

Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan





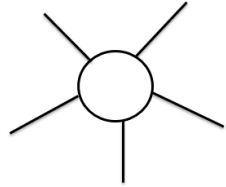
Lesson 1-1(Day1-5).....P.2

Lesson 1-2(Day6-10).....P.12

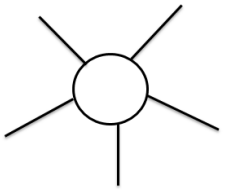
Lesson 1-3(Day11-15).....P.20

The first Day Lesson Plan has the most details and references, other lesson plans can refer to it or to the Strategy & Resource(SR).

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Week 1 (50 minutes x 5 Days) <u>Day1 阳热/Day2 暑假/Day3 比得/Day4 过做</u>			
<p>Unit 1-1 快乐的假期</p> <p>Happy Vacation</p> <p>Day 1</p>	<p>Modeling Cycle: Teacher Read</p> 	<p> Content Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> 我明白假期，太阳和热的意思。 <input type="checkbox"/> 我会跟着老师写出阳和热的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认阳和热的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。 	<p> Language Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> NM.PS.4 I can tell what I do for vacation by using sentence frame.
<p>For Teacher' Reference-Background Knowledge-See Strategy & Resource (SR1,2) <u>K & G1 vocabulary charts</u>, Also (SR3) <u>G2 vocabulary charts</u> for this year.</p> <p>Beginning:5 mins</p> <p> Introduce Content and Language Objectives to the students</p> <p>Middle:40mins</p> <p>➤ Look at the cover of the book and the tile. Q:他们在哪里？Q:他们在做什么？为什么他们不上学？</p> <p>Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>假期</u> in the circle .Q:什么是假期？and write anything related to <u>假期</u> like 不上课/可以玩/可能是一天或好几天/在夏天很长的假期叫暑假 and multiple pictures.</p> <p>Check for understanding <u>假期</u>: Show multiple pictures for right examples and wrong examples, quickly to do "Thumbs Up/ Down" (SR5)</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Post : Content and Language Objectives In the classroom. Post:5W1H Question(SR12) <p>Topic Graph</p> 

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<p>➤ <u>Oral Q:你会在假期做什么？A:我会在假期.....</u> Use Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>Oral Q:你会在假期做什么？Think- Time/Wait-Time 想一想(SR6) Sentence Frame:我会在假期.....Call out about 3 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.</p> <p>"Think-Pair-Share"(SR7) by using Sentence Frame:我会在假期.....</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal"(SR8)我明白假期是什么。 <u>NM.PS.4</u> I can tell what I do for vocation by using sentence frame.</p> <p>➤ <u>Video Clip:(SR 9)Seasons Are Fun 四季真有趣 Chants -夏天很热。</u></p> <p>After video-Q: 夏天感觉怎么样？</p> <p>➤ <u>Introduce 暑假, 太阳和热</u></p> <p>在夏天很长的假期叫暑假。Topic Graph -Write 暑假 in the circle of the graph. Writing down and Saying 夏天很长的假期/很大的太阳/很热 ,also show multiple pictures related to this topic, especial show "the sun" and "very hot" to go with the characters 阳/热.</p> <p>Check for understanding by using "Thumbs Up/ Down" -Show pictures of 太阳/热 and ask questions to check. Quick Write/ Quick Draw"(SR10),"Turn and Talk"(SR11) by saying 阳/热 with action.</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal" 我明白假期我明白太阳和热是什么。</p> <p>➤ <u>Guided Writing Practice: G2 Unit 1 Day1 worksheet 阳热</u></p> <p>Part 1: Lead the students to follow you, stoke by stroke to write the character.</p> <p>Pass out the worksheet.</p> <p>Teacher Q: How do you say the word(point to 阳和热)?"Choral response. Then "Pair up" one partner point to the word 阳 on the worksheet, the other says it ,then switch. Do the same for 热.</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal" 在图画的帮助之下, 我可以和认阳和热的</p>	<p>Teacher walks around the classroom to monitor student's sharing.</p> <p>5W1H Questions How-怎么样? 如何? Topic Graph</p>  <p>Dry erase board paddle is a good tool for them to quickly show you their stroke orders.</p>
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字。我会跟着老师写出阳和热的正确笔画。

Part 2: Step 1: Say the sentence and act out. Step 2: Have every student pointing to the character one by one and read it out loud at the same time as pointing to the character. Then ask them to copy the sentence.

