

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan





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

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

Lesson 2-3(Day11-15).....P.20

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

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<p><b>Week 1 (50 minutes x 5 Days) <u>Day1 住房/Day2 爷奶/Day3 自己/Day4 饭/Day5 送</u></b></p>			
<p><b>Unit 2-1 我是小豬</b></p> <p><b>I Am A Little Pig</b></p> <p><b>Day 1</b></p>	<p>Modeling Cycle: <b>Teacher Read</b></p> 	<p> <b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我明白什么是动物什么不是动物及有关动物的事。</li> <li><input type="checkbox"/> 我会跟着老师写出住和房正确笔画。</li> <li><input type="checkbox"/> 在图画的帮助之下，我可以认住和房的字。</li> <li><input type="checkbox"/> 我可以正确写出作业纸上问题的答案。</li> </ul>	<p> <b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NM.PS.5</b> I can talk about animals, colors, foods based on pictures or photos.</li> </ul>
		<p>For Teacher' Reference-Background Knowledge-See Strategy &amp; Resource (SR1,2) <u>K &amp; G1 vocabulary charts</u>, Also (SR3) <u>G2 vocabulary charts</u> for this year.</p> <p><b>Beginning:</b>5 mins</p> <p> Introduce Content and Language Objectives to the students Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson</p> <p><b>Middle:</b>40mins</p> <p>➤ Look at the cover of the book and the tile. Q : 你看到什么动物？还有什么东西在图上？Review 太阳 from(Unit1 )小猪是什么颜色？狼是什么颜色？你还看到什么颜色？小猪住在哪里？他们的房子用什么做的？ 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.</p>	

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<p>"Think-Pair-Share"(SR7) by using sentence.          Revisit Content and Language Objectives.          Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>动物</u> in the circle .Q:什么是动物？          and write anything related to <u>动物</u> and <b>multiple pictures</b>. Talk about the colors of animals, foods for animals and          where the animals live(habitants)  <b>Check for understanding 动物</b>: 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><b>Revisit Content and Language Objectives.</b>          ➤ Video Clip:(SR15)Meet the Animals 6: Gray Wolf (认识动物 6：大灰狼)          After Video Q:他们住在什么地方？大灰狼吃什么？他们小的时候做什么事？（一边....一边.....）  <u>If you would like, you can extend duration of the Literacy Lessons this week in order to combine with</u>  <u>Interconnections Lesson 1 Characteristics of Living Things</u>  <b>Revisit Content and Language Objectives.</b> Check by "Hand Signal" 我明白假期我明白太阳和热是什么。          ➤ <u>Guided Writing Practice: G2 Unit 2 Day1 worksheet 住/房</u>  <u>同音不同字 Homonym:住/祝(你生日快乐) 住 z-h-u 4 声 zhu 小猪的 猪 1 声 zhu</u>  <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 have 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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Extension or Review 延伸或复习:

Interconnections Lesson 1 Characteristics of Living Things

Lesson Plan see <http://www.utahchinesedli.org/teachers/curriculum/third-grade/>  
[www.utahchinesedli.org](http://www.utahchinesedli.org) password: Chinese





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<p><b>Week 1 (50 minutes x 5 Days) Day1 住房/Day2 爷奶/Day3 自己/Day4 饭/Day5 送</b></p>			
<p><b>Unit 2-1 我是小豬</b></p> <p><b>I Am A Little Pig</b></p> <p><b>Day 2</b></p>	<p>Modeling Cycle: <b>Teacher Read</b></p> 	<p> <b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我听明白我是小豬的故事。</li> <li><input type="checkbox"/> 我会跟着老师写出<u>爷</u>和<u>奶</u>的正确笔画。</li> <li><input type="checkbox"/> 在图画的帮助之下，我可以<u>说</u>和<u>认</u><u>爷</u>和<u>奶</u>的字。</li> <li><input type="checkbox"/> 我可以正确写出作业纸上问题的答案。</li> </ul>	<p> <b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment by telling about my school.</li> <li><input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence.</li> </ul>
		<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> <ul style="list-style-type: none"> <li>➤ Quickly Review Day1 Lesson by using the previous Topic Graph <u>动物</u></li> <li>➤ <u>Activity: Animals sound -Who am I? Act out or sound out for different animals.</u></li> <li>➤ <b><u>The Beginning of the story</u></b> 我是小豬 <b>Book Page2-3</b></li> </ul> <p>Connection: Does anyone know the story of Three Little Pigs? Can you tell me the beginning of the story?</p> <ul style="list-style-type: none"> <li>➤ <u>Video Clip:(SR)三只小豬</u></li> </ul> <p>After video-Q:在故事的前面， 三只小豬做了什么来住？在故事的中间， 他们做(盖)好了房子发生了什么事？狼想要什么？在最后小豬被吃掉了吗？为什么没有被吃掉？</p> <p>Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”,etc.</p>	

