

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan



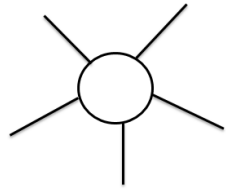

Lesson 4-1(Day1-5).....P.2

Lesson 4-2(Day6-10).....P.11

Lesson 4-3(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 4 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 早床/Day2 午晚/Day3 睡觉/Day4 累/Day5 着			
Unit 4-1 不想睡觉 Don't Want To Sleep Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白早上的意思。 <input type="checkbox"/> 我会跟着老师写出早/床正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认早/床的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.
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.			<input type="checkbox"/> Post : Content and Language Objectives In the classroom. Post:5W1H Question(SR12) Topic Graph 
<p>Beginning:5 mins</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>Middle:40mins</p> <p>➤ Look at the cover of the book and the tile. Video clip: My Day (我的一天) Chants-1 Q : 这是什么时候？(早上，下午，晚上?) 为什么房间黑黑的，他用小小的灯看书？ 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>			

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<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>早上</u> in the circle .Q:在早上我们会做什么事? (起床, 吃早饭, 上学,etc.) and write anything related to <u>早上</u> and multiple pictures. Check for understanding 早上: 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: Morning Wash and Rinse Song (早晨洗漱歌) Sing-Alongs-2 After Video Q:早上起来做什么? Revisit Content and Language Objectives. Check by "Hand Signal" 我明白早上的意思。 ➤ <u>Guided Writing Practice: G2 Unit 4 Day1 worksheet 早/床</u> Q:你早上几点起床? Part 1: Lead the students to follow you, stoke 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>	

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 早床/Day2 午晚/Day3 睡觉/Day4 累/Day5 着			
<p>Unit 4-1 不想睡觉</p> <p>Don't Want To Sleep</p> <p>Day 2</p>	<p>Modeling Cycle:</p> <p>Teacher</p> <p>Read</p>	<p> Content Objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> 我会跟着老师写出午/晚的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认午/晚的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。 	<p> Language Objectives</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> ➤ Quickly Review Day1 Lesson by using the previous Topic Graph <u>早上</u>. <p><u>Video Clip: Wake Up! (起床!) Learning Songs 1-16</u></p> <ul style="list-style-type: none"> ➤ The Beginning of the story 不想睡觉 Book Page2-3 <p>Q:你不想睡觉时会做什么事?</p> <p>Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”,etc.</p>			<ul style="list-style-type: none"> <input type="checkbox"/> Post Content and Language Objectives In the classroom. Post:5W1H(SR12) Topic Graph

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

P.2 Q: 你觉得妈妈跟他的儿子说什么？儿子说他想睡觉吗？他不想睡觉，那他想做什么？

P.3 Q: 为什么男生不高兴？

➤ **Guided Writing Practice:** G2 Unit 4 Day2 worksheet 午/晚

同音不同字 Homonym : 午/五

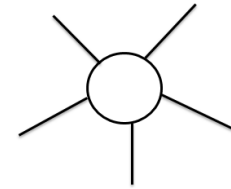
Practice 3 parts of the worksheet

Revisit Content and Language Objectives.

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)



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




Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 早床/Day2 午晚/Day3 睡觉/Day4 累/Day5 着			
Unit 4-1 不想睡觉 Don't Want To Sleep Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出睡/觉的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认睡/觉的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.II.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.			<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 不想睡觉 Book Page 4-7 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. ➤ We are going to talk about the middle of the story today. P.4 你看到什么？你觉得为什么男生笑笑的？他在想什么？ P.5 你会想看这本书吗？会的请举手？不会的请举手？为什么？ P.6 Read the texts .Then ask students to make sentences by using the sentence frame:如果...就...。 P.7 他想像什么一样？他想做什么？			

