

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan



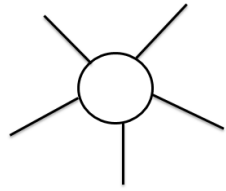

Lesson 6-1(Day1-5).....P.2

Lesson 6-2(Day6-10).....P.11

Lesson 6-3(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 6 Lesson Plan

Week 1 (50 minutes x 5 Days) <u>Day1 钱买/Day2 数块/Day3 百找/Day4 现在/Day5 真</u>			
Unit 6-1 买车 Buying A Car Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出钱/买的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认钱/买的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.7 I can communicate some basic information about my everyday life by asking and understanding how much something costs..
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 : 小男生爱什么？你看到谁和小男生在一起？你觉得他们要去哪里？ 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.</p>			

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

<p>Revisit Content and Language Objectives. Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>多少钱</u> in the circle ,and write anything related to <u>多少钱</u> and multiple pictures. Check for understanding 多少钱: 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. ➤ <u>Guided Writing Practice: G2 Unit 6 Day1 worksheet 钱/买</u> <u>同音不同字 Homonym:前/钱</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'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. Extension or Review <u>延伸或复习: Math Lesson-Counting Money</u></p>	

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 钱买/Day2 数块/Day3 百找/Day4 现在/Day5 真			
Unit 6-1 买车 Buying A Car Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我听明白买车的故事。 <input type="checkbox"/> 我会跟着老师写出数块的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认数块的字。 <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 多少钱 ➤ Quiz Quiz Trade-Make flash cards with items and cost of them. Have the students to do Quiz Quiz Trade activity. ➤ The Beginning of the story 买车 Book Page2-3 Read and Discuss P.2-3 by using engagement strategy like “Quick-Draw”, “Turn and Talk” Think-Pair-Share”, etc.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Topic Graph

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

P.2 Q: 这是多少钱? 这个车子多少钱? 小男生有多少钱? 他可以买\$8 的车子吗?

P.3 Q: 小男生给了\$10 , 买\$8 的车子, 他还剩下多少钱? **Change different costs for the car and ask students**

to do a couple of math problems.

➤ **Guided Writing Practice:** G2 Unit 6 Day2 worksheet 数/块

同音不同字 Homonym:快/块

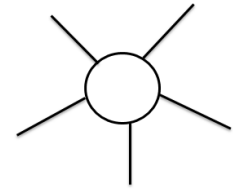
同音字不同音 Antonym:数一数/数学

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)



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

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 钱买/Day2 数块/Day3 百找/Day4 现在/Day5 真			
Unit 6-1 买车 Buying A Car Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出百/找的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认百/找的字。 <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 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 买车 Book Page 4-7 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. ➤ Today we are going to talk about the middle of the story. P.4 Q:小男生之前买的车子是真正的车子吗？还是玩具车？你知道一台真正的车子要多少钱？ P.5 Q: 小男生现在可以买真正的车子吗？为什么？ P.6 Q: Read the texts and ask Q:一年以后小男生可以买吗？我们来数一数？ P.7 Q:你有没有想要买一样东西，可是钱不够。你会怎么做？			

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

➤ **Guided Writing Practice:** G2 Unit 6 Day3 worksheet 百找




Guide Practice 3 parts of the worksheet.

Ending: 5mins

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

Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 钱买/Day2 数块/Day3 百找/Day4 现在/Day5 真			
Unit 6-1 买车 Buying A Car 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买车的故事。 <input type="checkbox"/> 我会跟着老师写出现/在的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认现/在的字。 <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.
<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 Quickly Review Day3 Lesson.</p> <p>Middle:40mins</p> <ul style="list-style-type: none"> ➤ The end of the story Book 买车 Page 8-11 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. <p>P.8 Q:那小男生什么时候可以买车？ P.9 Q:一百年以后，小男生还在吗？ P.10 Q:如果小男生现在 9 岁，那 100 年以后，他几岁？ Predict:你觉得小男生会怎么做？</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

P.11 Q:他在想什么？

Guided Writing Practice: G2 Unit 6 Day 4 worksheet 现在

Make oral sentence of 现在.




