

# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan




Lesson 8-1(Day1-5).....P.2

Lesson 8-2(Day6-10).....P.11

Lesson 8-3(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).




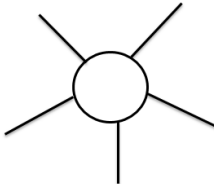
# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan

<b>Week 1 (50 minutes x 5 Days) Day1 车行/Day2 飞机/Day3 跑/Day4 慢更/Day5 最</b>			
<b>Unit 8-1 谁的车最快？</b> <b>Whose Car Runs The Fastest?</b> <b>Day 1</b>	Modeling Cycle: <b>Teacher</b> <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着老师写出车/行的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认和认车/行的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.IC.3 I can answer a variety of simple questions by sentence.</b>
For Teacher' Reference-Background Knowledge-See Strategy & Resource (SR1,2) <u>K &amp; G1 vocabulary charts</u> , Also (SR3) <u>G2 vocabulary charts</u> for this year.			<input type="checkbox"/> <b>Post</b> :Content and Language Objectives In the classroom. <b>Post:5W1H</b> Question(SR12)  Teacher walks around the classroom to
<p><b>Beginning:</b>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><b>Middle:</b>40mins</p> ➤ Look at the cover of the book and the tile. Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. Q : 你看到什么交通工具？他们在做什么？你比较喜欢哪台车？为什么？ P.2 Q:你觉得白色的布下面是什么？他们在讨论什么事？这是什么地方？ P3. Q: 你猜对了白色的布下面是什么吗？绿衣男生的车子是什么颜色？你还看到车库里有什么？			

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<p>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. Revisit Content and Language Objectives.</p>	<p>monitor student's sharing.</p>
<p>➤ <u>Guided Writing Practice: G2 Unit 8 Day1 worksheet 车/行</u> <b>Part 1:</b> 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 &amp;3: Oral practice before the writing. <b>Ending:</b> 5mins Summarize what we've learned from the lesson. <b>Revisit Content and Language Objectives.</b> Check by "Hand Signal" or other action signal like stand up, sit down, touch your head/nose, etc.</p>	<p>Dry erase board paddle is a good tool for them to quickly show you their stroke orders.</p>




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<b>8-1 谁的车最快？</b> <b>Whose Car Runs The Fastest?</b> <b>Day 2</b>	Modeling Cycle: <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我听明白谁的车最快的故事。 <input type="checkbox"/> 我会跟着老师写出飞/机的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以认识和认飞/机的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence.
<b>Beginning:</b> 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  <b>Middle:</b> 40mins ➤ Quickly Review Day1 Lesson ➤ <u>谁的车最快</u> Book Page 4-6 <b>Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.</b> P.4 Q: 红衣男生的是什么车？比一比，车子跑得快还是火车跑得快？ P.5 Q: 黄衣男生的是什么车？三种车比一比，车子火车和飞机，哪个比较快？ P.6 Q: 谁来加入他们？她带来什么车？			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12)  Topic Graph 

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<p>➤ <b>Guided Writing Practice:</b> G2 Unit 8 Day2 worksheet 飞机</p> <p><u>Practice 3 parts of the worksheet</u></p> <p>Ending: 5mins</p> <p>Summarize and review what we've learned from the lesson.</p> <p><b>Revisit Content and Language Objectives.</b> Check by “Hand Signal” or other action signal like stand up, sit down, touch your head/nose, etc./Exit Ticket(SR13)</p>	<p>Teacher walks around the classroom to monitor student's sharing.</p>
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Week 1 (50 minutes x 5 Days) Day1 车行/Day2 飞机/Day3 跑/Day4 慢更/Day5 最			
<p>8-1 谁的车最快？</p> <p><b>Whose Car Runs The Fastest?</b></p> <p><b>Day 3</b></p>	<p>Modeling Cycle:</p> <p><b>Teacher</b></p> <p><b>Read</b></p>	 <p><b>Content Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 我会跟着老师写出跑的正确笔画。</li> <li><input type="checkbox"/> 在图画的帮助之下，我可以读和认跑的字。</li> <li><input type="checkbox"/> 我可以正确写出作业纸上问题的答案。</li> </ul>	 <p><b>Language Objectives</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NM.IL.2</b> I can understand simple information when presented with pictures and graphs.</li> <li><input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence.</li> </ul>
		<p><b>Beginning:</b>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 Day2 Lesson.</p> <p><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ <u>谁的车最快</u> <b>Book Page 7-9</b></li> <li>➤ Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.</li> </ul> <p>P.7 Q:他们想做什么？为什么他们不高兴？ P.8 Q:猜一猜，哪一台车会比较快？Vote and record the votes. P.9 Q: 目前谁第一？谁第二？谁第三？谁第四？</p>	

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- **Guided Writing Practice:** G2 Unit 8 Day3 worksheet 跑
- **Follow the Leader variation Activity for 跑:**请你跟我慢慢跑..., 请你跟我快快跑..., 请你跟我往前跑..., 请你跟我往后跑,etc.