Part 3: Have every student pointing to the character one by one and reading it out loud at the same time as pointing the character. Think-Pair-Share to answer the question orally. Then ask them to write a reply and draw according to their answer. Call those students might need help from your observation through the lesson to a small group to assist them.

Ending: 5mins

Summarize 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.

Extension or Review 延伸或复习:





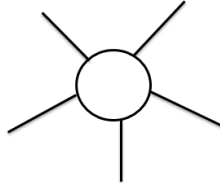
Interconnections Lesson 31 The Sun

Lesson Plan see <http://www.utahchinesedli.org/teachers/curriculum/third-grade/>

www.utahchinesedli.org

password: chinese





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Week 1 (50 minutes x 5 Days) Day1 阳热/Day2 暑假/Day3 比得/Day4 过做			
Unit 1-1 快乐的假期 Happy Vacation Day 2	Modeling Cycle: Teacher Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白夏天和暑假的意思。 <input type="checkbox"/> 我会跟着老师写出夏和假的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认识和认夏和假的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.4 I can tell what I did in the summer vocation by sentence. <input type="checkbox"/> NM.IC.3 I can answer questions where I went 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: 40mins ➤ Quickly Review Day1 Lesson by using the previous Topic Graph 假期/暑假. ➤ Oral Q:你在暑假做了什么? A:我在暑假做了/去了/看了书/玩了水..... Oral Q:你在暑假做了什么或是去了什么地方? Time/Wait-Time 想一想(SR6) Sentence Frame: A:我在暑假做了/去了/看了书/玩了水.....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 Frame: A:我在暑假做了/去了/看了书/玩了水..... Revisit Content and Language Objectives. Check by "Hand Signal"(SR8) 我明白暑假的意思。NM.PS.4 I can tell what I did in the summer vocation.NM.IC.3 I can answer questions about where I went.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph 

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<p>➤ <u>Review: Video Clip:(SR 9)Seasons Are Fun 四季真有趣 Chants -夏天很热。</u></p> <p>After video-Q: 有哪四个季节? 夏天感觉怎么样? Q:暑假是在哪个季节?Ask students to answer you by sentence.</p> <p>Revisit Content and Language Objectives.我明白夏天的意思。</p> <p><u>同音不同字 Homonym:下/夏 x-i-a 4 声 xia</u></p> <p>➤ <u>The Beginning of the story</u> 快乐的假期 Book Page2-3</p> <p>Talk about the story has the beginning, middle and ending. Today we will find out the beginning of the story. Read Page 2 and 3 to the students. Discuss with them and use “Turn and Talk” Think-Pair-Share”, etc. for more engagement.</p> <p>P.2 Q: 这个假期, 他们过得怎么样? Q:这个暑假, 你过得怎么样? Q: 昨天你过得怎么样?</p> <p><u>同音不同字 Homonym:的/得 d-e 轻声 de</u></p> <p><u>声调不同</u>: 假 j-i-a 4 声 jia / 家 j-i-a 1 声 jia</p> <p>P.3 Q: 他们喜欢一边做什么一边做什么? Make oral sentence of ___ 喜欢一边___一边____。Record the sentences on the poster, also the name who makes it.</p> <p>➤ <u>Guided Writing Practice: G2 Unit 1 Day2 worksheet 暑假</u></p> <p><u>Practice 3 parts of the worksheet</u></p> <p>Revisit Content and Language Objectives. 在图画的帮助之下, 我可以读和认<u>夏</u>和<u>假</u>的字。我会跟着老师写出<u>夏</u>和<u>假</u>的正确笔画。</p> <p>Ending: 5mins</p> <p>Summarize and review what we've learned from the lesson.</p> <p>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)</p>	<p>5W1H Questions How-怎么样? 如何?</p> <p>Students' work poster. Enrichment : For higher kids, they can write their sentences on a sheet.</p>
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Week 1 (50 minutes x 5 Days) Day1 阳热/Day2 暑假/Day3 比得/Day4 过做			
Unit 1-1 快乐的假期 Happy Vacation Day 3	Modeling Cycle: Teacher Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白 比 和 觉得/玩得 的意思。 <input type="checkbox"/> 我会跟着老师写出 比 和 得 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认比和得 的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.4 I can tell someone what a person is doing. <input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions.
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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question ✧ Teacher walks around the classroom to monitor student's pair sharing. ✧ How, What and Why questions.
Middle: 40mins ➤ The Middle of the story 快乐的假期 Book Page 4-7 Talk about the story has the binning, middle and ending part. Today we will find out the middle of the story. Review the beginning of the story, then ask students to predict , write down their predictions. Read and Discuss by using engagement activity like "Turn and Talk" Think-Pair-Share" etc. P.4 Q:你 觉得 天气怎么样？ 他们在做什么 ？为什么他们有东西吃？（买的？做的？） 同音不同字 Homonym: 的/得 d-e 轻声 de P.5 Q: 你 觉得 饼干好吃还是鸡腿好吃？ 同音不同字 Homonym: 比/笔			

