

# Mandarin Matrix Story Garden G2 Unit 9 Lesson Plan



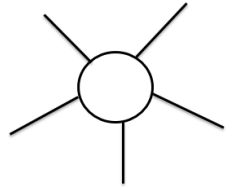

Lesson 9-1(Day1-5).....P.2

Lesson 9-2(Day6-10).....P.11

Lesson 9-3(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).




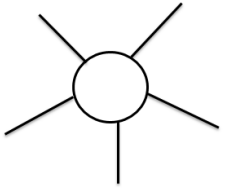
# Mandarin Matrix Story Garden G2 Unit 9 Lesson Plan

Week 1 (50 minutes x 5 Days) <u>Day1 打球/Day2 非常/Day3 当冬/Day4 第次/Day5 分</u>			
<b>Unit 9-1 玩雪球</b>  <b>Playing Snowball</b>  <b>Day 1</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我明白跟冬天有关的事。 <input type="checkbox"/> 我会跟着老师写出打/球的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认打/球的字。 <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.7</b> I can give times, dates, and weather information.
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)  Topic Graph  	
<b>Beginning:</b> 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			
<b>Middle:</b> 40mins ➤ Look at the Cover of the book and the tile. Q : 这是什么季节？天气怎么样？他们在做什么？你喜欢和冬天吗？为什么喜欢？为什么不喜欢？ 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.			

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<p>Topic Graph (See SR4) on the white board or poster for tomorrow. Write <u>冬天</u> in the circle . and write anything related to 冬天 and <b>multiple pictures</b>. <b>Check for understanding 冬天</b>: Show <b>multiple pictures</b> 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><b>Revisit Content and Language Objectives.</b></p> <ul style="list-style-type: none"><li>➤ Review Video Clip: How's the Weather? (天气怎么样?)   Learning Songs 1-19</li><li>➤ <u>Guided Writing Practice: G2 Unit 9 Day1 worksheet 打球</u></li></ul> <p><b>Part 1:</b> Lead the students to follow you, stoke by stroke to write the character. Writing Activity: Use different body part to write the strokes. Part 2 &amp;3: Oral practice before the writing. <b>Ending:</b> 5mins Summarize 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.</p>	




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Week 1 (50 minutes x 5 Days) Day1 打球/Day2 非常/Day3 当冬/Day4 第次/Day5 分			
<b>Unit 9-1 玩雪球</b>  <b>Playing Snowball</b>  <b>Day 2</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我听明白玩雪球的故事。 <input type="checkbox"/> 我会跟着老师写出非常的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认非常的字。 <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 by using the previous Topic Graph <u>冬天</u> ➤ <b>The Beginning of the story 玩雪球 Book Page2-3</b> Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students. P.2 Q: 你觉得小男生喜欢冬天吗?你怎么知道的?你喜欢在冬天里做什么? P.3 Q: 他们在做什么东西?如果你要做雪人,你会需要什么?你想怎么做? Guided Writing Practice: G2 Unit 9 Day2 worksheet 非常 Practice 3 parts of the worksheet Revisit Content and Language Objectives.			<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>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 打球/Day2 非常/Day3 当冬/Day4 第次/Day5 分			
<b>Unit 9-1 玩雪球</b>  <b>Playing Snowball</b>  <b>Day 3</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会跟着老师写出当/冬的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认当/冬的字。 <input type="checkbox"/> 我可以正确写出作业纸上问题的答案。	<input type="checkbox"/> <b>NM.IL.2</b> I can understand simple information when presented with pictures and graphs.  <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 Quickly Review Day2 Lesson.			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question ✧ Teacher walks around the classroom to monitor student's pair sharing.
<b>Middle:</b> 40mins ➤ <b>The Middle of the story 玩雪球 Book Page 4-7</b> Read and Discuss P.4-7 by using engagement strategy like "Quick-Draw", "Turn and Talk" Think-Pair-Share", etc. P.4 Q:如果你要做一个雪球,怎么做? P.5 Q:他们在玩什么游戏? Activity: Throw a snow ball. Use recycling papers to crumple into a ball shape. Divide your class for two teams. You can simply have them stay at their seat or on the carpet. Put a string or a tape line in the middle of two teams. Divide balls evenly for two teams.			

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<p>When time starts, throw balls to the opposite side, whichever team has less balls on their side wins. Give a couple of minutes for each turn.</p> <p>P.6-7 Q:谁要开始丢雪球? 你觉得他可以用雪球打到爸爸吗? 为什么?</p> <p><b>Revisit Content and Language Objectives.</b></p>	
<p>➤ <b>Guided Writing Practice:</b> G2 Unit 9 Day3 worksheet 当冬</p> <p><u>Guide Practice 3 parts for 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>	

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Week 1 (50 minutes x 5 Days) Day1 打球/Day2 非常/Day3 当冬/Day4 第次/Day5 分			
<b>Unit 9-1 玩雪球</b>  <b>Playing Snowball</b>  <b>Day4</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用中文句子参与讨论关于玩雪球的故事。 <input type="checkbox"/> 我会跟着老师写出第/次的正确笔画。 <input type="checkbox"/> 在图画的帮助之下，我可以读和认第/次的字。 <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            Quickly Review Day2 Lesson.</p> <p><b>Middle:</b>40mins</p> <p>➤ <b>The end of the story Book 玩雪球 Page 8-11</b>            We are going to find out the last part of this book.            Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.            P.8 Q:小男生一共有几个雪球？他丢了几个，还剩下几个？            P.9 Q:这次他可以打到爸爸吗？            P.10 Q:小男生得了几分？这也是他的第几分？            P.11 Q:小男生觉得爸爸看起来在想什么？</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question



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Guided Writing Practice: G2 Unit 9 Day 4 worksheet 第/次




Guide Practice 3 parts of the worksheet。

Ending: 5mins



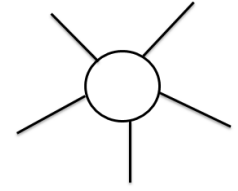
Summarize and review what we've learned from the lesson.