Guide Practice 3 parts 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 车行/Day2 飞机/Day3 跑/Day4 慢更/Day5 最			
<b>8-1 谁的车最快？</b> <b>Whose Car Runs The Fastest?</b> <b>Day4</b>	Modeling Cycle: <b>Teacher</b> <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着老师写出慢/更的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认慢/更的字。 <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><b>Beginning:</b>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><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ <b>Review the previous part of the story.</b></li> <li>➤ <b>The end of the story Book 谁的车最快 Page 10-11</b></li> </ul> <p>Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.            P.10 Q:他们的车怎么了？            P.11 Q:最后谁最快？</p> <p>Guided Writing Practice: G2 Unit 8 Day 4 worksheet 慢更            Guide Practice 3 parts of the worksheet。</p> <p><b>Ending:</b> 5mins</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question






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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 车行/Day2 飞机/Day3 跑/Day4 慢更/Day5 最			
<p>8-1 谁的车最快？</p> <p><b>Whose Car Runs The Fastest?</b></p> <p><b>Day 5</b></p>	<p>Modeling Cycle:</p> <p><b>Teacher</b></p> <p><b>Read</b></p>	 <p><b>Content Objectives</b></p>	 <p><b>Language Objectives</b></p>
		<input type="checkbox"/> 在图画的帮助之下，我可以读和认车行/飞机/跑/慢更/最的字 <input type="checkbox"/> 我会跟着老师写出最的正确笔画 <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><b>Beginning:</b>5 mins</p>  Introduce Content and Language Objectives to the student.			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question  Computer/ Projections System for online classroom.
<p><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ Review Day 4 Lesson and characters of 车行/飞机/跑/慢更 (<b>Make Character Cards with 3 pictures and sentences.</b>)</li> <li>➤ <b><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></b>                Students repeat after the teacher reads the text aloud.</li> </ul> <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><b>Activity:</b> Readers Theater</p> <ul style="list-style-type: none"> <li>➤ <b><u>Guided Writing Practice: G2 Unit 1 Day 5 worksheet 最</u></b></li> </ul> <p><b>Part 3</b> Practice to make sentences orally first and write down the sentences.</p> <p><b>Ending:</b> 5mins -Summarize and review what we've learned from the lesson.</p>			

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Week 2 (50 minutes x 5 Days) Review- 车行/飞机/跑/慢更/最			
<b>Unit 8-2 过山车</b>  <b>Roller Coaster</b>  <b>Day 6</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用句子说出有关游乐园的事。 <input type="checkbox"/> 我可以用车/行的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	<input type="checkbox"/> NM.IC.7 I can talk about places I know.
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 车/行. (Character Cards) ➤ Make a sentence out of the word 车/行.Record students' sentences. ➤ Look at the cover of the book and the tile.  Comprehension Check questions: Q:你坐过山车吗?你过山车的时候是闭着眼睛还是睁开眼睛?你喜欢坐过山车吗?为什么喜欢?为什么不 喜欢? <b>Topic Graph 游乐园</b> on the white board or poster with multiple pictures related ,save for tomorrow. Ask the students to tell you anything they can think of <b>游乐园</b> 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"/> <b>Post</b> : Content and Language Objectives In the classroom. <b>Post: 5W1H Question(SR12)</b>   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 8 Day 6 worksheet

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 help 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-车行/飞机/跑/慢更/最			
<b>Unit 8-2 过山车</b>  <b>Roller Coaster</b>  <b>Day 7</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用飞机造句。 <input type="checkbox"/> 我会跟着老师写出飞/机的正确笔画。 <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“过山车”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><b>Beginning:</b>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><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ Review Day 6 Lesson by using the previous Topic Graph <u>房子</u> and the words of 飞机 (Character Cards)</li> <li>➤ Make a sentence out of the word 飞机.Record students' sentences.</li> <li>➤ <b>The Beginning of the story</b> 过山车 Book Page2-3</li> </ul> <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: 爸爸请弟弟做什么？坐过山车需要做什么才安全？                      P.3 Q: 谁很高兴？谁很害怕？为什么？你喜欢过山车快一点还是慢一点？</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12)

