

Mandarin Matrix Story Garden G2 Unit 12 Lesson Plan




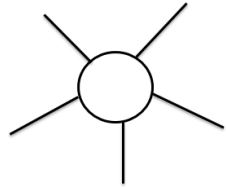
Lesson 12-1(Day1-5).....P.2

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

Lesson 12-3(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).




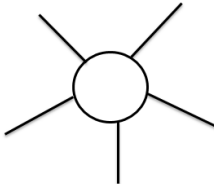
Mandarin Matrix Story Garden G2 Unit 12 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 话听/Day2 忘记/Day3 教答/Day4 级/Day5 手举			
Unit 12-1 班级宠物 Classroom Pet Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白什么是宠物及有关宠物的事。 <input type="checkbox"/> 我会跟着老师写出 <u>话/听</u> 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 <u>说</u> 和 <u>认</u> <u>话/听</u> 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 talk about pets , colors, foods based on pictures or photos.
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. 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 ➤ Look at the Cover of the book and the tile. Q : 他们有什么在班上？你家有宠物吗？是什么？ 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"/> Post :Content and Language Objectives In the classroom. Post: 5W1H Question(SR12) Topic Graph 

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<p>Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>宠物</u> in the circle . Write anything related to <u>宠物</u> and multiple pictures. Check for understanding 宠物: Show multiple pictures 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>➤ <u>Guided Writing Practice: G2 Unit 12 Day1 worksheet 话/听</u></p> <p>➤ <u>同音不同字 Homonym:画/话</u></p> <p>Part 1: Lead the students to follow you, stroke by stroke to write the character.</p> <p>Writing Activity: Use different body part to write the strokes.</p> <p>Part 2 &3: Oral practice before the writing.</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 signal like stand up, sit down, touch your head/nose, etc.</p>	<p>Dry erase board paddle is a good tool for them to quickly show you their stroke orders.</p>




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Week 1 (50 minutes x 5 Days) Day1 话听/Day2 忘记/Day3 教答/Day4 级/Day5 手举			
Unit 12-1 班级宠物 Classroom Pet Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我听明白班级宠物的故事。 <input type="checkbox"/> 我会跟着老师写出忘记的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说和认忘记 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 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 <u>宠物</u> ➤ <u>Activity: Animal sound -Who am I? Sound or Act out for different pets.</u> ➤ <u>The Beginning of the story</u> 班级宠物 Book Page2-3 Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”, etc. P.2 Q: 如果我们有宠物在我们的班级，星期六和星期天想要把它带回家的人请举手。 P.3 Q: 每一个小朋友都想要，怎么办？ Guided Writing Practice: G2 Unit 12 Day2 worksheet 忘记 Practice 3 parts of the worksheet			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph  Teacher walks

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<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>around the classroom to monitor student's sharing.</p>
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Week 1 (50 minutes x 5 Days) Day1 话听/Day2 忘记/Day3 教答/Day4 级/Day5 手举			
Unit 12-1 班级宠物 Classroom Pet Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出教答的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认教答的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IL.2 I can understand simple information when presented with pictures and graphs.
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.
Middle: 40mins ➤ The Middle of the story 班级宠物 Book Page 4-7 Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.4 Q: 老师的问题是：仓鼠不喜欢什么？ P.5 Q: 谁可以带仓鼠回家？ P.6 Q: 如果可以给仓鼠一个名字，你会叫它什么名字？ P.7 Q: 如果你要一只宠物，你会想要一只小仓鼠吗？为什么？			

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- **Guided Writing Practice:** G2 Unit 12 Day3 worksheet 教答
- 同字不同音 Antonym:教室/教学




Guide Practice 3 part3 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 话听/Day2 忘记/Day3 教答/Day4 级/Day5 手举			
Unit 12-1 班级宠物 Classroom Pet Day4	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用中文句子参与讨论关于 班级宠物 的故事。 <input type="checkbox"/> 我会跟着老师写出 级 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认级 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>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 Quickly Review Day3 Lesson.</p> <p>Middle:40mins</p> <p>➤ The end of the story Book 班级宠物 Page 8-11 Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.8 Q: 仓鼠喜欢吃什么？ P.9 Q: 仓鼠棒不棒？听话吗？ P.10 Q: 仓鼠回到哪里了？其他小朋友快乐吗？ P.11 Q: 接下来，谁可以带回家呢？</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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Guided Writing Practice: G2 Unit 12 Day 4 worksheet 级