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<p>P.2 Q: 这是什么学校？我们的学校叫什么名字？我们学校有哪些三年级的老师？我们的校长是谁？为什么好多大人来学校？</p> <p>P.3 Q: 你看到几只粉红色的小猪？你还看到什么？小猪和狼的后面有什么？为什么他们看起来很高兴？</p> <p>➤ <b>Guided Writing Practice:</b> G2 Unit 2 Day2 worksheet 爷奶 <u>Practice 3 parts of the worksheet</u></p> <p>□ <b>Revisit Content and Language Objectives.</b> 我会跟着老师写出爷和奶的正确笔画。 在图画的帮助之下，我可以读和认爷和奶的字，我可以读和认的字。</p> <p>Ending: 5mins</p> <p>Summarize and review what we have 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> <p><b>Extension or Review</b> : Family Chart to review 爸爸，妈妈，姐姐，妹妹，哥哥，弟弟 or extend to mom’s parents are 外公，外婆.</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 住房/Day2 爷奶/Day3 自己/Day4 饭/Day5 送			
<b>Unit 2-1 我是小猪</b>  <b>I Am A Little Pig</b>  <b>Day 3</b>	Modeling Cycle: <b>Teacher Read</b>  	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以参与或欣赏表演。 <input type="checkbox"/> 我会跟着老师写出自和己的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认自和己的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.II.2</b> I can understand simple information when presented with pictures and graphs. (video)
<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 Quickly Review Day2 Lesson.			<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.
<b>Middle:</b> 40mins ➤ <b>The Middle of the story 我是小猪 Book Page 4-7</b> Activity- A skit Pick 3 kids to be three pigs, 1 kid to be a wolf ,3 kids to be three houses at a time. Introduce the roles. Make a simple headband to represent their roles. They act out as the teacher narrates the texts from page 4-7. Run for a couple of turns if more kids like to participate. <b>Revisit Content and Language Objectives.</b>			

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

Part 1 : Understand 自己/别人

Example: 我自己做, 不用别人帮忙。/我们自己做, 不用别人帮忙。/他们自己做, 不用别人帮忙。

Guide Practice part2 and 3 for the worksheet.

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)

Extension or Review : Reader’s Theater-Create a simple reader’s theater script of Three Little Pigs for kids to do.

Film it to share.



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Week 1 (50 minutes x 5 Days) Day1 住房/Day2 爷奶/Day3 自己/Day4 饭/Day5 送			
<p><b>Unit 2-1 我是小豬</b></p> <p><b>I Am A Little Pig</b></p> <p><b>Day4</b></p>	<p>Modeling Cycle: <b>Teacher Read</b></p> 	<p> <b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我可以用中文句子参与讨论关于我是小豬的故事。</li> <li><input type="checkbox"/> 我会跟着老师写出饭的正确笔画。</li> <li><input type="checkbox"/> 在图画的帮助之下，我可以认和说饭的字。</li> <li><input type="checkbox"/> 我可以正确写出作业纸上问题的答案。</li> </ul>	<p> <b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions.</li> <li><input type="checkbox"/> NM.IC.7 I can talk about what I eat.</li> </ul>
<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 我是小豬 Page 8-11</b> Continue a turn of a skit from Day 3 lesson for review. We are going to find out the last part of this book. Read and Discuss by using engagement activities. P.8 Q:他们是谁？为什么他们要拍手？ After questions, read the text to the students.</p>			<p><input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b>5W1H(SR12) Question</p>

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P.9 Q:爷爷和奶奶送了小猪们什么东西？你在什么时候会收到礼物？爸爸和妈妈送了小猪们什么东西？

After questions, read the texts to the students.

Predict-表演完了，你觉得他们接下来要去哪里？会做什么？

P.10 Q:他们在家里吃饭吗？你出去吃饭的时候，你喜欢点什么来吃？

P.11 Q:他们点了中国菜吗？你喜欢吃什么中国菜？

Guided Writing Practice: G2 Unit 2 Day 4 worksheet 饭

**Phrases of 饭:** 吃饭/早饭/午饭/晚饭

Guide Practice 3 parts of the worksheet。





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)

Extension or Review : Compare the food we eat in our community with some Chinses dishes.

