

Mandarin Matrix Story Garden G2 Unit 5 Lesson Plan




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

Lesson 5-2(Day6-10).....P.11

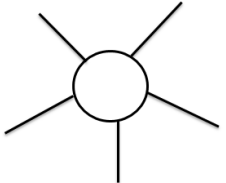
Lesson 5-3(Day11-15).....P.19

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 5 Lesson Plan

Week 1 (50 minutes x 5 Days) <u>Day1 拿把/Day2 画云/Day3 红色/Day4 白心/Day5 又</u>			
Unit 5-1 画画课 A Painting Class Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以说出和上课有关的事。 <input type="checkbox"/> 我会跟着老师写出拿/把的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认拿/把的字。 <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.PS.3 I can present information about familiar items in my immediate environment by telling about my classes.
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. Q : 这是什么地方？你觉得他们三个人在说些什么？ 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>上课</u> in the circle . and write anything related to <u>上课</u> and multiple pictures. Revisit Content and Language Objectives. Check by "Hand Signal"</p>	
<p>➤ <u>Guided Writing Practice: G2 Unit 5 Day1 worksheet 拿/把</u> Part 1: Lead the students to follow you, stroke by stroke to write the character. Writing Activity: Use different body part to write the strokes. Part 2 &3: Oral practice before the writing. Ending: 5mins Summarize what we 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.</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>

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Week 1 (50 minutes x 5 Days) Day1 拿把/Day2 画云/Day3 红色/Day4 白心/Day5 又			
Unit 5-1 画画课 A Painting Class Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出画/云的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认画/云的字。 <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 ➤ Review Day1 Lesson by using the previous Topic Graph <u>上课</u> ➤ The Beginning of the story 画画课 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: 老师说要上什么课？他们要去哪里画画？学生们高兴吗？你喜欢画画吗？你喜欢画什么呢？你会画什么东西？ P.3 Q: 为什么他们举起双手，跳高高？从他们的动作的表情，你可以知道他们喜欢还是不喜欢画画？			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph

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你会用什么东西来画画？

Guided Writing Practice: G2 Unit 5 Day 2 worksheet 画云

Practice 3 parts of the worksheet

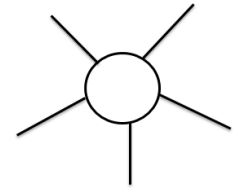
Revisit Content and Language Objectives. 我会跟着老师写出画/云的正确笔画。

在图画的帮助之下，我可以读和认画/云的字。

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.




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Week 1 (50 minutes x 5 Days) Day1 拿把/Day2 画云/Day3 红色/Day4 白心/Day5 又			
Unit 5-1 画画课 A Painting Class Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以参与或欣赏表演。 <input type="checkbox"/> 我会跟着老师写出红色的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认红色的字。 <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 画画课 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 part of the story. P.4 Q:他们想画些什么东西?如果你到外面画画,你会想画什么? P.5 Q:老师说需要拿出哪些东西来画画? P6-7 Q:女生想要画什么?穿蓝色衣服的男生想画什么?如果你是穿白色衣服的男生,你想画什么呢? Video Clip: My Favorite Color Is Blue (我喜欢的颜色是蓝色) Learning Songs 2-7			

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<p>➤ Guided Writing Practice: G2 Unit 5 Day3 worksheet 红色 <u>Guide Practice 3 parts of the worksheet.</u></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>		
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Week 1 (50 minutes x 5 Days) Day1 拿把/Day2 画云/Day3 红色/Day4 白心/Day5 又			
Unit 5-1 画画课 A Painting Class 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画画课的故事。 <input type="checkbox"/> 我会跟着老师写出白心的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认白心的字。 <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 would draw.
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 画画课 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:你还记得女生想要画什么吗? 那穿蓝色衣服的男生想画什么? P.9 Q:你觉得他们画得如何? Vote for the pictures. P.10 Q:猜一猜到底白色衣服的男生画什么呢? P.11 Q:你觉得小虫可爱吗?			

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Guided Writing Practice: G2 Unit 5 Day 4 worksheet 白心




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 拿把/Day2 画云/Day3 红色/Day4 白心/Day5 又			
Unit 5-1 画画课 A Painting Class Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以读和认拿把/画云/红色/白心/又的字 <input type="checkbox"/> 我会跟着老师写出又的正确笔画 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions.
<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 拿把/画云/红色/白心 (Make Character Cards with 3 pictures and sentences.) ➤ Use Mandarin Matrix online to read the whole story and do the online exercise. Students repeat after the teacher reads the texts 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> <ul style="list-style-type: none"> ➤ Guided Writing Practice: G2 Unit 5 Day 5 worksheet 又 <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.

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Week 2 (50 minutes x 5 Days) Review-拿把/画云/红色/白心/又			
Unit 5-2 粉笔画 Sidewalk Chalk Drawing Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用拿/把的字造句。 <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 拿/把. (Character Cards) ➤ Make a sentence out of the word 拿/把.Record students' sentences. ➤ Look at the cover of the book and the tile. Comprehension Check questions: Q:他们在哪里画画? (学校还是家) 他们用什么画画? 你有用粉笔在地上画画过吗? 你喜欢用粉笔在地上画画吗? 他们用了那些颜色来画画? .Review 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?) 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) Teacher walks around the classroom to monitor student's pair sharing.

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Revisit Content and Language Objectives.

➤ **Guided Writing Practice:** G2 Unit 5 Day 6 worksheet

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.

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 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.




