

## Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan




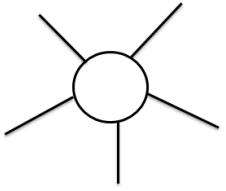
Lesson 10-1(Day1-5).....P.2

Lesson 10-2(Day6-10).....P.11

Lesson 10-3(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).




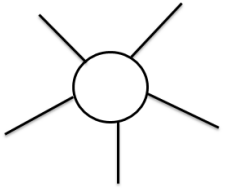
# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

<b>Week 1 (50 minutes x 5 Days) Day1 衣服/Day2 狗河/Day3 助收/Day4 民它/Day5 网</b>			
<b>Unit 10-1 河流清理</b>  <b>River Clean-up</b>  <b>Day 1</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我明白跟回收有关的事。 <input type="checkbox"/> 我会跟着老师写出衣服的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认衣服的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.PS.5</b> I can talk about recycling based on pictures or photos.
For Teacher' Reference-Background Knowledge-See Strategy & Resource (SR1,2) <u>K &amp; G1 vocabulary charts</u> , Also (SR3) <u>G2 vocabulary charts</u> for this year.  <b>Beginning:</b> 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  <b>Middle:</b> 40mins ➤ Look at the Cover of the book and the tile. Q : 你看到什么? 他们在玩还是在帮忙? 你怎么知道的? 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.			<input type="checkbox"/> <b>Post</b> :Content and Language Objectives In the classroom. <b>Post:</b> 5W1H Question(SR12)  Topic Graph  

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<p>Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>回收</u> in the circle . and write anything related to 回收 and <b>multiple pictures</b>. Talk about how the class can do to recycle in the classroom or at home. Check for understanding 回收: Show <b>multiple pictures</b> for right examples and wrong examples ,quickly to do “Thumbs Up/ Down” (SR5)</p>	<p>Teacher walks around the classroom to monitor student's sharing.</p> <p>Dry erase board paddle is a good tool for them to quickly show you their stroke orders.</p>
<p>➤ <u>Guided Writing Practice: G2 Unit 10 Day1 worksheet 衣服</u> <u>同音不同字 Homonym:一/衣</u></p> <p>Video Clip: Where Is My T-shirt? (短袖在哪里 ? )   Learning Songs 1-17 You can substitute 短袖 to 衣服, 帽子, 裤子, etc.</p> <p><b>Part 1:</b> Lead the students to follow you, stroke by stroke to write the character. Writing Activity: Use different body part to write the strokes. Part 2 &amp;3: Oral practice before the writing. <b>Ending:</b> 5mins Summarize what we've learned from the lesson. <b>Revisit Content and Language Objectives.</b> Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc.</p>	




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Week 1 (50 minutes x 5 Days) Day1 衣服/Day2 狗河/Day3 助收/Day4 民它/Day5 网			
<b>Unit 10-1 河流清理</b>  <b>River Clean-up</b>  <b>Day 2</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着老师写出狗河的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认狗河的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment 。  <input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence.
<b>Beginning:</b> 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  <b>Middle:</b> 40mins ➤ Quickly Review Day1 Lesson by using the previous Topic Graph 回收 ➤ <b>The Beginning of the story 河流清理 Book Page2-3</b> Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”,etc. P.2 Q: 你们知道怎样做一个好公民？ Check for understanding 公民.你看到河的上面有什么？怎么做？ P.3 Q: 你觉得这么多东西的河里有鱼吗？为什么？ Guided Writing Practice: G2 Unit 10 Day2 worksheet 狗河 同音不同字 Homonym:和/河 Practice 3 parts of the worksheet			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12)  Topic Graph  

