

Mandarin Matrix Story Garden G2 Unit 13 Lesson Plan




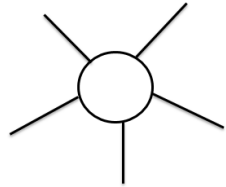
Lesson 13-1(Day1-5).....P.2

Lesson 13-2(Day6-10).....P.11

Lesson 13-3(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).




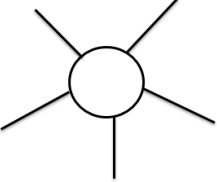
Mandarin Matrix Story Garden G2 Unit 13 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 开关/Day2 店/Day3 选别/Day4 些/Day5 先然			
Unit 13-1 爸爸的生日 Dad's Birthday Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白有关生日的事。 <input type="checkbox"/> 我会跟着老师写出开关的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认开关的字。 <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 birthday based on pictures or photos. (video)
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 : 为什么他们要买蛋糕? 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. Video Clip: Happy Birthday! (生日快乐!) Chants-17			<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>生日</u> in the circle . and write anything related to <u>生日</u> and multiple pictures. Check for understanding 生日: 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>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 13 Day1 worksheet 开关</u></p> <p>Part 1: 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 &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.</p>	




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Week 1 (50 minutes x 5 Days) Day1 开关/Day2 店/Day3 选别/Day4 些/Day5 先然			
Unit 13-1 爸爸的生日 Dad's Birthday Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我听明白爸爸的故事。 <input type="checkbox"/> 我会跟着老师写出店的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认店的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	M.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 生日 ➤ The Beginning of the story 爸爸的生日 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: 他们要去哪里? P.3 Q: 你会选哪个蛋糕? 为什么? Video Clip: How Many Cupcakes? (有多少个纸杯蛋糕?) Learning Songs 2-13 ➤ Guided Writing Practice: G2 Unit 2 Day2 worksheet 店 <u>Practice 3 parts of the worksheet</u>			<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 开关/Day2 店/Day3 选别/Day4 些/Day5 先然			
Unit 13-1 爸爸的生日 Dad's Birthday Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出 <u>选别</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>选别</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.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 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 爸爸的生日 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:他们选了哪个蛋糕？为什么他们选了那个蛋糕？上面有什么？ P.5 Q: 她们还需要买什么？ P.6. Q: 你的生日是什么时候？你的爸爸的生日是什么时候？ P.7 Q: 为什么妈妈说先不要关灯？ Revisit Content and Language Objectives.			

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➤ **Guided Writing Practice:** G2 Unit 1 Day3 worksheet 选别




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 开关/Day2 店/Day3 选别/Day4 些/Day5 先然			
Unit 13-1 爸爸的生日 Dad's Birthday 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爸爸的生日的故事。 <input type="checkbox"/> 我会跟着老师写出些的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认和说些的字。 <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.
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 Day 3 Lesson.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question
Middle: 40mins ➤ The end of the story Book 爸爸的生日 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:为什么看起来黑黑的？这是关灯还是开灯？ P.9 Q:爸爸开心吗？你的爸爸生日的时候，你会做什么事让他开心？ P.10 Q:打开灯之后，他们会做什么？			

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P.11 Q:发生了什么事？蛋糕怎么了？

Guided Writing Practice: G2 Unit 2 Day 4 worksheet 些




Guide Practice 3 parts of the worksheet.

Ending: 5mins



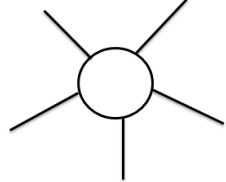
Summarize and review what we've learned from the lesson.

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 开关/Day2 店/Day3 选别/Day4 些/Day5 先然			
Unit 13-1 爸爸的生日 Dad's Birthday Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以认说和认开关/店/选别/些/先然的字 <input type="checkbox"/> 我会跟着老师写出先然的正确笔画 <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 <ul style="list-style-type: none"> ➤ Review Day 4 Lesson and characters of 开关/店/选别/些/先然(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 text aloud. Whole Group Comprehension Checking: Mark online exercise questions with numbers, ask the students to answer by showing the number with fingers or write them on the white board paddle. Activity: Readers Theater <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice: G2 Unit 13 Day 5 worksheet 先然</u> 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- 开关/店/选别/些/先然			
Unit 13-2 逛商场 Go Shopping Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用句子说出有关商店的事。 <input type="checkbox"/> 我可以用开关的字造句。 <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 stores.
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 开关. (Character Cards) ➤ Make a sentence out of the word 开关.Record students' sentences. ➤ Look at the cover of the book and the tile. Comprehension Check questions: Q:他们在做什么? 你们去逛商场的时候, 你会去什么店买东西? Topic Graph 商店 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of 商店 and record it. Use engagement Strategy like Think- Time/Wait-Time 想一想(SR6).” Think-Pair-Share”(SR7)”Turn and Talk””Quiz Quiz Trade) etc.			<input type="checkbox"/> Post :Content and Language Objectives In the classroom. Post:5W1H Question(SR12) Topic Graph 