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Week 2 (50 minutes x 5 Days) Review-拿把/画云/红色/白心/又			
Unit 5-2 粉笔画 Sidewalk Chalk Drawing Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用画云造句。 <input type="checkbox"/> 我会跟着老师写出画云的正确笔画。 <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“粉笔画”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 and the words of 画/云 (Character Cards) ➤ Make a sentence out of the word 画/云.Record students' sentences. ➤ The Beginning of the story 粉笔画 Book Page2-3 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. Today we will find out the beginning of the story. <p>P.2 Q: 你觉得他们是谁? 如果你想用粉笔在地上画画, 你会找谁来跟你一起画?</p> <p>P.3 Q: 这里有哪些颜色? 如果你要画天空, 你会用什么颜色? 你会用黄色来画什么东西? 你会用红色来画什们?</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

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<p><u>Teacher Does/You Do/We Do/You All Do Modeling Cycle</u></p> <p>➤ <u>Read and Repeat:</u> Repeat after teacher reads 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> (track text with their finger when they read aloud.)</p> <p>➤ <u>Guided Writing Practice:</u> G2 Unit 5 Day 7 worksheet</p> <p>Make flash cards of part 2 & 3 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 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've 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) Review-拿把/画云/红色/白心/又			
Unit 5-2 粉笔画 Sidewalk Chalk Drawing 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“粉笔画”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 红色. (Character Cards) ➤ The Middle of the story 粉笔画 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:高高的姐姐想要画什么? 那她需要什么颜色? P.5 Q:这是什么季节的山? 如果是秋天的山, 你会用什么颜色来画? P.6 Q:为什么男生的山上面是白色?			<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:天气怎么样了？快要下雨时，云会变成什么颜色？姐姐为什么担心？</p> <p>Activity : prepare some chalks for students to draw during the recess.</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' 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 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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Week 2 (50 minutes x 5 Days) Review-拿把/画云/红色/白心/又			
Unit 5-2 粉笔画 Sidewalk Chalk Drawing 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“粉笔画”-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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question
<p>Middle:40mins</p> Review the previous story and the words of 白心(Character Cards) 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,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. The end of the story 粉笔画 Book Page 8-11 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. Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.			

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<p>P.8 -9 Q: 下雨了, 他们的图画怎么了? ___ 色加___色_=_ ___色</p> <p>Activity : Use crayons, color pencils or different colors of paint to mix and get the new color. Give the students a piece of paper with this sentence for them to try and find out themselves.</p> <p>Then show page 10 for some of the results.</p> <p>P.11 Q:他们喜欢雨水帮他们画画吗? 你喜欢吗? 为什么?</p> <p>Follow the Leader variation Activity for <u>emotion</u>: 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 <u>freely pair up</u> 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-拿把/画云/红色/白心/又			
Unit 5-3 小帮手 Little Helper 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"/> 我可以认识和拿把/画云/红色/白心/又的字。	<input type="checkbox"/> NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.
<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 拿把/画云/红色/白心/又(Character Cards)</p> <ul style="list-style-type: none"> ➤ <u>Introduce Story 小帮手</u> ➤ <u>Picture Walk</u> <p>Book Cover: Q:他们在做什么? Chants : 收拾, 收拾, 每个人帮帮忙。收拾, 收拾, 我们的教室变干净。</p>			

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<p>P.2 Q: 小帮手可以帮忙做些什么事？你在家会帮忙做什么事？</p> <p>P.3. Q: 如果他们做得好，他们会得到什么？在我们的教室，如果你做得好，你会有什么？</p> <p>P.4 Q: 他们在帮忙捡什么东西？</p> <p>P.5 Q: 他们现在又帮忙了什么事？</p> <p>P.6 Q: 在家里，你会帮妈妈什么忙？</p> <p>P.7 Q: 为什么妹妹不高兴？</p> <p>P.8 Q: 我们来看看他们做得怎么样？</p> <p>P.9 Q: 男生怎么了？女生在做什么？你喜欢看书吗？<u>你喜欢看什么样的书？你不喜欢看什么样的书（好玩的？图画书？冒险书？劳作书？）</u></p> <p>P.10 Q: 数一数有几个星星？几个爱心？几个云？几个勾？</p> <p>P.11 Q: 当你们做好棒的事，妈妈通常会给你什么？</p> <p>Ending: 5mins</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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Week 3 (50 minutes x 5 Days) Review-拿把/画云/红色/白心/又			
Unit 5-3 小帮手 Little Helper 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“小帮手”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> Before the students read the story by themselves, the teacher will read the story to the them. Remind them to listen closely. Online Reading : Ask different tables to repeat after the online classroom reading. Independent Reading: Students whisper the words as they read themselves. <p>Guided Writing Practice: G2 Unit 5 Day 9 worksheet Part 1- Practice to make sentences orally first and write down the sentences. Think-Pair-Share to answer the question orally the write. Call those students might need help from your</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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observation through the lesson to a small group to help them.

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 3 (50 minutes x 5 Days) Review-拿把/画云/红色/白心/又			
Unit 5-3 小帮手 Little Helper 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“小帮手”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 5 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>5-1 画画课 A Painting Class</p> <p>5-2 粉笔画 Sidewalk Chalk Drawing</p> <p>5-3 小帮手 Little Helper</p> <p>Day 13</p>	 Objectives	<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>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 5 Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>	

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Week 3 (50 minutes x 5 Days) Centers				
<p>5-1 画画课 A Painting Class</p> <p>5-2 粉笔画 Sidewalk Chalk Drawing</p> <p>5-3 小帮手 Little Helper</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 topic for the students to choose and copy down the topic. Then they draw things about the topic.</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>