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 话听/Day2 忘记/Day3 教答/Day4 级/Day5 手举			
Unit 12-1 班级宠物 Classroom Pet Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以认识和认话听/忘记/教答/级/手举的字 <input type="checkbox"/> 我会跟着老师写出手举的正确笔画 <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.
Beginning: 5 mins  Introduce Content and Language Objectives to the student. Middle: 40mins ➤ Review Day 4 Lesson and characters of 话听/忘记/教答/级/手举(<u>Make Character Cards with 3 pictures and sentences.</u>) ➤ <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. Activity: Readers Theater ➤ <u>Guided Writing Practice: G2 Unit 12 Day 5 worksheet 手举</u> 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.			<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- 话听/忘记/教答/级/手举			
Unit 12-2 带什么去学校 What Should I Bring To School Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用句子说出有关学校的事。 <input type="checkbox"/> 我可以用话听的字造句。 <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 school.
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 话/听. (Character Cards) ➤ Make a sentence out of the word 话/听.Record students' sentences. ➤ Look at the Cover of the book and the tile. Comprehension Check questions: Q: 小男生的书包里有什么? 他还能带什么到学校? Topic Graph 学校 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of 学校 and record it.			<input type="checkbox"/> Post : Content and Language Objectives In the classroom. Post: 5W1H Question(SR12) Topic Graph

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Revisit Content and Language Objectives.

➤ **Guided Writing Practice:** G2 Unit 12 Day 6 worksheet

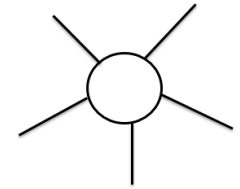
Part 1 & Part 3 Practice to make sentences orally first and write down the sentences.

Think-Pair-Share to answer the question orally then write. Call those students who 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 signal like stand up, sit down, touch your head/nose, etc.



Teacher
walks around the
classroom to
monitor student's
pair sharing.




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Week 2 (50 minutes x 5 Days) Review-话听/忘记/教答/级/手举			
Unit 12-2 带什么去学校 What Should I Bring To School Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用忘记造句。 <input type="checkbox"/> 我会跟着老师写出忘记的正确笔画。 <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“带什么去学校”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.
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 Day 6 Lesson by using the previous Topic Graph 学校 and the words of 忘记(Character Cards) ➤ Make a sentence out of the word 忘记.Record students' sentences. ➤ The Beginning of the story 带什么去学校 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.2-3 Q: 今天是几月几日? 明天是什么日子? 什么是看书日?			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

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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> 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><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> (<u>track text with their finger when they read aloud.</u>)</p> <p>➤ <u>Guided Writing Practice:</u> G2 Unit 2 Day 7 worksheet</p> <p>Make flash cards of part 2 phrases. 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 &Part 4 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 observation through the lesson to a small group to assist them.</p> <p>Ending: 5mins</p> <p>Summarize what we learn 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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Week 2 (50 minutes x 5 Days) Review- 话听/忘记/教答/级/手举			
Unit 12-2 带什么去学校 What Should I Bring To School Day 8	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<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“带什么去学校”4-7页。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence. <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> Review the previous story and the words of 教答. (Character Cards) ➤ The Middle of the story 带什么去学校 Book Page 4-7 Today we will find out the middle of the story. Read and Discuss with the students by using “Turn and Talk” Think-Pair-Share”, etc. for more engagement. P.4 Q:如果你常常忘记老师说的话, 你会怎么做? P.5 Q:黄衣男生什么做呢? P.6 Q:今天的天气怎么样? 绿衣男生喜欢什么运动?			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question on white board.

