

Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan




Lesson 7-1(Day1-5).....P.2

Lesson 7-2(Day6-10).....P.11

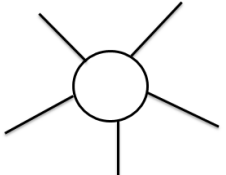
Lesson 7-3(Day11-15).....P.19

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




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Week 1 (50 minutes x 5 Days) <u>Day1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只</u>			
Unit 7-1 水上公园 Water Park Day 1	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我明白有关 公园 的事。 <input type="checkbox"/> 我会跟着老师写出公/园的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以 说 和 认 公/园的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.3 I can present basic information about my community, town/city, state or country by talking about the parks.
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 : 你觉得这是什么季节？他们想去哪里玩？ 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.			<input type="checkbox"/> Post : Content and Language Objectives In the classroom. Post: 5W1H Question(SR12) Topic Graph

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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>公园</u> in the circle . and write anything related to <u>公园</u> and multiple pictures. Talk about the parks around the community. Check for understanding 公园: 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. Check by "Hand Signal" ➤ <u>Guided Writing Practice: G2 Unit 7 Day1 worksheet 公园</u> <u>同音不同字 Homonym:元/园</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.</p>	

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Week 1 (50 minutes x 5 Days) Day1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只			
Unit 7-1 水上公园 Water Park Day 2	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出近/远的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认近/远的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment by telling about my community parks. <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>公园</u> Provide a map with the parks of the community. Talk about them. 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

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P.2 Q: 今天的天气怎么样? 黄色头发的男生想去哪里玩?

P.3 Q: 他们需要问和请谁跟他们一起去?

Revisit Content and Language Objectives.

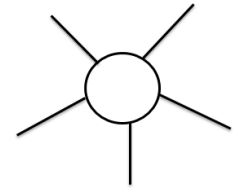
➤ **Guided Writing Practice:** G2 Unit 7 Day2 worksheet 近远

Practice 3 parts of the worksheet

Ending:




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)



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

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Week 1 (50 minutes x 5 Days) Day1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只			
Unit 7-1 水上公园 Water Park Day 3	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会跟着老师写出旁/从的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认旁/从的字。 <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 水上公园 Book Page 4-7 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P4. Q:那是什么公园？妈妈说什么？ P5. Q:为什么妈妈说不可以？ P.6 Q:他们又去问爸爸。爸爸说什么？ P.7 Q:爸爸在想什么？你觉得他们最后会去吗？			

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➤ **Guided Writing Practice:** G2 Unit 7 Day3 worksheet 旁从




Guide Practice 3 parts for 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)

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Week 1 (50 minutes x 5 Days) Day1 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只			
Unit 7-1 水上公园 Water Park 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水上公园的故事。 <input type="checkbox"/> 我会跟着老师写出请问的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认请问的字。 <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 水上公园 Page 8-11 ➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. <p>We are going to find out the last part of this book. P.8 Q:如果你不能去远的地方玩水，你会去哪里？ P.9 Q:为什么他们很高兴？</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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Predict-你觉得他们接下来要去哪里？会做什么？

P.10-11 Q:你觉得这是个好想法吗？在后院玩水？你有其他玩水的好想法吗？

Guided Writing Practice: G2 Unit 7 Day 4 worksheet 请问




Guide Practice 3 parts of the worksheet。

Ending: 5mins



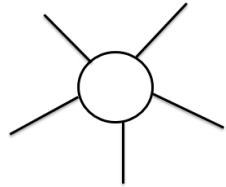
Summarize and review what we have learned from the lesson.

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 公园/Day2 近远/Day3 旁从/Day4 请问/Day5 只			
Unit 7-1 水上公园 Water Park Day 5	Modeling Cycle: Teacher Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 在图画的帮助之下，我可以认和公园/近远/旁从/请问/只的字 <input type="checkbox"/> 我会跟着老师写出只的正确笔画 <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 公园/近远/旁从/请问/ (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 of fingers or write them on the white board paddle.</p> <p>Activity: Readers Theater</p> <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice: G2 Unit 7 Day 5 worksheet 只</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.




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Week 2 (50 minutes x 5 Days) Review- <u>公园</u> /近远/旁从/请问/只			
Unit 7-2 国家公园 National Park Day 6	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用句子说出有关国家公园的事。 <input type="checkbox"/> 我可以用“公园”来造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.3 I can answer a variety of simple questions.
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 公/园. (Character Cards) ➤ Make a sentence out of the word 公/园 Record students' sentences. ➤ Look at the Cover of the book and the tile. Comprehension Check questions: Q:这是什么地方？你看到什么？我们可以看到真的恐龙吗？为什么？ Use engagement Strategy like Think- Time/Wait-Time 想一想(SR6).” Think-Pair-Share”(SR7)”Turn and Talk” ”Quiz Quiz Trade) etc. <u>Revisit Content and Language Objectives.</u> ➤ Guided Writing Practice: G2 Unit 7 Day 6 worksheet Part 1 &Part 3 Practice to make sentences orally first and write down the sentences.			<input type="checkbox"/> Post :Content and Language Objectives In the classroom. Post:5W1H Question(SR12) Topic Graph  Teacher

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<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 help them.</p> <p>Ending: 5mins</p> <p>Summarize what we learn 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-公园/近远/旁从/请问/只			
Unit 7-2 国家公园 National Park Day 7	Modeling Cycle: We Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我可以用近/远造句。 <input type="checkbox"/> 我会跟着老师写出近/远的正确笔画。 <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“国家公园”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 and the words of 近/远 (Character Cards) ➤ Make a sentence out of the word 近/远.Record students' sentences. ➤ The Beginning of the story 国家公园 Book Page2-3 <p>Today we will find out the beginning of the story. Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.2 Q: 为什么爸爸看起来很惊讶? Activity: Trace your foot and compare. Give each student a piece of white paper and ask them to trace their one foot. Then cut out and compare the size with others by saying “我的脚比你大/我的脚比你小。”</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12)