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<p><u>Revisit Content and Language Objectives.</u></p> <p>➤ Guided Writing Practice: G2 Unit 13 Day 6 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 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><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-开/关/店/选/别/些/先/然			
Unit 13-2 逛商场 Go Shopping Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用店造句。 <input type="checkbox"/> 我会跟着老师写出店的正确笔画。 <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“逛商场”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.
<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> <ul style="list-style-type: none"> ➤ Review Day 6 Lesson by using the previous Topic Graph <u>商店</u> and the words of 店(Character Cards) ➤ Make a sentence out of the word 店.Record students' sentences. ➤ The Beginning of the story 逛商场 Book Page2-3 <p>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> <p>P.2 Q: Make a sentence of 先...然后.....</p> <p>P.3 Q: 这是什么商店? 你喜欢书店吗? 你喜欢看什么样的书?</p>			<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. Try to 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 1,3,4 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 help 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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Week 2 (50 minutes x 5 Days) Review-开关/店/选别/些/先然			
Unit 13-2 逛商场 Go Shopping 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“逛商场”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			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question on white board.
<p>Middle:40mins</p> Review the previous story and the words of 选别. (Character Cards) ➤ The Middle of the story 逛商场 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 Q: 如果你要买车, 你会买什么颜色的车? 为什么? P.5 Q: 姐姐喜欢车子吗? 你怎么知道的? P.6 Q: 姐姐喜欢这家店吗? 这是什么商店?			

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<p>P.7 Q: 几点了？爸爸和弟弟怎么了？</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 开关/店/选别/些/先然			
Unit 13-2 逛商场 Go Shopping 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“逛商场”-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</p> Review the previous story and the words of 些(Character Cards) <p>Follow the Leader variation Activity: Teacher says 请你跟我开门(act out) students say 我会跟你做开门。请你跟我关门(act out) students say 我会跟你关门, 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.</p> <p>The end of the story 逛商场 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.</p> <p>Read & Discuss by using engagement strategy like Act out ,“Turn and Talk” Think-Pair-Share”, etc.</p> <p>P.8 Q: 姐姐和妈妈现在在什么商店？</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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<p>P.9 Q: 弟弟想去什么店？为什么他不可以再等了？</p> <p>P.10 Q: 现在大家都开心吗？你怎么知道的？</p> <p>P.11 Q: 你喜欢吃什么口味的冰淇淋？</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 开关/店/选别/些/先然			
Unit 13-3 不听话的玩具 Crazy Toys 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"/> 我可以读和认开关/店/选别/些/先然的字。	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			<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
<p>Middle: 40mins</p> Review the previous 2 story books and the words 开关/店/选别/些/先然(Character Cards) ➤ <u>Introduce Story 不听话的玩具</u> ➤ <u>Picture Walk</u> <u>Book Cover:</u> Q:他们在哪里? 为什么他们再跑? P.2 Q:两个男生想先去书店吗? 为什么? P.3. Q: 他们比较喜欢什么店? P.4-5 Q: 他选了什么玩具? 打开开关, 机器人会怎么样? P.6-7 Q: 机器人一直跑, 怎么办? P.8 Q: 机器人跑完后, 做什么?			

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P.9-10 Q:他们会不会买这个机器人？为什么？

P.11 Q: 他们决定要买什么？

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？

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Week 3 (50 minutes x 5 Days) Review 开关/店/选别/些/先然			
Unit 13-3 不听话的玩具 Crazy Toys 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“不听话的玩具”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			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question
<p>Middle: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. Independent Reading: Students whisper the words as they read themselves. Guided Writing Practice: G2 Unit 1 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 observation through the lesson to a small group to assist them.			




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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 开关/店/选别/些/先然			
Unit 13-3 不听话的玩具 Crazy Toys 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“不听话的玩具”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 <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 13 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>			<input type="checkbox"/> Post Content and Language Objectives In the classroom.

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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>2-1 我是小猪 I Am A Little Pig</p> <p>2-2 做房子 Building Houses</p> <p>2-3 在爷爷奶奶家 At Grandparents' House</p> <p>Day 13</p>	<p> Objectives</p> <p><input type="checkbox"/> 我会用我所学的知识写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.</p> <p>Assessment Sheet: G2 Unit 13 Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>	

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Week 3 (50 minutes x 5 Days) Centers				
<p>13-1 爸爸的生日 Dad's Birthday</p> <p>13-2 逛商场 Go Shopping</p> <p>13-3 不听话的玩具 Crazy Toys</p> <p style="text-align: center;">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>Provide a form including name address, phone number, birthday and nationality for students to fill out.</p> <p><input type="checkbox"/> NM.PW.1I can fill out a form with my name, address, phone number, birth date, and nationality.</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>