Guide Practice 3 parts of the worksheet。

Ending: 5mins



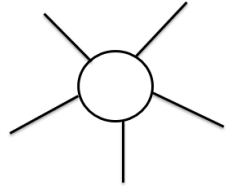
Summarize and review what we've learned from the lesson.

Revisit Content and Language Objectives. Check by "Hand Signal" or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 1 (50 minutes x 5 Days) Day1 钱买/Day2 数块/Day3 百找/Day4 现在/Day5 真			
Unit 6-1 买车 Buying A Car Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以读和认钱买/数块/百找/现在/真的字 <input type="checkbox"/> 我会跟着老师写出真的正确笔画 <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 钱买/数块/百找/现在 (Make Character Cards with 3 pictures and sentences.) ➤ <u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u> Students repeat after the teacher reads the 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"> ➤ <u>Guided Writing Practice: G2 Unit 6 Day 5 worksheet 真</u> <p>Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Ending: 5mins -Summarize and review what we've learned from the lesson.</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question Computer/ Projections System for online classroom.




Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 2 (50 minutes x 5 Days) Review- <u>钱买</u> / <u>数块</u> / <u>百找</u> / <u>现在</u> / <u>真</u>			
Unit 6-2 玩大富翁 Playing Monopoly Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用句子说出有关游戏的事。 <input type="checkbox"/> 我可以用钱/买的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	NM.PS.2 I can list my favorite free-time activities 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 钱/买. (Character Cards) ➤ Make a sentence out of the word 钱/买.Record students' sentences. ➤ Look at the Cover of the book and the tile. Comprehension Check questions: Q:他们在哪里?他们在做什么?你喜欢玩游戏吗? Topic Graph 游戏 on the white board or poster for tomorrow. Ask the students to tell you anything they can think of 游戏 and record it. Q:在你的有空闲的时候,你喜欢玩什么游戏?你不喜欢玩什么游戏? 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 6 Lesson Plan

<p><u>Revisit Content and Language Objectives.</u></p> <p>➤ Guided Writing Practice: G2 Unit 6 Day 6 worksheet</p> <p>Part 1 & Part 3 Practice to make sentences orally first and write down the sentences.</p> <p>Think-Pair-Share to answer the question orally then write. Call those students who might need help from your observation through the lesson to a small group to help 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 6 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-2 玩大富翁 Playing Monopoly Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用数/块造句。 <input type="checkbox"/> 我会跟着老师写出数/块的正确笔画。 <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“玩大富翁”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 Day 6 Lesson by using the previous Topic Graph 游戏 and the words of 数/块(Character Cards) ➤ Make a sentence out of the word 数/块.Record students' sentences. ➤ The Beginning of the story 玩大富翁 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”, et.</p> <p>P.2 Q: Pair up to practice the Q & A on page 2. P.3 Q: 一共有几个人玩游戏？他们是谁？他们的钱都一样多吗？</p> <p>Show a Chinese Monopoly Board game if that is possible. Talk about the game a little bit to get the connection.</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

Mandarin Matrix Story Garden G2 Unit 6 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 6 Day 7 worksheet Part 1 & Part 4 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 have learned from the lesson. 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 6 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-2 玩大富翁 Playing Monopoly 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“玩大富翁”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 百/找. (Character Cards) ➤ The Middle of the story 玩大富翁 Book Page 4-7 ➤ 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 middle of the story. P.4 Q:弟弟做了几个房子？为什么他可以做房子？ P.5 Make more math problems by using the Q and A texts on page 5, only change the amount of money. Then pair			