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<p>Ending: 5mins</p> <p>Summarize and review what we learn from the lesson.</p> <p><b>Revisit Content and Language Objectives.</b> Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)</p> <p><b>Extension or Review :</b></p> <p>Interconnections Lesson 3 Understanding Gobles/Lesson 4 Exploring Globe</p> <p>Lesson Plan see <a href="http://www.utahchinesedli.org/teachers/curriculum/third-grade/">http://www.utahchinesedli.org/teachers/curriculum/third-grade/</a></p> <p><a href="http://www.utahchinesedli.org">www.utahchinesedli.org</a></p> <p>password: chinese</p>	<p>Teacher walks around the classroom to monitor student's sharing.</p>
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Week 1 (50 minutes x 5 Days) Day1 衣服/Day2 狗河/Day3 助收/Day4 民它/Day5 网			
<b>Unit 10-1 河流清理</b>  <b>River Clean-up</b>  <b>Day 3</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着老师写出 <b>助收</b> 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认 <b>助收</b> 的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.IL.2</b> I can understand simple information when presented with pictures and graphs.
<p><b>Beginning:</b>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 Quickly Review Day2 Lesson. <p><b>Middle:</b>40mins</p> <p>➤ <b>The Middle of the story 河流清理 Book Page 4-7</b></p> <p>P.4 Q: 他们可以用什么来帮忙河里的东西？</p> <p>P.5 Q: 小男生找到了什么？衣服可以回收吗？那河里的衣服呢？</p> <p>P.6 Q: 这个绿色的瓶子可以回收吗？</p> <p>P.7 Q: 这个黑黑的是什么东西？</p> <p><b>Revisit Content and Language Objectives.</b></p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question ✧ Teacher walks around the classroom to monitor student's pair sharing.

# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

➤ **Guided Writing Practice:** G2 Unit 10 Day3 worksheet 助收

我自己做，不用别人帮助。/我们自己做，不用别人帮助。/他们自己做，不用别人帮助。

同音不同字 **Homonym:**住/助

**Chants** : 收拾，收拾。每个人帮帮忙。收拾，收拾。我们的教室变干净。




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)

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Week 1 (50 minutes x 5 Days) Day1 衣服/Day2 狗河/Day3 助收/Day4 民它/Day5 网			
<b>Unit 10-1 河流清理</b>  <b>River Clean-up</b>  <b>Day4</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用中文句子参与讨论关于河流清理的书。 <input type="checkbox"/> 我会跟着老师写出民/它的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认民/它的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions.
<p><b>Beginning:</b>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            Quickly Review Day2 Lesson.</p> <p><b>Middle:</b>40mins</p> <p>➤ <b>The end of the story Book 河流清理 Page 8-11</b>            We are going to find out the last part of this book.            Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.            P.8-9 Q: 这个轮子可以回收吗？回收的轮子可以做什么？            P.10 Q: 他们用轮子做了什么？你有玩过轮子秋千吗？            P.11 Q: 还有什么回收的东西，可以来做好玩的玩具？（Get some idea of recycling fun for a center craft like colleting toilet paper rolls to make an animal bank.）</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question



# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

Guided Writing Practice: G2 Unit 10 Day 4 worksheet 民它

同音不同字 Homonym:他/她/它

相似音：民/明




Guide Practice 3 parts of the worksheet。

Ending: 5mins



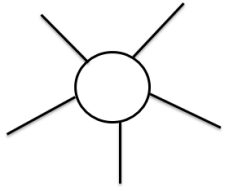
Summarize and review what we've learned from the lesson.

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)

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Week 1 (50 minutes x 5 Days) Day1 衣服/Day2 狗河/Day3 助收/Day4 民它/Day5 网			
<b>Unit 10-1 河流清理</b>  <b>River Clean-up</b>  <b>Day 5</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 在图画的帮助之下，我可以读和认衣服/狗河/助收/民它/网的字 <input type="checkbox"/> 我会跟着老师写出网的正确笔画 <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.
<p><b>Beginning:</b>5 mins</p>  Introduce Content and Language Objectives to the student. <p><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ Review Day 4 Lesson and characters of 衣服/狗河/助收/民它/( <b>Make Character Cards with 3 pictures and sentences.</b>)</li> <li>➤ <b><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></b> Students repeat after the teacher reads the texts aloud.</li> </ul> <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> <ul style="list-style-type: none"> <li>➤ <b><u>Guided Writing Practice: G2 Unit 10 Day 5 worksheet 网</u></b></li> </ul> <p><b>Part 3</b> Practice to make sentences orally first and write down the sentences.</p> <p><b>Ending:</b> 5mins -Summarize and review what we've learned from the lesson.</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question  Computer/ Projections System for online classroom.




# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-衣服/狗河/助收/民它/网			
<b>Unit 10-2 小小好公民</b>  <b>Good Little Citizen</b>  <b>Day 6</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用句子说出有关好公民的事。 <input type="checkbox"/> 我可以用衣服的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.3I can present information about familiar items in my immediate environment by telling about my house.
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:40mins ➤ Review the previous story and the words of 衣服. (Character Cards) ➤ Make a sentence out of the word 衣服.Record students' sentences. ➤ Look at the cover of the book and the tile. Comprehension Check questions: Q:他们在里面还是外面?他们在做什么?你喜欢在外面做饭吗? <b>Topic Graph</b> 好公民 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of about 好公民 and record it. <u>Revisit Content and Language Objectives.</u> ➤ <b>Guided Writing Practice:</b> G2 Unit 10 Day 6 worksheet			<input type="checkbox"/> <b>Post</b> :Content and Language Objectives In the classroom. <b>Post:</b> 5W1H Question(SR12)  Topic Graph 

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<p>Part 1 &amp; Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Think-Pair-Share to answer the question orally then write. Call those students who might need help from your observation through the lesson to a small group to help them.</p> <p><b>Ending:</b> 5mins</p> <p>Summarize what we've learned from the lesson.</p> <p><u>Revisit Content and Language Objectives.</u> Check by "Hand Signal" or other action signal like stand up, sit down, touch your head/nose, etc.</p>	<p>Teacher walks around the classroom to monitor student's pair sharing.</p>
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Week 2 (50 minutes x 5 Days) Review-衣服/狗河/助收/民它/网			
<b>Unit 10-2 小小好公民</b>  <b>Good Little Citizen</b>  <b>Day 7</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用狗/河造句。 <input type="checkbox"/> 我会跟着老师写出狗/河的正确笔画。 <input type="checkbox"/> 我可以用手指头比着字跟朋友读书 <input type="checkbox"/> 我会跟朋友读“小小好公民”2-3页。	<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.
<b>Beginning:</b> 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 <b>Middle:</b> 40mins ➤ Review Day 6 Lesson by using the previous Topic Graph 好公民 and the words of 狗/河 (Character Cards) ➤ Make a sentence out of the word 狗/河.Record students' sentences. ➤ <b>The Beginning of the story</b> 小小好公民 Book Page2-3 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: 他们在什么公园？如果他们做得好可以得到什么？ P.3 Q: 大人的后面有几个小朋友？ Demonstrate :跟在后面。			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12)

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<p><b><u>Teacher Does/You Do/We Do/You All Do Modeling Cycle</u></b></p> <p>➤ <b><u>Read and Repeat:</u></b> Repeat after teacher reads 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.</p> <p><b><u>Model</u></b> Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b><u>Partner Read:</u></b> Students pair up and read aloud to each other with <b><u>Finger Read</u></b> (<u>track text with their finger when they read aloud.</u>)</p> <p>➤ <b><u>Guided Writing Practice:</u></b> G2 Unit 10 Day 7 worksheet</p> <p><b>Make flash cards of part 2 phrases.</b> Put the flash cards in different orders and read them out loud to find out which is the right sentence of it.</p> <p>Part 1 &amp; Part 4 Practice to make sentences orally first and write down the sentences.</p> <p>Think-Pair-Share to answer the question orally then write. Call those students who might need help from your observation through the lesson to a small group to assist them.</p> <p>Ending: 5mins</p> <p>Summarize what we've learned from the lesson.</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal" or other action signals/Exit Ticket</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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# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan