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 1 (50 minutes x 5 Days) Day 5 Review- 住房/爷奶/自己/饭送			
<p>Unit 2-1 我是小豬</p> <p>I Am A Little Pig</p> <p>Day 5</p>	<p>Modeling Cycle: Shared Read</p> 	<p> Content Objectives</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 在图画的帮助之下，我可以读和认住房/爷奶/自己/饭送的字</li> <li><input type="checkbox"/> 我会跟着老师写出送的正确笔画</li> <li><input type="checkbox"/> 我可以正确写出作业纸上问题的答案。</li> </ul>	<p> Language Objectives</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.</li> </ul>
<p><b>Beginning:</b>5 mins</p> <p> Introduce Content and Language Objectives to the student.</p> <p><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ Review Day 4 Lesson and characters of 住房/爷奶/自己/饭 (<b>Make Character Cards with 3 pictures and sentences.</b>)</li> <li>➤ <b>Use Mandarin Matrix online to read the whole story and do the online exercise.</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 with fingers or write them on the white board paddle.</p> <p><b>Activity:</b> Readers Theater</p> <ul style="list-style-type: none"> <li>➤ <u>Guided Writing Practice: G2 Unit 1 Day 5 worksheet 送</u></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 learn from the lesson.</p>			<p><input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b>5W1H(SR12) Question</p> <p>Computer/ Projections System for online classroom.</p>





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Week 2 (50 minutes x 5 Days) Review-住房/爷奶/自己/饭送			
<p><b>Unit 2-2 做房子</b></p> <p><b>Building Houses</b></p> <p><b>Day 6</b></p>	<p>Modeling Cycle: <b>We Read</b></p> 	<p> <b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我可以用句子说出有关房子的事。</li> <li><input type="checkbox"/> 我可以用住和房的字造句。</li> <li><input type="checkbox"/> 我会写出作业纸上问题的答案。</li> </ul>	<p> <b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NM.PS.3I can present information about familiar items in my immediate environment by telling about my house.</li> </ul>
		<p>Beginning:5 mins</p> <p>Introduce Content and Language Objectives to the students</p> <p>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"> <li>➤ Review the previous story and the words of 住/房. (Character Cards)</li> <li>➤ Make a sentence out of the word 住/房.Record students' sentences.</li> <li>➤ Look at the Cover of the book and the tile.</li> </ul> <p>Comprehension Check questions:</p> <p>Q:他们在学校还是家里？男生在跟谁玩？Q:如果你在玩积木（point to the pictures），你会想要做一个什么东西？</p> <p><b>Topic Graph 房子</b> on the white board or poster for tomorrow. Ask the students to tell you anything they can think of about 夏天 and record it.</p> <p>Q:你们家的房子是什么颜色？</p>	

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<p>➤ Video Clip : (SR16) What Color Is This? (这是什么颜色?)   Learning Songs 1 Mrs. Kelly's Class 6: What Color...? (凯丽老师的课堂 6: 这是什么颜色?) 有几个房间? 你们家的房子用什么做的? (石头, 木头...) 谁的家有游泳池? Use engagement Strategy like Think- Time/Wait-Time 想一想(SR6). ” Think-Pair-Share” (SR7)”Turn and Talk” ”Quiz Quiz Trade) etc. <u>Revisit Content and Language Objectives.</u></p> <p>➤ <b>Guided Writing Practice:</b> G2 Unit 2 Day 6 worksheet <b>Make flash cards of part 1 phrases.</b> Try to put the flash cards in different orders and read them out loud to find out which is the right sentence of it. Part 1 &amp;Part 3 Practice to make sentences orally first and write down the sentences. Think-Pair-Share to answer the question orally then write. Call those students might need help from your observation through the lesson to a small group to assist them. <b>Ending:</b> 5mins Summarize what we learn from the lesson. <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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# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-住房/爷奶/自己/饭送			
<b>Unit 2-2 做房子</b>  <b>Building Houses</b>  <b>Day 7</b>	Modeling Cycle: <b>We Read</b>  	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用爷/奶造句。 <input type="checkbox"/> 我会跟着老师写出爷/奶的正确笔画。 <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“做房子”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 <ul style="list-style-type: none"> <li>➤ Review Day 6 Lesson by using the previous Topic Graph <u>房子</u> and the words of 爷/奶 (Character Cards)</li> <li>➤ Make a sentence out of the word 爷/奶.Record students' sentences.</li> <li>➤ <b>The Beginning of the story</b> 做房子 Book Page2-3</li> </ul> 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: 爸爸, 妈妈和男生想要去哪里? 他们要怎么去? P.3 Q: 为什么男生很高兴? 他今天跟爸爸妈妈回家吗? 爷爷奶奶家有什么宠物? 你通常什么时候去爷爷奶奶家?			<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 the 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 2 Day 7 worksheet</p> <p><b>Make flash cards of part 1 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 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 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) <b>Review-住房/爷奶/自己/饭送</b>			
<b>Unit 2-2 做房子</b>  <b>Building Houses</b>  <b>Day 8</b>	Modeling Cycle: <b>We Read</b>  	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我明白“还没有”的意思。 <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“做房子”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 <p><b>Middle:</b>40mins</p> Review the previous story and the words of 自己. (Character Cards) ➤ <b>The Middle of the story 做房子 Book Page 4-7</b> 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. P.4 Q:你去奶奶家，她会做什么东西给你吃？ P.5 Q:你的爷爷会跟你一起玩吗？你们玩什么？他们在玩什么？ P.6 Q:有谁住在你们家的房子里？男生想要有谁住在他的房子里？			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question on white board.



# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p>P.7 Q:比一比， 谁的房子比较高？</p> <p><b>Activity</b> : Students can freely pair up with someone and compare their height by saying“我比你高”“我比你小” Start with music and countdown to end the music and activity</p> <p>P7.弟弟的房子做好了吗？（做好了？<u>还没有</u>做好？） Give more examples to check for the understanding of 还没有.</p> <p>Review some names from geometry by using the picture in page 7-这是黄色的园柱体。/这是红色的长方体。 , etc.</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 the texts aloud for P.4-7. Repeat after teacher reads the 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> 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’ve learned from the lesson.</b></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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# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 住房/爷奶/自己/饭送			
<p><b>Unit 2-2 做房子</b></p> <p><b>Building Houses</b></p> <p><b>Day 9</b></p>	<p>Modeling Cycle: <b>We Read</b></p> 	<p> <b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我可以用手指头指着字跟朋友读书。</li> <li><input type="checkbox"/> 我会跟朋友读“做房子”-8-11 页。</li> </ul>	<p> <b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence.</li> </ul>
<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 the previous story and the words of 饭送(Character Cards)</p> <p><b>Follow the Leader variation Activity:</b> Teacher says 请你跟我做房子(act out) students say 我会跟你做房子. 请你跟我吃饭(act out) students say 我会跟你吃饭,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><b>The end of the story</b> 做房子 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><input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b>5W1H(SR12) Question</p>

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p>Read &amp; Discuss by using engagement strategy like Act Out ,“Turn and Talk” Think-Pair-Share”,etc.</p> <p>P.8 -9 Q: 奶奶说什么？奶奶问爷爷和孙子什么问题？</p> <p><b>Video Clip</b> : (SR 17) What Do You Want? (你要什么?)   Learning Songs 1 牛奶果汁</p> <p>Fill out the blank:_____和_____, 你要那个？</p> <p>P.10 Q: 孙子在想什么？他们接下来还要做什么？</p> <p>P.11 Q:发生了什么事？为什么爷爷很惊讶？</p> <p><b>Follow the Leader variation Activity</b> for <b>emotion</b>: Teacher says 请你跟我惊讶(act out) students say 我会跟你做惊讶.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><b>Read and Repeat</b>: students repeat after teacher reads the texts aloud for P.8-11。Repeat after teacher reads the 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>Use Mandarin Matrix online to read the whole story and do the 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>Ending: 5mins</p> <p>Summarize and review what we learn from the lesson.</p> <p>Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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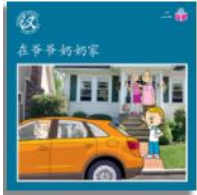

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 住房/爷奶/自己/饭送			
<b>Unit 2-3 在爷爷奶奶家</b>  <b>At Grandparents' House</b>  <b>Day 10</b>	Modeling Cycle: <b>You 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"/> 我可以读和认住房/爷奶/自己/饭送的字。	<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.
<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 <b>Review by Follow the Leader variation Activity:</b> Teacher says 请你跟我做房子(act out) students say 我会跟你做房子.请你跟我吃饭(act out) students say 我会跟你吃饭,请你跟我做太阳 (action), 我会跟你做太阳 (action) 请你跟我比大... 请你跟我过来...,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. Review the previous 2 story books and the words 住房/爷奶/自己/饭送(Character Cards)			<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. Topic Graph
<ul style="list-style-type: none"> <li>➤ <u>Introduce Story 在爷爷奶奶家</u></li> <li>➤ <u>Picture Walk</u></li> </ul>			