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>➤ Guided Writing Practice: G2 Unit 4 Day3 worksheet 睡觉</p> <p><u>Guide Practice 3 parts for 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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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 早床/Day2 午晚/Day3 睡觉/Day4 累/Day5 着			
Unit 4-1 不想睡觉 Don't Want To Sleep 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 不想睡觉 的故事。 <input type="checkbox"/> 我会跟着老师写出 累 的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认累 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 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 我不想睡觉 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:为什么妈妈生气了 (不高兴) ? 妈妈说要睡觉, 这一次男生会听话睡觉吗? Vote : Yes or No P.9 Q:男生为什么还在看书? P.10 Q:这是什么时候? (早上, 中午, 晚上?) P.11 Q:几点了? 男生高兴吗? 他要起床了吗? 为什么? 他怎么了?			



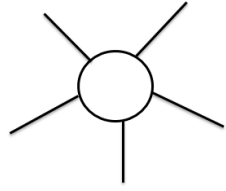
Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>Guided Writing Practice: G2 Unit 4 Day 4 worksheet 累</p> <p>Act out 累</p> <p>Guide Practice 3 parts of the worksheet。</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>		
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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 早床/Day2 午晚/Day3 睡觉/Day4 累/Day5 着			
Unit 4-1 不想睡觉 Don't Want To Sleep Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下, 我可以读和认早床/午晚/睡觉/累着的字 <input type="checkbox"/> 我会跟着老师写出着的正确笔画 <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 早床/午晚/睡觉/累着(<u>Make Character Cards with 3 pictures and sentences.</u>) ➤ <u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u> <p>Students repeat after the teacher reads the texts aloud.</p> <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><u>Guided Writing Practice: G2 Unit 4 Day 5 worksheet 着</u></p> <p>Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Ending: 5mins -Summarize and review what we have 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.




Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-2 看日出 Seeing The Sunrise Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用句子说出有关日出的事。 <input type="checkbox"/> 我可以用早/床的字造句。 <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 .
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 早/床. (Character Cards) ➤ Make a sentence out of the word 早/床.Record students' sentences. ➤ Look at the cover of the book and the tile. Comprehension Check questions: Q:他们在哪里？这是什么时候？他们在看什么？他们住在哪里？Q:他们一家有几个人？ Talk about 日出/日落. Topic Graph 日出 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of 日出 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  Teacher

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p><u>Revisit Content and Language Objectives.</u></p> <p>➤ Guided Writing Practice: G2 Unit 4 Day 6 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 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> <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>walks around the classroom to monitor student's pair sharing.</p>
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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-2 看日出 Seeing The Sunrise Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用午/晚造句。 <input type="checkbox"/> 我会跟着老师写出午/晚的正确笔画。 <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“看日出”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>日出</u> and the words of 午/晚(Character Cards) ➤ Make a sentence out of the word 午/晚.Record students' sentences. ➤ The Beginning of the story 看日出 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: 他们要去哪里？他们怎么去？男生在问什们问题？ P.3 Q: 女生跟爸爸说什么？你去过露营吗？你去了哪里露营？ Ask students to bring a item or a photo of camping for “Show and Tell” during Calendar Time.</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<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 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><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 4 Day 7 worksheet</p> <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 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>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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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-2 看日出 Seeing The Sunrise 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“看日出”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 睡觉. (Character Cards) ➤ The Middle of the story 看日出 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:男生和女生在玩什么? 爸爸要做什么? 为什么要做小房子? P.5 Q:Talk about 东南西北。 Also find out and talk about the locations of your community in these four directions. :如果太阳在西边, 是早上, 下午还是晚上?			