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<p>P.7 Q: 黄衣男生喜欢吃什么？你喜欢吃冰淇淋吗？</p> <p>Video Clip: I Like Ice Cream (我喜欢冰淇淋) Chants-8</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 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>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'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>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 话听/忘记/教答/级/手举			
Unit 12-2 带什么去学校 What Should I Bring To School Day 9	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<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“带什么去学校”-8-11 页。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence.
<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 Review the previous story and the words of 级(Character Cards) Review Video Clip: I Like Ice Cream (我喜欢冰淇淋) Chants-8</p> <p>The end of the story 带什么去学校 Book Page 8-11</p> <p>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?</p> <p>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>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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<p>P.8 Q: 男生在教小狗做什么？</p> <p>P.9 Q: 小男生忘记明天要带什么去学校了,怎么办？</p> <p>P.10 Q: 看看他的手, 这是什么字？</p> <p>P.11 Q: 你还记得是什么日子吗？应该要带什么？</p> <p>Read and Repeat: 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' voices/Reading with different speed to add more fun and engagement.</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 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 话听/忘记/教答/级/手举			
Unit 12-3 参观海洋馆 Visiting The Aquarium 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"/> 我可以听和认话听/忘记/教答/级/手举的字。	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: 40mins Review the previous 2 story books and the words 话听/忘记/教答/级/手举(Character Cards)			<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
➤ <u>Introduce Story 参观海洋馆</u> ➤ <u>Picture Walk</u> Book Cover: Q:这是什么地方？海豚在玩什么？ P.2 Q: 你去参观海洋馆的时候，你会看到那些海洋动物？ P.3. Q: Fill the blank-在上课的时候不可以__来__去。你需要常常听谁的话？ P.4 Q: 你看到什么颜色的鱼？你喜欢哪只鱼？ P.5 Q: 这是什么动物？你猜猜这只海龟多大了？ P.6 Q: 你们知道这是什么海洋动物？			

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P.7 Q: 为什么章鱼有 8 只手？

P.8 Q: 这是海豚，它喜欢吃什么？

P.9 Q: 那个穿黑色衣服的女生在做什么？

P.10-11 Q: 为什么老师要拍照？

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)

5W1H Questions

How-怎么样？

如何？

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Week 3 (50 minutes x 5 Days) Review 话听/忘记/教答/级/手举			
Unit 12-3 参观海洋馆 Visiting The Aquarium Day 11	Modeling Cycle: You Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会自己用手指头比着字读“参观海洋馆”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 Review the story. 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.</p> <p>Guided Writing Practice: G2 Unit 12 Day 9 worksheet 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</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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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)


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Week 3 (50 minutes x 5 Days) Review 话听/忘记/教答/级/手举			
Unit 12-3 参观海洋馆 Visiting The Aquarium 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“参观海洋馆”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>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			<input type="checkbox"/> Post Content and Language Objectives In the classroom.
<p>Middle:40mins</p> <p>Listen to Online Reading : The whole class repeat the texts after “computer” reads.</p> <p>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.</p> <p>Mandarin Matrix online exercise</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>Guided Writing Practice: G2 Unit 12 Day 10 P.21 worksheet</p> <p>Part 1 &Part 2 Practice to make sentences orally first and write down the sentences.</p> <p>Shared Read- P.22 worksheet</p>			

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<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>			
<h2>Week 3 (50 minutes x 5 Days) Assessment</h2>			
<p>12-1 班级宠物 Classroom Pet</p> <p>12-2 带什么去学校 What Should I Bring To School</p> <p>12-3 参观海洋馆 Visiting The Aquarium</p> <p>Day 13</p>		<p> Objectives</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>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 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. Assessment Sheet: G2 Unit 12 Day 8 worksheet Ending: Discuss the answers of the test.</p>			

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Week 3 (50 minutes x 5 Days) Centers				
<p>12-1 班级宠物 Classroom Pet</p> <p>12-2 带什么去学校</p> <p>What Should I Bring To School</p> <p>12-3 参观海洋馆 Visiting The Aquarium</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 and Draw</p> <p>Topic : My pet</p> <p>If students don't have any pet, just have them pick one that they would like to have. They can draw the pet after they are done the writing.</p>	<p>Interconnections</p> <p>Refer to the Interconnections' lesson plan of the week to make a worksheet or center game.</p>	<p>Teacher</p> <p>High group(extension)/ Middle group x2 / Low group (intervention)</p>