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p><u>Book Cover</u>: Q:这是谁的家？你看到爷爷和奶奶站在什么上面？你看到绿色的什么东西？</p> <p>P.2 Q: 爷爷，奶奶和男生为什么挥挥手？爸爸开什么颜色的车？爷爷奶奶的房子有什么颜色？窗户是什么形状？</p> <p>P.3. Q: 男生手上有什么动物？你一共看到了几只小鸟？两只小鸟叫一对小鸟。两只手叫一双手。<u>爷爷奶奶的房子里还有什么？</u></p> <p>P.4 Q: 什么颜色的小鸟在鸟房子里面？什么颜色的小鸟在鸟房子外面？</p> <p>P.5 Q:这个地方大不大？你喜欢踢球吗？</p> <p>➤ <u>Video Clip: (SR18) Let's Play Soccer! (踢足球吧！)   Learning Songs 2</u></p> <p><u>Activity: Substitute 踢足球 to different sports like 打篮球/ 游泳/打棒球/.....</u></p> <p><u>你喜欢什么运动？你不喜欢什么运动？</u></p> <p>P.6 Q:在家里，你会帮妈妈什么忙？</p> <p>P.7 Q: 男生为什么把双手举高高？他做了什么好棒的事？</p> <p>P.8 Q:他们一边看电视一边做什么？</p> <p>P.9 Q:奶奶送给孙子什么东西？</p> <p>P.10 Q: 你觉得书里写了什么故事？</p> <p>P.11 Q: 他在做什么？<u>你通常几点睡觉？你通常几点吃早饭？我们几点休息？我们几点吃午饭？</u></p> <p><b>Ending:</b> 5mins</p> <p>➤ Recall the story by listing the activities with timing.</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 1 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 住房/爷奶/自己/饭送			
<b>Unit 2-3 在爷爷奶奶家</b>  <b>At Grandparents' House</b>  <b>Day 11</b>	Modeling Cycle: <b>You Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会自己用手指头指着字读“在爷爷奶奶家”的书。	<input type="checkbox"/> NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.  <input type="checkbox"/> I can write something I hear or have heard such as simple information in a phone message or a classroom activity.
<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            Review the story by listing the activities with timing in it.</p> <p><b>Talk and list the daily activities of the classroom (then provide a worksheet for them to write it down in Center time of Day 14-15.)</b></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><b>Independent Reading:</b> Students whisper the words as they read themselves.</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 1 Lesson Plan

**Guided Writing Practice:** G2 Unit 1 Day 9 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 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)

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan


Week 3 (50 minutes x 5 Days) Review 住房/爷奶/自己/饭送			
<b>Unit 2-3 在爷爷奶奶家</b>  <b>At Grandparents' House</b>  <b>Day 12</b>	Modeling Cycle: <b>You 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“在爷爷奶奶家”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.
<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 <b>Listen to Online Reading :</b> The whole class repeat the texts after “computer” reads. <b>Pair-up Independent Reading:</b> One student point the texts one by one with a finger, the other reads the whole book independently. Switch the role. <b>Mandarin Matrix online exercise</b> 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. <b>Guided Writing Practice:</b> G2 Unit 2 Day 10 P.21 worksheet Part 1 &Part 2 Practice to make sentences orally first and write down the sentences. Shared Read- P.22 worksheet			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom.



# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

<p><b>Ending:</b> 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>		
<h2>Week 3 (50 minutes x 5 Days) Assessment</h2>		
<p><b>2-1 我是小猪 I Am A Little Pig</b></p> <p><b>2-2 做房子 Building Houses</b></p> <p><b>2-3 在爷爷奶奶家 At Grandparents' House</b></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 2Day 8 worksheet</p>		<p><b>Ending:</b> Discuss the answers of the test.</p>

# Mandarin Matrix Story Garden G2 Unit 1 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
<p>2-1 我是小豬 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 style="text-align: center;"><b>Day 14-15</b></p>		 <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		
	Center 1	Center 2	Center 3	Center 4
<p><b>Beginning :</b></p> <p>Rules of centers</p> <p>Divide the groups</p> <p><b>Middle:</b> Center Time</p> <p><b>Ending :</b> Clean up</p>	<p>Listening &amp; 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 worksheet for them to write down the listed daily activities of the classroom.</p>	<p>Interconnections</p> <p>Refer to the lesson plan of Interconnections L1 : Characteristics of Living Things.</p>	<p>Teacher</p> <p>High group(extension)/ Middle group x2 / Low group ( intervention )</p>