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<p><u>比一比</u> Activity: Have kids to walk around and compare each other's height by saying 我比你高/我比你小。 P.6 Q:大家都玩得高兴吗? Choral response. P.7Q:谁跟爸爸, 姐姐和妹妹一起游泳? Revisit Content and Language Objectives.</p>	Who question.
<p>➤ Guided Writing Practice: G2 Unit 1 Day3 worksheet <u>比得</u> <u>Practice 3 parts of the worksheet</u></p> <p>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)</p>	





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Week 1 (50 minutes x 5 Days) Day1 阳热/Day2 暑假/Day3 比得/Day4 过做			
Unit 1-1 快乐的假期 Happy Vacation Day4	Modeling Cycle: Teacher Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白 做 和 过得 的意思。 <input type="checkbox"/> 我会跟着老师写出 过 和 做 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认 过和 做 的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.4 I can tell someone what a person did. <input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions.
Beginning: 5 mins  Introduce Content and Language Objectives to the student. Middle: 40mins The end of the story 快乐的假期 Book Page 8-11 Talk about a story has the beginning, middle and ending. Today we will find out the end of the story. Review the beginning and middle of the story by using Mandarin Matrix online classroom. Ask students to predict what is the end of the story and record it on the white board or a poster. Read and Discuss by using engagement activity. P.8 Q:妈妈 做 了什么吃的东西？你会在哪个季节吃好多冰的东西？为什么？ P.9 Q:你比较喜欢吃什么颜色（口味）的冰棒？ P.10 Q:姐姐在想什么？他们的假期 过得 怎么样？ P.11 Q:姐姐比较喜欢谁做的冰棒？			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question




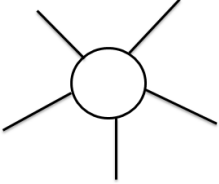
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<p>Guided Writing Practice: G2 Unit 1 Day 4 worksheet 过做 同音不同字 Homonym:做/坐 Practice 3 parts of the worksheet</p> <p>Ending: 5mins Summarize and review what we learn from the lesson. Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)</p> <p>Extension or Review : Show and Tell: A picture of your summer break.</p>		
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Week 1 (50 minutes x 5 Days) Day 5 Review-阳热/暑假/比得/过做			
Unit 1-1 快乐的假期 Happy Vacation Day 5	Modeling Cycle: Shared Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以认识和认阳热/暑假/比得/过做的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.
Beginning: 5 mins  Introduce Content and Language Objectives to the student. Middle: 40mins <ul style="list-style-type: none"> ➤ Review Day 4 Lesson and characters of 阳热/暑假/比得/过做 (Make Character Cards with 3 pictures and sentences.) ➤ <u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u> 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. Connection Activity: Show and Tell-A picture of your summer break. (You can do 3 students a day through the rest of the days in this unit in order for the students to get a turn.) <u>Revisit Content and Language Objectives.</u> <ul style="list-style-type: none"> ➤ <u>Character Writing: G2 Unit 1 Day 5 worksheet</u> Part 1 &Part 3 Practice to make sentences orally first and write down the sentences. Ending: 5mins -Summarize and review what we learn from the lesson.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question Computer/ Projections System for online classroom.

