

Mandarin Matrix Story Garden G2 Unit 3 Lesson Plan




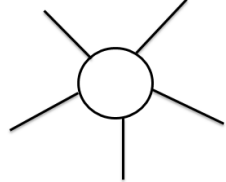
Lesson 3-1(Day1-5).....P.2

Lesson 3-2(Day6-10).....P.11

Lesson 3-3(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).




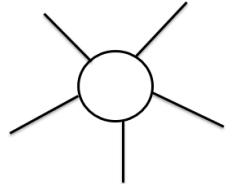
Mandarin Matrix Story Garden G2 Unit 3 Lesson Plan

Week 1 (50 minutes x 5 Days) <u>Day1 秋冷/Day2 喝/Day3 知道/Day4 加/Day5 等于</u>			
Unit 3-1 帮爸爸 Helping Dad Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白什么是帮忙。 <input type="checkbox"/> 我会跟着老师写出秋/冷的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认秋/冷的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	NM.IC.7 I can communicate some basic information about my everyday life. <input type="checkbox"/> I can give weather information.
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 : 你看到几个人？他们是谁？他们在房子的里面还是外面？为什么他们要扫地？这是什么季节？ 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.			<input type="checkbox"/> Post : Content and Language Objectives In the classroom. Post: 5W1H Question(SR12) Topic Graph 

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<p>Revisit Content and Language Objectives. Topic Graph (See SR4) Write 帮忙 in the circle of the graph on the white board or poster for tomorrow. Q:你可以帮谁的忙? 你通常帮爸爸什么忙? 你可以帮妈妈什么忙? and write anything related to 帮忙 and multiple pictures. Check for understanding 帮忙: 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>Revisit Content and Language Objectives. ➤ Video Clip: Open the Window (请开窗户) Learning Songs 1-Clip34 After Video Q: 他们可以帮忙做什么事? <u>Guided Writing Practice: G2 Unit 3 Day1 worksheet 秋/冷</u> q-i-u 一声 秋, 二声 球 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. 比一比哪个季节比较冷? Part 2 &3: Oral practice before the writing. Ending: 5mins Summarize what we have 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; exit ticket, etc.</p>	




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Week 1 (50 minutes x 5 Days) Day1 秋冷/Day2 喝/Day3 知道/Day4 加/Day5 等于			
Unit 3-1 帮爸爸 Helping Dad Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出喝正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认喝的字。 <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>帮忙</u> . ➤ The Beginning of the story 帮爸爸 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: 一年有哪四个季节？这是什么季节？你最喜欢什么季节？你喜欢在秋天做什么？秋天的天气如何？很热吗？很冷吗？ P.3 Q: 地上有很多什么东西？爸爸想要他的儿子和女儿帮他做什么？你的家的外面有大树吗？在哪个季节树叶会掉下来？你需要帮忙扫树叶吗？			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph 

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<p>➤ Guided Writing Practice: G2 Unit 3 Day2 worksheet 喝</p> <p>h-e 一声喝, 二声和</p> <p><u>Practice 3 parts of the worksheet</u></p> <p><input type="checkbox"/> Revisit Content and Language Objectives. 我会跟着老师写出喝的正确笔画。 在图画的帮助之下, 我可以读和认喝的字。</p> <p>Ending: 5mins</p> <p>Summarize and review what we have 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>.</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 秋冷/Day2 喝/Day3 知道/Day4 加/Day5 等于			
Unit 3-1 帮爸爸 Helping Dad Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以做比较并且说出比较多和比较少。 <input type="checkbox"/> 我会跟着老师写出知/道的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认和认知/道的字。 <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 the previous 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 帮爸爸 Book Page 4-7 We are going to 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. P4. 他们看起来高兴吗？当你帮别人忙的时候，你高兴吗？为什么？ P5. 爸爸觉得他们做得如何？他们还有什么事要做？做完了之后，他们可以喝什么？ P6.一个人做事比较快还是两个人快？（对，分工合作比较快。） P7.我们来数一数有几包树叶？男生有几包？女生有几包？他们一共有几包？谁比较多？ Revisit Content and Language Objectives.			