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<p><b><u>Teacher Does/You Do/We Do/You All Do Modeling Cycle</u></b></p> <p>➤ <b><u>Read and Repeat:</u></b> 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><b><u>Model</u></b> Partner Read and Finger Read by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b><u>Partner Read:</u></b> Students pair up and read aloud to each other with <b><u>Finger Read</u></b> (<u>track text with their finger when they read aloud.</u>)</p> <p>➤ <b><u>Guided Writing Practice:</u></b> G2 Unit 8 Day 7 worksheet</p> <p><b>Make flash cards of part 2 &amp; 3 phrases.</b> Put the flash cards in different orders and read them out loud to find out which is the right sentence of it.</p> <p>Think-Pair-Share to answer the question orally the write. Call those students might need help from your observation through the lesson to a small group to assist them.</p> <p>Ending: 5mins</p> <p>Summarize what we have learned from the lesson.</p> <p>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 8 Lesson Plan




Week 2 (50 minutes x 5 Days) <b>Review-车行/飞机/跑/慢更/最</b>			
<b>Unit 8-2 过山车</b>  <b>Roller Coaster</b>  <b>Day 8</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我明白“还没有”的意思。 <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“过山车”4-7页。	<input type="checkbox"/> <b>NM.IC.3</b> I can answer a variety of simple questions by sentence. <input type="checkbox"/> <b>NM.IR.2</b> I can recognize words, phrases, and characters when I associate them with things I already know.
<p><b>Beginning:</b>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"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question on white board.
<p><b>Middle:</b>40mins</p> Review the previous story and the words of 跑. (Character Cards) ➤ <b>The Middle of the story 过山车 Book Page 4-7</b> 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: 过山车要往哪里去? (往高还是往低) 你可以看得出来谁喜欢谁不喜欢吗? P.5 Q: 你看到几朵云? (Quickly Turn& Talk by saying 我看到__朵云。) P.6 Q:你觉得跟飞机比起来,过山车比较快还是飞机比较快?跟小鸟比,谁飞得比较高?(比较词:高,更高,最高)			

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<p>P.7 Q:他们进去哪里?你觉得里面是什么?</p> <p><b>Activity</b> : Students can freely pair up with someone and compare their height by saying“我比你更高”“我比你小” Start with music and countdown to end the music and activity Revisit Content and Language Objectives.</p> <p><b>Teacher Does/You Do/We Do/You All Do Modeling Cycle</b></p> <p>➤ <b>Read and Repeat:</b> 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><b>Model Partner Read and Finger Read</b> by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b>Partner Read:</b> Students pair up and read aloud to each other with <b>Finger Read</b> (track text with their finger when they read aloud.)</p> <p><b>Revisit Content and Language Objectives.</b></p> <p><b>Ending: 5mins</b> <b>Summarize and review what we’ve learned from the lesson.</b> <b>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)</b></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 8 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 车行/飞机/跑/慢更/最			
<b>Unit 8-2 过山车</b>  <b>Roller Coaster</b>  <b>Day 9</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<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“过山车”-8-11 页。	<input type="checkbox"/> NM.IC.3 I can answer a variety of simple questions by sentence.
<p><b>Beginning:</b>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><b>Middle:</b>40mins</p> Review the previous story and the words of 慢更(Character Cards) <b>Follow the Leader variation Activity:</b> Teacher says 请你跟我做房子(act out) students say 我会跟你做房子. 请你跟我慢慢吃饭(act out) students say 我会跟你慢慢吃饭, 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. <b>The end of the story</b> 过山车 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 & Discuss by using engagement strategy like Act out “Turn and Talk” Think-Pair-Share”,etc.			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question

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<p>P.8 Q:他们看的见吗？为什么？</p> <p>P.9 Q:怎么了？为什么爆米花会飞起来？爸爸怎么了？</p> <p>P.10 Q: 爸爸怎么了？</p> <p>P.11 Q:儿子还想要做什么？</p> <p><b>Follow the Leader variation Activity for <u>emotion</u>:</b> Teacher says 请你跟我害怕(act out) students say 我会跟你做害怕.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><b>Read and Repeat:</b> students repeat after teacher reads the texts aloud for P.8-11。 Repeat after teacher readsthe 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><b>Model Partner Read and Finger Read</b> by using Teacher Does/You Do/We Do/You All Do Modeling Cycle</p> <p><b>Partner Read:</b> Page 8-11 Students can <b><u>freely pair up</u></b> with their friend and read aloud to each other with Finger Read (track text with their finger when they read aloud.)</p> <p><b><u>Use Mandarin Matrix online to read the whole story and do the online exercise.</u></b></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 8 Lesson Plan

