

Mandarin Matrix Story Garden G2 Unit 14 Lesson Plan




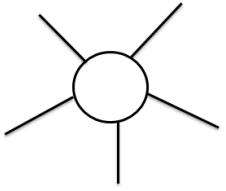
Lesson 14-1(Day1-5).....P.2

Lesson 14-2(Day6-10).....P.11

Lesson 14-3(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).




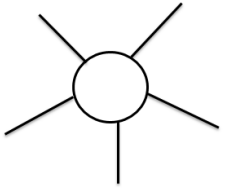
Mandarin Matrix Story Garden G2 Unit 14 Lesson Plan

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| Week 1 (50 minutes x 5 Days) Day1 哭笑/Day2 黑/Day3 变成/Day4 怕但/Day5 图 | | | |
| Unit 14-1 手影游戏 Hand Shadows Day 1 | Modeling Cycle: Teacher Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 我明白有关情绪的事。 <input type="checkbox"/> 我会跟着老师写出哭/笑的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认哭/笑的字。 <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. |
| 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 : 他们在玩什么游戏？你有玩过这个游戏吗？ 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 情绪 in the circle and write anything related to 情绪 and multiple pictures.- 哭, 笑, 怕, 快乐, 高兴, etc.</p> <p>Check for understanding 情绪: 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 14 Day1 worksheet 哭笑</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> | |




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| Week 1 (50 minutes x 5 Days) Day1 哭笑/Day2 黑/Day3 变成/Day4 怕但/Day5 图 | | | |
|--|--|---|---|
| Unit 14-1 手影游戏 Hand Shadows Day 2 | Modeling Cycle: Teacher Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 我听明白手影游戏的故事。 <input type="checkbox"/> 我会跟着老师写出黑的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认黑的字。 <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 情绪 ➤ The Beginning of the story 手影游戏 Book Page2-3 Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”, etc. P.2Q: 弟弟怕什么？你怕黑吗？ P.3 Q: 如果你怕黑，你怎么做？房间里有什么可以帮你？ ➤ Guided Writing Practice: G2 Unit 14 Day2 worksheet 黑 <u>Practice 3 parts of the worksheet</u> | | | <input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph  |

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| <p>Ending: 5mins</p> <p>Summarize and review what we learn 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's sharing.</p> |
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| Week 1 (50 minutes x 5 Days) Day1 哭笑/Day2 黑/Day3 变成/Day4 怕但/Day5 图 | | | |
| Unit 14-1 手影游戏 Hand Shadows Day 3 | Modeling Cycle: Teacher Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 我会跟着老师写出 <u>变成</u> 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认 <u>变成</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.IL.2 I can understand simple information when presented with pictures and graphs. (video) |
| Beginning: 5 mins  Introduce Content and Language Objectives to the student. Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson Quickly Review Day2 Lesson. Middle: 40mins ➤ The Middle of the story 手影游戏 Book Page 4-7 Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.4-5 Q:怎么办？灯关了，好黑哦。 P.6-7 Q:哥哥想到什么好方法？ | | | <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. |

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| <p>手指变变变儿歌(1) 一个手指变呀变,变成毛毛虫爬呀爬; 两个手指变呀变,变成小兔跳呀跳; 三个手指变呀变,变成小猫喵喵喵; 四个手指变呀变,变成螃蟹爬呀爬; 五个手指变呀变,变成小鸟飞呀飞。</p> <p>➤ <u>Chants</u> :</p> <p>➤ <u>Guided Writing Practice</u>: G2 Unit 14 Day3 worksheet 变成</p> <p>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)</p> | Computer & projection system. |
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| Week 1 (50 minutes x 5 Days) Day1 哭笑/Day2 黑/Day3 变成/Day4 怕但/Day5 图 | | | |
|--|--|---|--|
| Unit 14-1 手影游戏 Hand Shadows 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手影游戏的故事。 <input type="checkbox"/> 我会跟着老师写出 怕但 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认 怕但 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 Day3 Lesson. | | | <input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question |
| Middle: 40mins ➤ The end of the story Book 手影游戏 Page 8-11 We are going to find out the last part of this book. Read through P8-11 Q:这个用手影做的是什么东西? Activity: Turn off the light and use your computer/projection system for students to do hand shadows. (a small group at a time.) | | | |

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Guided Writing Practice: G2 Unit 14 Day 4 worksheet 怕但

同音不同字 Homonym : 蛋/但




Guide Practice 3 parts of the worksheet。

Ending: 5mins



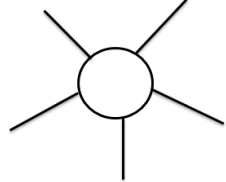
Summarize and review what we've learned from the lesson.