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<p>➤ Guided Writing Practice: G2 Unit 3 Day3 worksheet 知/道</p> <p>同音不同字 Homonym: 知 / 只</p> <p>同音不同字 Homonym: 道 / 到 (迟到)</p> <p><u>Guide Practice part1- 3 of the worksheet.</u></p> <p>Ending: 5mins</p> <p>Summarize and review what we have 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>		
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Week 1 (50 minutes x 5 Days) Day1 秋冷/Day2 喝/Day3 知道/Day4 加/Day5 等于			
Unit 3-1 帮爸爸 Helping Dad 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 帮爸爸 的故事。 <input type="checkbox"/> 我会跟着老师写出 加 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认加 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. <input type="checkbox"/> NM.IC.7 I can talk about what I eat.
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 the previous Lesson.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question
Middle: 40mins ➤ The end of the story Book 帮爸爸 Page 8-11 We are going to find out the last part of this book. Ask the students to predict the end of the story. Record the predictions. After the discussion of each page, read the texts to the students. Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.8 Q:爸爸有几包树叶？加上男生的3包女生的2包，他们一共有几包？ P.9 Q:小狗和松鼠在做什么？会发生什么事？			

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P.10 Q:为什么爸爸不高兴？

P.11 Q:爸爸现在可以喝热可可吗？

Video Clip: What Do You Want? (你要什么?) | Learning Songs 1-Clip 18

Q:你喜欢喝什么东西？

Let's compare the predictions with the real ending of the story.

Guided Writing Practice: G2 Unit 3 Day 4 worksheet 加

同音不同字 Homonym: 加 /家

Make more math addition questions for them to read and count y using 加.




Guide Practice 3 parts of the worksheet。

Ending: 5mins



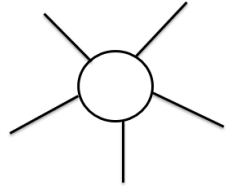
Summarize and review what we have learned from the lesson.

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 秋冷/Day2 喝/Day3 知道/Day4 加/Day5 等于			
Unit 3-1 帮爸爸 Helping Dad Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以认识和认秋冷/喝/知道/加/等于的字 <input type="checkbox"/> 我会跟着老师写出等于的正确笔画 <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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question Computer/ Projection System for online classroom.
Middle: 40mins <ul style="list-style-type: none"> ➤ Review the previous lesson and characters of 等于 (<u>Make Character Cards for 秋冷/喝/知道/加/等于 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 write them on the white board paddle. <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice: G2 Unit 3 Day 5 worksheet 等/于</u> 同音不同字 Homonym: 于/ 鱼			
Part 3 Practice to make sentences orally first and write down the sentences. Ending: 5mins -Summarize and review what we have learned from the lesson.			




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Week 2 (50 minutes x 5 Days) Review- <u>秋冷/喝/知道/加/等于</u>			
Unit 3-2 你想喝什么？ What Do You Want To Drink? Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我知道喝/吃的不同。 <input type="checkbox"/> 我可以用秋天/很冷的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.2 I can state my favorite foods and drinks and those I don't like.
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 秋/冷. (Character Cards) ➤ Make a sentence out of the word 秋天/很冷.Record students' sentences. ➤ Look at the Cover of the book and the tile. Comprehension Check questions: Q:你一共看到几个小朋友？这是什么地方？他们穿了什么颜色的衣服？什么时候你会穿这些不一样的衣服？他们想喝什么？ Topic Graph 喝/吃 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of about 喝/吃 and record it. Q:你最喜欢吃什么？你不喜欢吃什么？你最喜欢喝什么？你不喜欢喝什么？ Check the understanding if the students know the difference between 喝/吃 by the phrases and sentences			<input type="checkbox"/> Post :Content and Language Objectives In the classroom. Post :5W1H Question(SR12) Topic Graph  Teacher