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Week 2 (50 minutes x 5 Days) Review- <u>阳</u> 热/夏假/比得/过做			
<p>Unit 1-2 我爱夏天</p> <p>Love Summer</p> <p>Day 6</p>	<p>Modeling Cycle: We Read</p> 	<p> Content Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> 我可以用句子说出有关夏天的事。 <input type="checkbox"/> 我可以用<u>阳</u>和<u>热</u>的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。 	<p> Language Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.
<p>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.</p> <p>Middle:40mins</p> <ul style="list-style-type: none"> ➤ Review the previous story and the words of <u>阳</u>/<u>热</u>. (Character Cards) ➤ Make a sentence out of the word <u>阳</u>/<u>热</u>.Record students' sentences. ➤ Look at the Cover of the book and the tile. ➤ Comprehension Check questions. <p>Q:他们在哪里？他们在里面还是外面？Q:这是什么季节？为什么他们不上学？</p> <p>Topic Graph <u>夏天</u> on the white board or poster for tomorrow.</p> <p>Example:到海边玩沙子 Ask the students to tell you anything they can think of about <u>夏天</u> and record it.</p> <p>Q:你喜欢在夏天做什么？你不喜欢在夏天做什么？为什么？A:我喜欢在夏天…。我不喜欢在夏天…。因为…….</p> <p>Think- Time/Wait-Time 想一想(SR6) Sentence Frame: A:我喜欢在夏天…因为…./我不喜欢在夏天…。因为…….”</p>			<p><input type="checkbox"/> Post :Content and Language Objectives In the classroom. Post:5W1H Question(SR12)</p> <p>Topic Graph</p> 

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Think-Pair-Share”(SR7) by using Sentence Frame: 我喜欢在夏天…因为…./我不喜欢在夏天…因为……

Revisit Content and Language Objectives.

Review: Video Clip:(SR 9)Seasons Are Fun 四季真有趣 Chants -夏天很热。

Ask students to say the chant along with the clip and add some actions to the chant.

➤ **Guided Writing Practice:** G2 Unit 1 Day 6 worksheet

Part 1 &Part 3 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 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.

Extension or Review 延伸或复习: Video Clip (SR14) Science-Seasons and Weather Observation and Record





Interconnections Lesson 33: Sun and Heat

Lesson Plan See <http://www.utahchinesedli.org/teachers/curriculum/third-grade/>

www.utahchinesedli.org

password:chinese


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Week 2 (50 minutes x 5 Days) Review-阳热/暑假/比得/过做			
Unit 1-2 我爱夏天 Love Summer Day 7	Modeling Cycle: We Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用 <u>夏天</u> 和 <u>假期</u> 造句。 <input type="checkbox"/> 我会跟着老师写出 <u>夏天</u> 和 <u>假期</u> 的正确笔画。 <input type="checkbox"/> 我可以用手指头比着字跟朋友读书	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions. <input type="checkbox"/> NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.
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			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)
Middle: 40mins ➤ Review Day 6 Lesson by using the previous Topic Graph <u>夏天</u> . Review the previous story and the words of 夏/假. (Character Cards)Make a sentence out of the word 夏天/假期.Record students' sentences. ➤ The Beginning of the story 我爱夏天 Book Page2-3 Talk about the story has the binning, middle and ending part. Today we will find out the beginning of the story. Read and Discuss with them by using engagement strategy like “Turn and Talk” Think-Pair-Share”, etc. P.2 Q: 哥哥和弟弟在想什么? Q:妈妈说他们可以出去玩吗? Q:为什么妈妈说他们可以出去玩? P.3 Q: 哥哥和弟弟在做什么东西? Q:你坐过船吗? 你会做纸船吗? 同音不同字 Homonym:做/坐			

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<p><u>Teacher Does/You Do/We Do/You All Do Modeling Cycle</u></p> <p>➤ <u>Read and Repeat:</u> Students repeat after teacher reads the texts aloud.</p> <p><u>Model</u> Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><u>Partner Read:</u> Students pair up and read aloud to each other with <u>Finger Read</u> (track text with their finger when they read aloud.)</p> <p>➤ <u>Guided Writing Practice:</u> G2 Unit 1 Day 7 worksheet Part 1 & Part 3 Practice to make sentences orally first and write down the sentences. Think-Pair-Share to answer the question orally, then 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 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</p> <p>Extension or Review 延伸或复习: Origami Boat Activity</p>	<p>➤ Teacher walks around the classroom to monitor student reading.</p> <p>➤ Teacher walks around the classroom to monitor student sharing.</p>
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Week 2 (50 minutes x 5 Days) Review-阳热/暑假/比得/过做			
Unit 1-2 我爱夏天 Love Summer Day 8	Modeling Cycle: We Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以比较出夏天是四个季节中最热。 <input type="checkbox"/> 我可以用手指头指着字跟朋友读书。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence. <input type="checkbox"/> NM.IR.2I can recognize words, phrases, and characters when I associate them with things I already know.
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: 40mins Review the previous story and the words of 比/得. (Character Cards) ➤ The Middle of the story 我爱夏天 Book Page 4-7 Today we will find out the middle of the story. Read the beginning of the story together. Ask students to predict and record their predictions. Read and Discuss with the students by using “Turn and Talk” Think-Pair-Share”, etc. for more engagement. P.4 Q:他们出来玩之前, 做了什么东西? 他们在玩什么游戏? P.5 Q:为什么哥哥很高兴, 弟弟不高兴?			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question on white board.