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

<p>up for students to do the problems.</p> <p>P.6 Q:100-80=? 哥哥要找弟弟多少钱?</p> <p>P.7 Q:在大富翁的游戏里, 如果你经过了别人的地, 你需要做什么?</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' voices/Reading with different speed to add more fun and engagement.</p> <p>Model Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>Partner Read: Students pair up and read aloud to each other with Finger Read (track text with their finger when they read aloud.)</p> <p>Revisit Content and Language Objectives.</p> <p>Ending: 5mins</p> <p>Summarize and review what we've learned from the lesson.</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal" or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)</p>	<p>Teacher moves around the classroom to check students Participation.</p> <p>Teacher walks around the classroom to monitor student reading.</p>
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Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-2 玩大富翁 Playing Monopoly Day 9	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用手指头指着字跟朋友读书。 <input type="checkbox"/> 我会跟朋友读“玩大富翁“-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 现在(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 玩大富翁 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.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

<p>P.8 Q: 弟弟想要跟姐姐拿什么？姐姐有吗？</p> <p>P.9 Q：谁有很多钱？谁没有很多钱？</p> <p>P.10 Q: 弟弟想要买什么？为什么他觉得他可以？</p> <p>P.11 Q: 姐姐跟弟弟说什么？</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’ voices/Reading with different speed to add more fun and engagement.</p> <p>Model Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p>Partner Read: Page 8-11 Students can freely pair up with their friend and read aloud to each other with Finger Read (track text with their finger when they read aloud.)</p> <p><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></p> <p>Whole Group Comprehension Checking: Mark online exercise questions with numbers, ask the students to answer by showing the number with fingers or white them on the white board paddle.</p> <p>Ending: 5mins</p> <p>Summarize and review what we’ve learned from the lesson.</p> <p>Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 2 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-3 卖柠檬汁 Lemonade Stand 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"/> 我可以读和认钱买/数块/百找/现在/真的字。	<input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment. .
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 the previous 2 story books and the words 钱买/数块/百找/现在/真(Character Cards) ➤ <u>Introduce Story 卖柠檬汁</u> ➤ <u>Picture Walk</u> Book Cover: Q:姐姐在卖什么? Explain 买/卖.Check for understanding.你有卖过你柠檬汁吗? P.2 Q: 电视上在说什么? P.3. Q: \$40 比 \$50 少多少? 少了钱, 怎么办? P.4 Q: 你知道怎么做柠檬汁吗? P.5 Q: 他们一杯柠檬汁卖多少钱? P.6 Q: 什么时候你会想喝柠檬汁?			<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

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

P.7 Q: 现在他们一共卖了几杯柠檬汁？

P.8 Q: 她给\$10,姐姐需要找她多少钱？

P.9 Q: 小男生问了什么问题？

Predict : 你觉得他们大概会买多少钱？

P.10 Q: 他们一共有多少钱？

P.11 Q: $60+40=?$ 那他们可以帮小猫买几个房子？

Ending: 5mins

➤ Recall the story.




Revisit Content and Language Objectives. Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)

5W1H Questions

How-怎么样？

如何？

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 3 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-3 卖柠檬汁 Lemonade Stand 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“卖柠檬汁”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			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question
<p>Middle:40mins</p> Review the story. 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 1 Day 9 worksheet Part 1 Practice to make sentences orally first and write down the sentences.</p>			

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan




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.

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)


Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 3 (50 minutes x 5 Days) Review-钱买/数块/百找/现在/真			
Unit 6-3 卖柠檬汁 Lemonade Stand 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“卖柠檬汁”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 of fingers or white them on the white board paddle.</p> <p>Guided Writing Practice: G2 Unit 6 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.

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

<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>6-1 买车 Buying A Car</p> <p>6-2 玩大富翁 Playing Monopoly</p> <p>6-3 卖柠檬汁 Lemonade Stand</p> <p style="text-align: center;">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 6 Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>	

Mandarin Matrix Story Garden G2 Unit 6 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
6-1 买车 Buying A Car		 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		
6-2 玩大富翁 Playing Monopoly				
6-3 卖柠檬汁 Lemonade Stand				
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.	Game Make a simple board game like Monopoly for this center.	Interconnections Refer to the Interconnections' lesson plan of the week to make a worksheet or center game.	Teacher High group(extension)/ Middle group x2 / Low group (intervention)