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<p>P.3 Fill the blank : 从这个____到那个____很远。 Make a sentence of : _____ 又 _____ 又 _____</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.
<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 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> (track text with their finger when they read aloud.)</p> <ul style="list-style-type: none"> ➤ <u>Guided Writing Practice:</u> G2 Unit 7 Day 7 worksheet <p>Make flash cards of part 2 phrases. Try to 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 learned from the lesson.</p> <p>Revisit Content and Language Objectives. Check by "Hand Signal" or other action signals/Exit Ticket</p>	




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Week 2 (50 minutes x 5 Days) Review-公园/近远/旁从/请问/只			
Unit 7-2 国家公园 National Park Day 8	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“国家公园”4-7页。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence. <input type="checkbox"/> NM.PS.5 I can name the main cities on a map
<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 旁从. (Character Cards) ➤ The Middle of the story 国家公园 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 Touch your arm and feel the hard and solid part. Gently knock “What is inside?” 在身体里面白色，硬硬的东西是什么？小狗很喜欢吃骨头。 P.5 如果你要去一个地方，你不知道怎么去？你需要一张什么？（地图） Show students the map of the states, the map of Utah state and the map of your community. Name the main cities on a map.			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question on white board.

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<p>P.6 Q:房子里有什么？ P.7 Q:比一比，谁脚/头/手比较大？ 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' 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 learn 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-公园/近远/旁从/请问/只			
Unit 7-2 国家公园 National Park 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“国家公园”-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 请问(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 国家公园 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

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<p>P.8 Q: 他们哪里一样？他们哪里不一样？</p> <p>P.9 Q: 小男生想要什么东西？</p> <p>P.10 Q:在里屋商店里有什么？</p> <p>P.11 Q:你看到什么颜色的恐龙？</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 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-公园/近远/旁从/请问/只			
Unit 7-3 去公园找东西 Finding Things In The Park 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"/> 我可以认识和认公园/近远/旁从/请问/只的字。	<input type="checkbox"/> NM.PS.3 I can present information about familiar items in my immediate environment.
<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 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 公园/近远/旁从/请问/只(Character Cards)</p> <ul style="list-style-type: none"> ➤ <u>Introduce Story 去公园找东西</u> ➤ <u>Picture Walk</u> <p>Book Cover: Q:你看到几个人? 你看到什么绿色的东西? 这是什么地方?</p> <p>P.2 Activity: I spy. Prepare a worksheet like page2.Have students to walk around the classroom and draw a heart.</p>			<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

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<p>P.3. Q: 他们需要找什么东西？</p> <p>P.4 Q: 他们找到什么？</p> <p>P.5 Q: 这是他们要找的花吗？为什么不是？</p> <p>P.6 Q:他们在问什么问题？</p> <p>P.7 Q: 从开始到现在，他们找到了那些东西？</p> <p>P.8 Q:水池里有什么？</p> <p>P.9 Q: 水池里有几只鱼？他们是什么颜色？</p> <p>P.10 Q: 为什么他们画了一只熊猫？园里有熊猫吗？</p> <p>P.11 Q:你通常会在公园里玩什么？</p> <p>Ending: 5mins</p> <p>➤ Recall the story..</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</p> <p>How-怎么样？</p> <p>如何？</p>
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Week 3 (50 minutes x 5 Days) Review- <u>公园</u> /近远/旁从/请问/只			
Unit 7-3 去公园找东西 Finding Things In The Park Day 11	Modeling Cycle: You Read	 Content Objectives	 Language Objectives
		<input type="checkbox"/> 我会自己用手指头比着字读“去公园找东西”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 Review the story. Activity: Hot and Cold- hide something for a student to find. The rest of the class says “找东西“by using loud (means close) or soft(means far) voice to guide the student find the item. 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.</p> <p>Independent Reading: Students whisper the words as they read themselves.</p>			<input type="checkbox"/> Post Content and Language Objectives In the classroom. Post: 5W1H(SR12) Question

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Guided Writing Practice: G2 Unit 7 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 observation through the lesson to a small group to help 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 7 Lesson Plan

Week 3 (50 minutes x 5 Days) Review- <u>公园</u> /近远/旁从/请问/只			
Unit 7-3 去公园找东西 Finding Things In The Park 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“去公园找东西”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.
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 Listen to Online Reading : The whole class repeat the texts after “computer” reads. 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. Mandarin Matrix online exercise 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. Guided Writing Practice: G2 Unit 7 Day 10 P.21 worksheet Part 1 &Part 2 Practice to make sentences orally first and write down the sentences. Shared Read- P.22 worksheet			<input type="checkbox"/> Post Content and Language Objectives In the classroom.

Mandarin Matrix Story Garden G2 Unit 7 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>7-1 水上公园 Water Park</p> <p>7-2 国家公园 National Park</p> <p>7-3 去公园找东西 Finding Things In The Park</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 7 Day 8 worksheet</p>		<p>Ending: Discuss the answers of the test.</p>	

Mandarin Matrix Story Garden G2 Unit 7 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers					
7-1 水上公园 Water Park		 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			
7-2 国家公园 National Park					
7-3 去公园找东西 Finding Things In The Park					
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 Write three sentences about the park you have been to. Then Draw.	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)	