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<p>P.6 Q:哥哥和弟弟一边吃一边说话。你觉得他们在说什么？</p> <p>P.7 Q:吃完东西之后，现在他们想要做什么？</p> <p>Review: Video Clip:(SR 9)Seasons Are Fun 四季真有趣 Chants -夏天很热。</p> <p>Variation of the Chant:夏天比春天热，春天比冬天热，秋天比冬天热，春夏秋冬，冬天最冷，夏天最热。</p> <p>Revisit Content and Language Objectives.</p> <p>Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>➤ Read and Repeat: Students repeat after teacher reads the texts aloud for P.4-7.</p> <p>Model Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>Partner Read: Students pair up and read aloud to each other with Finger Read (track text with their finger when they read aloud.)</p> <p>Revisit Content and Language Objectives.</p> <p>Ending: 5mins</p> <p>Summarize and review what we have learned from the lesson.</p> <p>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)</p>	<p>Teacher walks around the classroom to monitor student reading.</p>
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Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 阳热/暑假/比得/过做			
<p>Unit 1-2 我爱夏天</p> <p>Love Summer</p> <p>Day 9</p>	<p>Modeling Cycle: We Read</p> 	<p> Content Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> 我可以用手指头比着字跟朋友读书。 <input type="checkbox"/> 我可以认识和认阳热/暑假/比得/过做夏和假的字。 	<p> Language Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence.
<p>Beginning:5 mins</p> <p> Introduce Content and Language Objectives to the student. Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson</p> <p>Middle:40mins</p> <p>Review the previous story and the words of 过/做(Character Cards)</p> <p>Follow the Leader variation Activity: Teacher says 请你跟我这样做(different actions like pat your head, touch your nose, jump, sit...) students say and repeat the action 我会跟你这样做.</p> <p>The end of the story 我爱夏天 Book Page 8-11</p> <p>Q: Do you remember the beginning and middle of the story?</p> <p>Today we will find out the end of the story.</p> <p>Read & Discuss by using engagement strategy like Act Out ,“Turn and Talk” Think-Pair-Share”, etc.</p> <p>P.8 -9 Q: 他们为什么不高兴? 为什么鱼都不出来?</p>			<p><input type="checkbox"/> Post Content and Language Objectives In the classroom. Post:5W1H(SR12) Question</p>

Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p>P.9-10 Q: 哥哥和弟弟一边洗澡一边做什么？</p> <p>Read and Repeat: Call out students from different tables repeat after teacher reads text aloud for P.8-11.</p> <p>Model Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>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.)</p> <p><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></p> <p>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.</p> <p>Ending: 5mins</p> <p>Summarize and review what we have learned from the lesson.</p> <p>Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 阳热/暑假/比得/过做			
Unit 1-3 玩沙子 Playing With Sands Day 10	Modeling Cycle: You Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以看图用句子回答不同问题。	<input type="checkbox"/> NM.PS.4I can tell about the activities on the book by using words, phrases, and memorized expressions.
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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question flash cards and sentence strips on white board. Topic Graph
Middle: 40mins Follow the Leader variation Activity: Teacher says 请你跟我这样做(different actions like pat your head, touch your nose, jump, sit...) students say and repeat the action 我会跟你这样做. Variation: 请你跟我做太阳 (action), 我会跟你做太阳 (action) 请你跟我比大... 请你跟我过来 Review the previous 2 story books and the words 阳热/暑假/比得/过做/(Character Cards) <ul style="list-style-type: none"> ➤ <u>Introduce Story 玩沙子</u> ➤ <u>Picture Walk</u> Book Cover: Q:这是什么季节? 你怎么知道是夏天? P.2 Q: 他们去哪里玩? 姐姐和妹妹跟谁出去玩? P.3. Q: 妹妹在想什么? 如果....我就.....。如果不...我就...。			

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P.4 Q:你觉得姐姐想要做什么？你看到图上还有什么好玩的事？(小狗....)