Week 2 (50 minutes x 5 Days) <b>Review-衣服/狗河/助收/民它/网</b>			
<b>Unit 10-2 小小好公民</b>  <b>Good Little Citizen</b>  <b>Day 8</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用手指头比着字跟朋友读书。 <input type="checkbox"/> 我会跟朋友读“小小好公民”4-7页。	<input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence. <input type="checkbox"/> <b>NM.IR.2</b> I can recognize words, phrases, and characters when I associate them with things I already know.
<p><b>Beginning:</b>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			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question on white board.
<p><b>Middle:</b>40mins</p> Review the previous story and the words of 助收. (Character Cards) ➤ <b>The Middle of the story 小小好公民 Book Page 4-7</b> 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 Q:在国家公园什么事可以做？什么事不可以做？ P.5 Q:书上的回收桶可以回收那些东西？他们得到了什么徽章？ P.6 Q:现在他们要做帐篷。他们又可以得到了什么徽章？			

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<p>P.7 Q:穿红衣的大人用网在网鱼，棒不棒？可以跟他一样吗？</p> <p>Revisit Content and Language Objectives.</p> <p><b>Teacher Does/You Do/We Do/You All Do Modeling Cycle</b></p> <p>➤ <b>Read and Repeat:</b> Students repeat after teacher reads texts aloud for P.4-7. Repeat after teacher reads texts 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.</p> <p><b>Model Partner Read and Finger Read</b> by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b>Partner Read:</b> Students pair up and read aloud to each other with <b>Finger Read</b> (track text with their finger when they read aloud.)</p> <p><b>Revisit Content and Language Objectives.</b></p> <p><b>Ending: 5mins</b></p> <p><b>Summarize and review what we learn from the lesson.</b></p> <p><b>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)</b></p>	<p>Teacher moves around the classroom to check students Participation.</p> <p>Teacher walks around the classroom to monitor student reading.</p>
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Week 2 (50 minutes x 5 Days) Review 衣服/狗河/助收/民它/网			
<b>Unit 10-2 小小好公民</b>  <b>Good Little Citizen</b>  <b>Day 9</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用手指头指着字跟朋友读书。 <input type="checkbox"/> 我会跟朋友读“小小好公民”-8-11 页。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence.
<p><b>Beginning:</b>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			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question
<p><b>Middle:</b>40mins</p> Review the previous story and the words of 民它(Character Cards) <b>The end of the story</b> 小小好公民 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 & Discuss by using engagement strategy like Act out ,“Turn and Talk” Think-Pair-Share”,etc. P.8 Q: 因为他们又生火又做饭, 所以可以得到什么徽章? P.9 Q: 你可以把徽章放在哪里? P.10 Q: 他回到哪里了? 你记得他学了什么? 拿了哪些徽章?			

# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

<p>P.11 Q: 我们来数一数，一共有几个徽章？</p> <p><b>Read and Repeat:</b> students repeat after teacher reads texts aloud for P.8-11。 Repeat after teacher reads 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.</p> <p><b>Model Partner Read and Finger Read</b> by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b>Partner Read:</b> Page 8-11 Students can <b>freely pair up</b> with their friend and read aloud to each other with Finger Read (track text with their finger when they read aloud.)</p> <p><b><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></b></p> <p>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.</p> <p>Ending: 5mins</p> <p>Summarize and review what we've learned from the lesson.</p> <p>Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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Week 2 (50 minutes x 5 Days) Review 衣服/狗河/助收/民它/网			
<b>Unit 10-3 丢失的小狗</b>  <b>Lost Dog</b>  <b>Day 10</b>	Modeling Cycle:  <b>You</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以看图用句子回答不同问题。 <input type="checkbox"/> 我可以读和认衣服/狗河/助收/民它/网的字。	NM.IC.3 I can answer a variety of simple questions by sentence.
<b>Beginning:</b> 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 <b>Middle:</b> 40mins Review the previous 2 story books and the words 衣服/狗河/助收/民它/网(Character Cards) ➤ <u>Introduce Story 丢失的小狗</u> ➤ <u>Picture Walk</u> <b>Book Cover:</b> Q:这只小狗是谁的？是这两个女生的吗？你怎么知道的？ P.2 Q: 你去河边走走过吗？你有在河边看到什么？ P.3. Q: 这张纸上说什么？我们一起来读一读。(Create a Lost Dog Flyer like the one in the book for them to fill the blank in center time.) P.4 Q: 为什么姐姐说走那边？(比较词: 近, 更近, 最近) P.5 Q:他们看到河边有什么动物？你在哪里看过这只小狗？			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question flash cards and sentence strips on white board.

# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

<p>P.6 Q:小狗叫什么名字？ Video clip：打电话 on YouTube P.7 Q: 他是跟纸上的小狗一样吗？ P.8 Q:他们在做什么？ P.9 Q:姐姐跟妹妹跟狗玩什么游戏？那是什么球？ P.10 Q: 你帮了忙别人的忙，你会觉得怎样？ P.11 Q: 纸上说你帮忙找到小狗，你会有多少钱？</p> <p><b>Ending:</b> 5mins ➤ Recall the story.</p> <p><b>Revisit Content and Language Objectives.</b> Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)</p> <p>Extension:</p>	<p>5W1H Questions How-怎么样？ 如何？</p>
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# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 衣服/狗河/助收/民它/网			
<b>Unit 10-3 丢失的小狗</b>  <b>Lost Dog</b>  <b>Day 11</b>	Modeling Cycle:  <b>You</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会自己用手指头比着字读“丢失的小狗”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><b>Beginning:</b>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			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom.
<p><b>Middle:</b>40mins</p> 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. <b>Independent Reading:</b> Students whisper the words as they read themselves.			
<p><b>Guided Writing Practice:</b> G2 Unit 10 Day 9 worksheet</p> Part 1 &Part 2 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.			




# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

**Ending:** 5mins



➤ Summarize and review what we've learned 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)

# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan


Week 3 (50 minutes x 5 Days) Review 住房/爷奶/自己/饭送			
<b>Unit 10-3 丢失的小狗</b>  <b>Lost Dog</b>  <b>Day 12</b>	Modeling Cycle:  <b>You</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着朋友用手指头比着字读“丢失的小狗”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.
<p><b>Beginning:</b>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><b>Middle:</b>40mins</p> <p><b>Listen to Online Reading :</b> The whole class repeat the texts after “computer” reads.</p> <p><b>Pair-up Independent Reading:</b> One student point the texts word by word with a finger, the other reads the whole book independently. Switch the role.</p> <p><b>Mandarin Matrix online exercise</b></p> <p>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.</p> <p><b>Guided Writing Practice:</b> G2 Unit 10 Day 10 P.21 worksheet</p> <p>Part 1 &amp;Part 2 Practice to make sentences orally first and write down the sentences.</p> <p>Shared Read- P.22 worksheet</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom.

# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

<p><b>Ending:</b> 5mins</p> <p>➤ Summarize and review what we've learned from the lesson.</p> <p><b>Revisit Content and Language Objectives.</b> 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>10-1 河流清理 River Clean-up</p> <p>10-2 小小好公民 Good Little Citizen</p> <p>10-3 丢失的小狗 Lost Dog</p> <p><b>Day 13</b></p>	<p> <b>Objectives</b></p> <p><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>		
<p><b>Beginning:</b> 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><b>Middle:</b> 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><b>Assessment Sheet:</b> G2 Unit 10 Day 8 worksheet</p>		<p><b>Ending: Discuss the answers of the test.</b></p>	



# Mandarin Matrix Story Garden G2 Unit 10 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
10-1 河流清理 River Clean-up	 <b>Objectives</b> 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			
10-2 小小好公民 Good Little Citizen				
10-3 丢失的小狗 Lost Dog				
<b>Day 14-15</b>				
	Center 1	Center 2	Center 3	Center 4
<b>Beginning :</b> Rules of centers Divide the groups <b>Middle:</b> Center Time <b>Ending :</b> Clean up	Listening & Reading 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.	Writing-A Lost Dog Flyer A Lost Dog Flyer like the one in the book for them to fill the blank. 丢失的狗 我们的小__是__色, 它的名字叫____。.....	<b>Interconnections</b> Refer to the Interconnections' lesson plan of the week to make a worksheet or game.	Teacher High group(extension)/ Middle group x2 / Low group (intervention)