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>P.6 Q:妈妈说他们要做什么？</p> <p>P.7 Sing a song:小星星. Q: 数一数图上有几个星星？你睡不着觉的时候，可以做什么？</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 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>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 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>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 4 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-2 看日出 Seeing The Sunrise 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“看日出”-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 累着(Character Cards) <p>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, 请你跟我起床,...请你跟我睡觉., 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 看日出 Book Page 8-11</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? Today we will find out the end of the story.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.</p> <p>P.8 Q: 妈妈为什么叫女生起床？女生为什么好累，不想起床？</p> <p>Fill the blank:我好累，我不想_____.</p> <p>P.9-11 Q:太阳在东边是什么时候？为什么太阳在东边，昨天晚上太阳在西边下山？</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><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 write 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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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-3 很累的一天 A Tiring Day 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"/> 我可以读和认早床/午晚/睡觉/累着。	<input type="checkbox"/> NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions by listing my classes and telling what time they start and end.
<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> <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,...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 早床/午晚/睡觉/累着(Character Cards)</p> <ul style="list-style-type: none"> ➤ <u>Introduce Story 很累的一天</u> ➤ <u>Picture Walk</u> <p>Book Cover: Q:他们在做什么运动? 有学过跆拳道的小朋友, 请举手?</p>			

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>P.2 Q: 今天星期几？几点了？妈妈来男生的房间做什么？看一看男生房间的图画，你觉得男生喜欢什么？</p> <p>P.3. Q: 小狗看起来怎么样？为什么小狗看起来很高兴？</p> <p>P.4 Q: <u>这是什么课？你今天会上什么课？你几点上这些课？</u></p> <p>Revisit Content and Language Objectives.</p> <p>P.5 Q:他们在做什么？你喜欢吃比萨吗？喜欢的人请举手？你几点吃午饭？你</p> <p>P.6 Q:他们在玩什么？</p> <p>Review Video Clip: (SR18) Let's Play Soccer! (踢足球吧！) Learning Songs 2</p> <p>Activity: Substitute 踢足球 into different sports like 打篮球/ 游泳/打棒球/.....</p> <p>Q:你喜欢什么运动？你不喜欢什么运动？</p> <p>P.7 Q: 他们在做什么运动？你会在什么季节常常去游泳？</p> <p>P.8 Q:这是什么好吃的东西？为什么他们想做杯子蛋糕？</p> <p>P.9 Q:这是谁的生日？在生日，除了有蛋糕，还会有什么？</p> <p>P.10 Q: 你记得小男生今天做了哪些事？去了几个地方？</p> <p>P.11 Q: 小男生好累，所以他想做什么？</p> <p>Ending: 5mins</p> <p>➤ Recall the story by listing the activities with timing.</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>5W1H Questions How-怎么样？ 如何？</p>
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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 3 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-3 很累的一天 A Tiring Day Day 11	Modeling Cycle: You Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会自己用手指头指着字读“很累的一天”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> Review the story by talking about the activities that the boy did in a day. Video Clip: What's Your Favorite Subject? (你最喜欢的科目是什么?) Learning Songs 2-28 <p><u>Talk more about the classes the students have in 3rd grade and prepare a worksheet for students to list the classes and tell what time they start and end in Day 14 & 15.</u></p> Before the students read the story by themselves, the teacher will read the story to 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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question



Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<p>Guided Writing Practice: G2 Unit 4 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 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 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>		
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Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 3 (50 minutes x 5 Days) Review-早床/午晚/睡觉/累着			
Unit 4-3 很累的一天 A Tiring Day 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“很累的一天”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 4 Day 10 P.21 worksheet</p> <p>Part 1 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.

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

<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>4-1 不想睡觉 Don't Want To Sleep</p> <p>4-2 看日出 Seeing The Sunrise</p> <p>4-3 很累的一天 A Tiring Day</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 4 Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>

Mandarin Matrix Story Garden G2 Unit 4 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
<p>4-1 不想睡觉 Don't Want To Sleep</p> <p>4-2 看日出 Seeing The Sunrise</p> <p>4-3 很累的一天 A Tiring Day</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>Provide a worksheet for students to list the classes and tell what time they start and end.</p>	<p>Interconnections</p> <p>Refer to the lesson plan of Interconnections of the week.</p>	<p>Teacher</p> <p>High group(extension)/ Middle group x2 / Low group (intervention)</p>