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<p>they make.</p> <p>➤ Review Video Clip : What Do You Want? (你要什么?) Learning Songs 1-Clip 18</p> <p>Use engagement Strategy like Think- Time/Wait-Time 想一想(SR6) .” Think-Pair-Share”(SR7)”Turn and Talk” ”Quiz Quiz Trade) etc.</p> <p><u>Revisit Content and Language Objectives.</u></p> <p>➤ Guided Writing Practice: G2 Unit 3 Day 6 worksheet</p> <p>Part 1 ,2 & 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 have 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>walks around the classroom to monitor student’s pair sharing.</p>
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Week 2 (50 minutes x 5 Days) Review-秋冷/喝/知道/加/等于			
Unit 3-2 你想喝什么？ What Do You Want To Drink? Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用喝造句。 <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“你想喝什么”“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 <p>Middle:40mins</p> <ul style="list-style-type: none"> ➤ Review the previous Topic Graph and the words of 喝 (Character Cards) ➤ Make a sentence out of the word 喝.Record students' sentences. ➤ The Beginning of the story 你想喝什么? 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.2 Q: 万圣节的时候你可以穿不同的衣服，你还会看到南瓜。你可以想一想万圣节在什么季节？ 你看到什么颜色的虫？蜘蛛（同音不同字 Homonym: 蜘/知：蛛/猪）有几只蜘蛛？ P.3 Q: 他们想喝什么？你们想喝什么？（Connection to Math）:Make a graph to record the vote for the</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

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<p>drink. (save the graph for tomorrow)</p>	
<p><u>Teacher Does/You Do/We Do/You All Do Modeling Cycle</u></p> <ul style="list-style-type: none"> ➤ <u>Read and Repeat:</u> Repeat after teacher reads the texts aloud by whole class/table/boys/girls/ or Read with Actions-Reading and jumping (different actions)/Reading with different animals' sounds/Reading with different speed to add more fun and engagement. <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> <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice:</u> G2 Unit 3 Day 7 worksheet <p>Make flash cards of part 1 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>	<ul style="list-style-type: none"> ➤ Teacher walks around the classroom to monitor student reading. ➤ Teacher walks around the classroom to monitor student sharing.




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Week 2 (50 minutes x 5 Days) Review-秋冷/喝/知道/加/等于			
Unit 3-2 你想喝什么？ What Do You Want To Drink? 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“你想喝什么”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 知道. (Character Cards) ➤ The Middle of the story 你想喝什么？ 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 Connection to Math: Show the graph and discuss which drink has the most votes, which one has the least. P.5 Q:南瓜男生想喝什么？为什么？你看到几只蜘蛛在图上？ P.6 Q:巫婆女生想喝什么？别人帮你忙，你要说什么？别人跟你说谢谢，你要说什么？			<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:超人女生想喝什么？蝙蝠侠男生想喝什么？</p> <p>Activity：白色鬼在哪里？(白色鬼在上面，下面，左边，右边) (P.1-P.7)</p> <p>Look through page 1-7 and find the white ghost.</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 text 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' sounds/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 秋冷/喝/知道/加/等于			
Unit 3-2 你想喝什么？ What Do You Want To Drink? 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“你想喝什么”-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 加/等于(Character Cards) and make some math facts by using 加/等于 in it. <p>Follow the Leader variation Activity: Teacher says 请你跟我房子(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, 请你跟我变超人(act out) students say 我会跟你变超人, 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 你想喝什么 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>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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<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: 你记得一共有几个小朋友？为什么少了？</p> <p>P.9 Q:现在数一数有几个？</p> <p>P.10 Connection to Math: Use the sentence frame “我们要__个可乐，__个热可可和__个果汁，我们一共要几个？” to make math problems even for next day self-start work.</p> <p><u>同音不同字 Homonym:知/只/汁</u></p> <p>P.11 Q:白色鬼要喝什么？为什么他什么也不喝？</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 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>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>Use Mandarin Matrix online to read the whole story and do the 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>Ending: 5mins</p> <p>Summarize and review what we learn from the lesson. Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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Week 2 (50 minutes x 5 Days) Review 秋冷/喝/知道/加/等于			
<p>Unit 3-3 过中秋</p> <p>Celebrating</p> <p>Mid-autumn Festival</p> <p>Day 10</p>	<p>Modeling Cycle:</p> <p>You</p> <p>Read</p>	 <p>Content Objectives</p> <ul style="list-style-type: none"> <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。 	 <p>Language holiday</p> <ul style="list-style-type: none"> <input type="checkbox"/> NM. PS.5 I can talk about holiday celebration based on pictures or photo.
		<p>Beginning: 5 mins</p>  <p>Introduce Content and Language Objectives to the student.</p> <p>Use Teacher Does/You Do/We Do/You All Do Modeling Cycle throughout the lesson</p> <p>Middle: 40mins</p> <p>Review by Follow the Leader variation Activity: 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...请你跟我很冷, 请你跟我很喝水/热可可/可乐/苹果汁 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>Review the previous 2 story books and the words 秋冷/喝/知道/加/等于(Character Cards)</p> <ul style="list-style-type: none"> ➤ <u>Introduce Story 过中秋</u> ➤ <u>Picture Walk</u> <p>Book Cover: Q:他们在哪里? 这是中国在秋天的一个节日, 你知道是什么节日吗? 小男生的手上有什么?</p>	