P.5 Q:如果你做一个沙堡，你会在沙堡上放什么让它很好看？

P.6 Q:比一比，谁的比较大？姐姐的还是妹妹的比较大？

P.7 Q:妹妹觉得她的沙堡看起来怎么样？

P.8 Q:他们的沙堡上有什么东西？发生什么事了？

P.9 Q:哦喔！怎么了？Predict:接下来会发生什么事了？

P.10 Q: 他们的沙堡怎么了？太阳去那里了？

P.11 Q: 姐姐有什么好想法？

Ending: 5mins

➤ Recall the story by pictures. The beginning, middle and ending of 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 1 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 阳热/暑假/比得/过做			
Unit 1-3 玩沙子 Playing With Sands Day 11	Modeling Cycle: You Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会自己用手指头指着字读“玩沙子”的书。	<input type="checkbox"/> NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.
<p>Beginning:5 mins</p>  Introduce Content and Language Objectives to the student. Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson <p>Middle:40mins</p> <p>Before the students read the story by themselves, the teacher will read the story to the them. Remind them to listen closely.</p> <p>Online Reading : Ask different tables to repeat after the online classroom reading.</p> <p>Independent Reading: Students whisper the words as they read themselves.</p> <p>Book Vote: Do you like this book? Why ? Why not?</p> <p>Guided Writing Practice: G2 Unit 1 Day 9 worksheet</p> <p>Part 1 &Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Think-Pair-Share to answer the question orally the write. Call those students might need help from your</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

observation through the lesson to a small group to help them.

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)

Extension or Review : 同音不同字 Homonym- You can give some other words as examples that students have learned or haven't learn but high-frequency ones. Mostly the examples in the lesson are words for review.

Extension:





Interconnections Lesson 32 Plants Need Sunlight

Lesson Plan see <http://www.utahchinesedli.org/teachers/curriculum/third-grade/>



www.utahchinesedli.org

password: chinese


Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 阳热/暑假/比得/过做			
Unit 1-3 玩沙子 Playing With Sands Day 12	Modeling Cycle: You Read 	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着朋友用手指头比着字读“玩沙子”的书 <input type="checkbox"/> 我会写出作业纸上问题的答案	<input type="checkbox"/> NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.
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: 40mins Listen to Online Reading : The whole class repeat the texts after “computer” reads. Pair-up Independent Reading: One student point the texts one by one 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 with fingers or white them on the white board paddle. Guided Writing Practice: G2 Unit 1 Day 10 P.21 worksheet Part 1 &Part 2 Practice to make sentences orally first and write down the sentences. Ending: 5mins			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p>➤ Summarize and review what we have learned from the lesson.</p> <p>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)</p>		
<h2>Week 3 (50 minutes x 5 Days) Assessment</h2>		
<p>1-1 快乐的假期Happy Vacation</p> <p>1-2 我爱夏天 I Love Summer</p> <p>1-3 玩沙子 Playing With Sands</p> <p>Day 13</p>	 Objectives	<input type="checkbox"/> 我会用我所学的知识 and 字写出考试卷上问题的答案。
<p>Beginning:5 mins</p>  Introduce Content and Language Objectives to the student. Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson <p>Middle:40mins</p> <p>Review through all the worksheets.</p> <p>Rules for Assessment : Being quiet, privacy screen ,if having question quietly raise your hand. Quiet Activity for fast finishers.</p> <p>Assessment Sheet: G2 Unit 1 Day 8 worksheet</p> <p>Ending: Discuss the answers of the test.</p>		

Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
<p>1-1 快乐的假期Happy Vacation</p> <p>1-2 我爱夏天 I Love Summer</p> <p>1-3 玩沙子 Playing With Sands</p> <p>Day 14-15</p>		 Objectives		
		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		
	Center 1	Center 2	Center 3	Center 4
<p>Beginning :</p> <p>Rules of centers</p> <p>Divide the groups</p> <p>Middle: Center Time</p> <p>Ending : Clean up</p>	<p>Listening & Reading</p> <p>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.</p>	<p>Writing</p> <p>Dairy booklet</p> <p>Write and draw your favorite vocation.</p>	<p>Interconnections</p> <p>Sun, heat and plan</p> <p>Worksheet or activity according to interconnections lesson plan.</p>	<p>Teacher</p> <p>High group(extension)/</p> <p>Middle group x2 / Low group (intervention)</p>