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 哭笑/Day2 黑/Day3 变成/Day4 怕但/Day5 图 | | | |
|--|--|---|--|
| Unit 14-1 手影游戏 Hand Shadows Day 5 | Modeling Cycle: Teacher Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 在图画的帮助之下，我可以读和认哭笑/黑/变成/怕但的字 <input type="checkbox"/> 我会跟着老师写出图的正确笔画 <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>Beginning:5 mins</p>  Introduce Content and Language Objectives to the student. <p>Middle:40mins</p> <ul style="list-style-type: none"> ➤ Review Day 4 Lesson and characters of 哭笑/黑/变成/怕但(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. <p>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.</p> <p>Activity: Readers Theater</p> <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice: G2 Unit 14 Day 5 worksheet 图</u> <p>Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Ending: 5mins -Summarize and review what we've learned from the lesson.</p> | | | <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-哭笑/黑/变成/怕但/图 | | | |
|--|---|--|---|
| Unit 14-2 做披萨 Making Pizza Day 6 | Modeling Cycle: We Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 我可以用句子说出有关房子的事。 <input type="checkbox"/> 我可以用住和房的字造句。 <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 哭笑. (Character Cards) ➤ Make a sentence out of the word 哭笑.Record students' sentences. ➤ Look at the cover of the book and the tile. Comprehension Check questions: Q:爸爸和女儿在做什么? Topic Graph 食物 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of about 食物 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 14 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-哭笑/黑/变成/怕但/图 | | | |
|---|---|--|---|
| Unit 14-2 做披萨 Making Pizza Day 7 | Modeling Cycle: We Read |  Content Objectives |  Language Objectives |
| | | <input type="checkbox"/> 我可以用黑造句。 <input type="checkbox"/> 我会跟着老师写出黑的正确笔画。 <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“做披萨”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>  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) |
| <p>Middle:40mins</p> <ul style="list-style-type: none"> ➤ Review Day 6 Lesson by using the previous Topic Graph 食物 and the words of 黑 (Character Cards) ➤ Make a sentence out of the word 黑.Record students' sentences. ➤ The Beginning of the story 做披萨 Book Page2-3 Today we will find out the beginning of the story. Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.2 Q: 小女生想要做什么? P.3 Q: 当你不知道怎么做一个东西时, 你可以在哪里找一找来帮你? | | | |

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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 14 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 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>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-哭笑/黑/变成/怕但/图 | | | |
|---|---|---|---|
| Unit 14-2 做披萨 Making Pizza Day 8 | Modeling Cycle: We Read |  Content Objectives |  Language Objectives |
| | | <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“做披萨”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 变成 . (Character Cards) ➤ The Middle of the story 做披萨 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:他们需要什么蔬菜? P.5 Q: 什么蔬菜会让人哭? P.6 Q:爸爸用了什么方法?所以他不会哭。 | | | <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:要先放什么, 再放什么? (prepare the students to write how to make a pizza in center time by talking more about making pizza.)</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 text aloud by whole class/table/boys/girls/ or Reading and jumping (different actions)/Reading with different animals' voices/Reading with different speed to add more fun and engagement.</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 哭/笑/黑/变成/怕/但/图 | | | |
|---|---|---|--|
| Unit 14-2 做披萨 Making Pizza Day 9 | Modeling Cycle: We Read |  Content Objectives |  Language Objectives |
| | | <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“做披萨”-8-11 页。 | <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 怕/但(Character Cards)</p> <p>The end of the story 做披萨 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 -9 Q: 做好了要放进哪里？</p> <p>P.10 Q: 披萨怎么了？哪里不对？</p> <p>P.11 Q:现在怎么办？没有披萨吃了。</p> <p>Follow the Leader variation Activity for emotion: Teacher says 请你跟我惊讶(act out) students say 我会跟你做</p> | | | <input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question |

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| <p>惊讶.请你跟我高兴(act out) students say 我会跟你高兴。请你跟我哭哭(act out) students say 我会跟你哭哭… etc.</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 哭笑/黑/变成/怕但/图 | | | |
|--|--|---|---|
| Unit 14-3 日食 Solar Eclipse 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"/> 我可以读和认哭笑/黑/变成/怕但/图的字。 | <input type="checkbox"/> NM.PS.2 I can say which sports I like and don't like. <input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment by telling things in the house or room. |
| <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 2 story books and the words 哭笑/黑/变成/怕但/图(Character Cards) <ul style="list-style-type: none"> ➤ <u>Introduce Story 日食</u> ➤ <u>Picture Walk</u> <p>Book Cover: Q:在天上的是太阳吗? 为什么他们戴眼镜? P.2 Q: 他们要用眼镜做什么? P.3. Q: 为什么爸爸没有眼镜? P.4 Q: 爸爸用箱子做什么? P.5 Q:他们看到什么? 为什么会这样?</p> | | | <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 |

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P.6-7 Q:太阳怎么了？

P.8-9 Q:为什么会这样？

P.10-11 Q:为什么太阳又回来了？

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 哭笑/黑/变成/怕但/图 | | | |
|---|--|---|---|
| Unit 14-3 日食 Solar Eclipse 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“日食”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>Guided Writing Practice: G2 Unit 14 Day 9 worksheet</p> <p>Part 1 &Part 2 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> | | | <input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question |




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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 哭笑/黑/变成/怕但/图 | | | |
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| Unit 14-3 日食 Solar Eclipse 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“日食”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 14 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>14-1 手影游戏 Hand Shadows</p> <p>14-2 做披萨 Making Pizza</p> <p>14-3 日食 Solar Eclipse</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.</p> <p>Assessment Sheet: G2 Unit 14 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 | | | | |
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| <p>14-1 手影游戏 Hand Shadows</p> <p>14-2 做披萨 Making Pizza</p> <p>14-3 日食 Solar Eclipse</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>How to make a Pizza.(rebus)</p> <p>Any word they don't know how to write, they can draw.</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> |