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P.2 Q 这是几月几日？ Repeat after the teacher “八月十五日是中秋节”.你们知道中秋节的时候,可以做什么吗？

P.3. “中秋节”- a video clip to show the students and talk about “月亮/月饼/灯笼

Read texts page 4-7 together.

Activity: Lantern Riddles

Use the riddles on page 10 and 11 for the students to guess. They can write on a piece of paper.

Then read the texts on page 10 and 11 and reveal the answers.




Ending: 5mins

➤ What do you like about “中秋节”？

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)

Google “中秋节”
“ for a video clip

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Week 3 (50 minutes x 5 Days) Review 秋冷/喝/知道/加/等于			
<p>Unit 3-3 过中秋</p> <p>Celebrating</p> <p>Mid-autumn Festival</p> <p>Day 11</p>	<p>Modeling Cycle:</p> <p>You</p> <p>Read</p>	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会自己用手指头比着字读“过中秋”的书。	<input type="checkbox"/> NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already
<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>Review the story.</p> <p>Before the students read the story by themselves, the teacher will read it to 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 3 Day 9 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 the write. Call those students might need help from your observation through the lesson to a small group to assist 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 have 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)


Mandarin Matrix Story Garden G2 Unit 3 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 秋冷/喝/知道/加/等于			
Unit3-3 过中秋 Celebrating Mid-autumn Festival 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“过中秋”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 3 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 have 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>3-1 帮爸爸 Helping Dad</p> <p>3-2 你想喝什么？ What Do You Want To Drink?</p> <p>3-3 过中秋 Celebrating Mid-autumn Festival</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 2Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>	

Mandarin Matrix Story Garden G2 Unit 3 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers					
3-1 帮爸爸 Helping Dad		 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			
3-2 你想喝什么? What Do You Want To Drink?					
3-3 过中秋 Celebrating Mid-autumn Festival					
Day 14-15		Center 1	Center 2	Center 3	Center 4
Beginning : Rules of centers Divide the groups Middle: Center Time Ending : Clean up	Listening & Reading A captain of the group reads one of the target words of this unit from a flash card the rest of the kids find the matching Character Card.	Writing Math facts (加/等于)and problem worksheet by using the sentence frame to create their own questions and resolve them.我们要__个可乐, __个热可可和__个果汁, 我们一共要几个?	Interconnections Making a Lantern or things related to “中秋节”	Teacher High group(extension)/ Middle group x2 / Low group (intervention)	