Cycle: You Read

#### Content Objectives
- 我会自己用手指头比着字读“去公园找东西”的书。

#### Language Objectives
- NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.

### Unit 7-3 去公园找东西

#### Finding Things In The Park

| Day 11 |

#### Beginning: 5 mins
- Introduce Content and Language Objectives to the student.
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson

#### Middle: 40 mins
- Review the story.
- Activity: Hot and Cold - hide something for a student to find. The rest of the class says “找东西” by using loud (means close) or soft (means far) voice to guide the student find the item.
- Before the students read the story by themselves, the teacher will read the story to the them. Remind them to listen closely.
- Online Reading: Ask different tables to repeat after the online classroom reading.
- Independent Reading: Students whisper the words as they read themselves.

### Online Reading
- Post Content and Language Objectives In the classroom.
- Post: 5W1H(SR12) Question

21
### Guided Writing Practice: G2 Unit 7 Day 9 worksheet

**Part 1** Practice to make sentences orally first and write down the sentences. Think-Pair-Share to answer the question orally the write. Call those students might need help from your observation through the lesson to a small group to help them.

**Ending:** 5mins
- Summarize and review what we’ve learned from the lesson.

**Revisit Content and Language Objectives.** Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 3 (50 minutes x 5 Days)  
Review-公园/近远/旁从/请问/只

| Unit 7-3 去公园找东西  
Finding Things In The Park  
Day 12 | Modeling Cycle: You Read | Language Objectives |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objectives</strong></td>
<td><strong>Language Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>□ 我会跟着朋友用手指头比着字读“去公园找东西”的书</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 我会写出作业纸上问题的答案</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Beginning: 5 mins

- Introduce Content and Language Objectives to the student.
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson.

### Middle: 40 mins

- **Listen to Online Reading**: The whole class repeat the texts after “computer” reads.
- **Pair-up Independent Reading**: One student point the texts word by word with a finger, the other reads the whole book independently. Switch the role.
- **Mandarin Matrix online exercise**
  - Whole Group Comprehension Checking: Mark online exercise questions with numbers, ask the students to answer by showing the number of fingers or white them on the white board paddle.
- **Guided Writing Practice**: G2 Unit 7 Day 10 P.21 worksheet
  - Part 1 &Part 2 Practice to make sentences orally first and write down the sentences.
- **Shared Read**: P.22 worksheet

### Post Content and Language Objectives

In the classroom.
## Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

### Ending: 5 mins
- Summarize and review what we've learned from the lesson.

**Revisit Content and Language Objectives.** Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

### Week 3 (50 minutes x 5 Days) Assessment

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>7-1 水上公园 Water Park</td>
<td>□ 我会用我所学的知识和字写出考试卷上问题的答案。</td>
</tr>
<tr>
<td></td>
<td>7-2 国家公园 National Park</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-3 去公园找东西 Finding Things In The Park</td>
<td></td>
</tr>
</tbody>
</table>

### Beginning: 5 mins
- Introduce Content and Language Objectives to the student.
- Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson

### Middle: 40 mins
- Review through all the worksheets.
- **Rules for Assessment**: Being quiet, privacy screen, if having question quietly raise your hand. Quiet Activity for fast finishers.

**Assessment Sheet**: G2 Unit 7 Day 8 worksheet

**Ending**: Discuss the answers of the test.
# Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

## Week 3 (50 minutes x 5 Days) Centers

| 7-1 水上公园 | Water Park |
| 7-2 国家公园 | National Park |
| 7-3 去公园找东西 | Finding Things In The Park |

### Day 14-15

<table>
<thead>
<tr>
<th>Center 1</th>
<th>Center 2</th>
<th>Center 3</th>
<th>Center 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Rules of centers</strong>&lt;br&gt;Divide the groups</td>
<td><strong>Listening &amp; Reading</strong>&lt;br&gt;A captain of the group reads one of the target words of this unit from a flash Card the rest of the kids find the matching Character Card.</td>
<td><strong>Writing</strong>&lt;br&gt;Write three sentences about the park you have been to. Then Draw.</td>
</tr>
<tr>
<td><strong>Middle</strong>: Center Time</td>
<td><strong>Interconnections</strong>&lt;br&gt;Refer to the Interconnections’ lesson plan of the week to make a worksheet or center game.</td>
<td><strong>Interconnections</strong>&lt;br&gt;Refer to the Interconnections’ lesson plan of the week to make a worksheet or center game.</td>
<td><strong>Teacher</strong>&lt;br&gt;High group(extension)/Middle group x2 / Low group（intervention）</td>
</tr>
<tr>
<td><strong>Ending</strong>: Clean up</td>
<td></td>
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</tr>
</tbody>
</table>

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Differentiated Instruction to meet the students’ needs.

Use the data of the assessment performance to divide students into 4 groups.

Rotate 2 centers a day.