Week 2 (50 minutes x 5 Days) Review 车行/飞机/跑/慢更/最			
<b>Unit 8-3 看望爷爷奶奶</b> <b>Visiting Grandparents</b> <b>Day 10</b>	Modeling Cycle: <b>You</b> <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以看图用句子回答不同问题。 <input type="checkbox"/> 我可以读和认车行/飞机/跑/慢更/最的字。	<input type="checkbox"/> NM.PS.3 NM.IC.3 I can answer a variety of simple questions by sentence.
<p><b>Beginning:</b>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"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question flash cards and sentence strips on white board. Topic Graph
<p><b>Middle:</b>40mins</p> <p><b>Review by Follow the Leader variation Activity:</b> Teacher says 请你跟我做房子(act out) students say 我会跟你做房子.请你跟我变飞机(act out) students say 我会跟你变飞机,请你跟我做太阳 (action), 我会跟你做太阳 (action) 请你跟我变高... 请你跟我变更高, 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 车行/飞机/跑/慢更/最(Character Cards)</p> <ul style="list-style-type: none"> <li>➤ <u>Introduce Story 看望爷爷奶奶</u></li> <li>➤ <u>Picture Walk</u></li> </ul> <p><b>Book Cover:</b> Q:这是哪个国家? 你还看到什么?</p>			

# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan

<p>P.2 Q: 他们在哪里？你坐过飞机吗？你去哪里，会坐飞机？</p> <p>P.3. Talk about few main cities Like New York/LA /Salt Lake City. How many hours to those cities by airplane?</p> <p>P.4 Q:那是爷爷奶奶的家吗？他们到了吗？</p> <p>P.5 Q:现在他们坐什么车？你坐过火车吗？你坐火车去哪里？</p> <p>P.6-7 Q:到现在为止，他们坐了什么交通工具？他们还需要坐什么才能去爷爷奶奶家？？</p> <p>P.8-9 Q:坐过了巴士，还要坐什么？</p> <p>P.10 Q: 到了吗？你觉得哪个房子是爷爷奶奶的家？</p> <p>P.11 Q: 门的上面写什么？我们一起来读一读？</p> <p><b>Ending:</b> 5mins</p> <p>➤ Recall the story.</p> <p><b>Revisit Content and Language Objectives.</b> 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 8 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 车行/飞机/跑/慢更/最			
<b>Unit 8-3 看望爷爷奶奶</b> <b>Visiting Grandparents</b> <b>Day 11</b>	Modeling Cycle: <b>You</b> <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会自己用手指头指着字读“看望爷爷奶奶”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><b>Beginning:</b>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"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question
<p><b>Middle:</b>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. <b>Independent Reading:</b> Students whisper the words as they read themselves.			
<p><b>Guided Writing Practice:</b> G2 Unit 8 Day 9 worksheet</p> Part 1 &Part 2 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 assist them.			




# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan

**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 8 Lesson Plan


Week 3 (50 minutes x 5 Days) Review 车行/飞机/跑/慢更/最			
<b>Unit 8-3 看望爷爷奶奶</b> <b>Visiting Grandparents</b> <b>Day 12</b>	Modeling Cycle: <b>You</b> <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着朋友用手指头比着字读“看望爷爷奶奶”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><b>Beginning:</b>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"/> <b>Post</b> Content and Language Objectives In the classroom.
<p><b>Middle:</b>40mins</p> <p><b>Listen to Online Reading :</b> The whole class repeat the texts after “computer” reads.</p> <p><b>Pair-up Independent Reading:</b> One student point the texts word by word with a finger, the other reads the whole book independently. Switch the role.</p> <p><b>Mandarin Matrix online exercise</b></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><b>Guided Writing Practice:</b> G2 Unit 8 Day 10 P.21 worksheet</p> <p>Part 1 &amp;Part 2 Practice to make sentences orally first and write down the sentences.</p> <p>Shared Read- P.22 worksheet</p>			

# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan

<p><b>Ending:</b> 5mins</p> <p>➤ Summarize and review what we've learned from the lesson.</p> <p><b>Revisit Content and Language Objectives.</b> 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><b>8-1 谁的车最快? Whose Car Runs The Fastest?</b></p> <p><b>8-2 过山车 Roller Coaster</b></p> <p><b>8-3 看望爷爷奶奶 Visiting Grandparents</b></p> <p><b>Day 13</b></p>		<p> <b>Objectives</b></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><b>Beginning:</b> 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><b>Middle:</b> 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><b>Assessment Sheet:</b> G2 Unit 8 Day 8 worksheet</p>		<p><b>Ending: Discuss the answers of the test.</b></p>	



# Mandarin Matrix Story Garden G2 Unit 8 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
<p>8-1 谁的车最快? Whose Car Runs The Fastest?</p> <p>8-2 过山车 Roller Coaster</p> <p>8-3 看望爷爷奶奶 Visiting Grandparents</p> <p><b>Day 14-15</b></p>	 <b>Objectives</b>			
	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><b>Beginning :</b></p> <p>Rules of centers</p> <p>Divide the groups</p> <p><b>Middle:</b> Center Time</p> <p><b>Ending :</b> Clean up</p>	<p>Listening &amp; 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>List vocabulary of transportations. Have them copy them down and draw a picture to match.</p>	<p><b>Interconnections</b></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>