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)

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Week 1 (50 minutes x 5 Days) Day1 打球/Day2 非常/Day3 当冬/Day4 第次/Day5 分			
<b>Unit 9-1 玩雪球</b>  <b>Playing Snowball</b>  <b>Day 5</b>	Modeling Cycle:  <b>Teacher</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 在图画的帮助之下，我可以读和认打球/非常/当冬/第次的字 <input type="checkbox"/> 我会跟着老师写出送的正确笔画 <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. <p><b>Middle:</b>40mins</p> <ul style="list-style-type: none"> <li>➤ Review Day 4 Lesson and characters of 打球/非常/当冬/第次/ (<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 their 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 9 Day 5 worksheet 分</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>			<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.




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Week 2 (50 minutes x 5 Days) Review-打球/非常/当冬/第次/分			
<b>Unit 9-2 打冰球</b>  <b>Ice Hockey</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打球的事。 <input type="checkbox"/> 我可以用打/球的字造句。 <input type="checkbox"/> 我会写出作业纸上问题的答案。	<input type="checkbox"/> NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions for sport.
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 打/球. (Character Cards) ➤ Make a sentence out of the word 打/球.Record students' sentences. ➤ Look at the cover of the book and the tile.  Comprehension Check questions: Q:他们在什么东西的上面打球? 我们叫这个运动什么名字? 你打过冰球吗? 你喜欢打冰球吗? <b>Topic Graph 打球</b> on the white board or poster for tomorrow. Ask the students to tell you anything they can think of about 打球 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. <u>Revisit Content and Language Objectives.</u>			<input type="checkbox"/> <b>Post</b> :Content and Language Objectives In the classroom. <b>Post:5W1H</b> Question(SR12)  Topic Graph    Teacher

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<p>➤ <b>Guided Writing Practice:</b> G2 Unit 9 Day 6 worksheet</p> <p>Part 1 &amp; 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 assist them.</p> <p><b>Ending:</b> 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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Week 2 (50 minutes x 5 Days) Review-打球/非常/当冬/第次/分			
<b>Unit 9-2 打冰球</b>  <b>Ice Hockey</b>  <b>Day 7</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用非常造句。 <input type="checkbox"/> 我会跟着老师写出非/常的正确笔画。 <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“打冰球”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>  <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>➤ Review Day 6 Lesson by using the previous Topic Graph 打球 and the words of 非常 (Character Cards)</li> <li>➤ Make a sentence out of the word 非常.Record students' sentences.</li> <li>➤ <b>The Beginning of the story</b> 打冰球 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: 他们在哪里？他们在做什么？看起来快乐吗？                      P.3 Q: 爸爸好像有什么好玩的事。是什么呢？你的爸爸通常跟你玩什么？</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 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 9 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>Part 1 &amp;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 help 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>	<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) <b>Review-打球/非常/当冬/第次/分</b>			
<b>Unit 9-2 打冰球</b>  <b>Ice Hockey</b>  <b>Day 8</b>	Modeling Cycle:  <b>We</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我可以用手指头比着字跟朋友读书。 <input type="checkbox"/> 我会跟朋友读“打冰球”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 <p><b>Middle:</b>40mins</p> Review the previous story and the words of 当冬. (Character Cards) ➤ <b>The Middle of the story 打冰球 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.4-5 Q:他们要做什么?很好奇。你可以猜一猜吗? P.6 Q:他们把水放在那里?水会变成什么?为什么? P.7 Q:他们要回家,明天才会再来。为什么?			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question on white board.

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<p>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></p> <p><b>Summarize and review what we have learned from the lesson.</b></p> <p><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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Week 2 (50 minutes x 5 Days) Review 打球/非常/当冬/第次/分			
<b>Unit 9-2 打冰球</b>  <b>Ice Hockey</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“打冰球”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 第次(Character Cards) <p><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. 请你跟我好冷(act out) students say 我会跟你好冷,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><b>The end of the story</b> 打冰球 Book Page 8-11</p> <p>Q: Do you remember the beginning of the story? Can you use a couple of sentences to tell us? Do you remember the middle of the story? Can you use a couple of sentences to tell us?</p> <p>Today we will find out the end of the story.</p> <p>Read and Discuss by using engagement activity. After the discussion of each page, read the texts to the students.</p> <p>P.8 -9 Explain the differences between 第一名/第一次 Check for understanding.</p>			<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.10 Q: 猜一猜男生先得分还是女生？</p> <p>P.11 Q: explain 小心. Ask students to make a sentence for checking understanding.</p> <p><b>Read and Repeat:</b> students repeat after teacher reads texts aloud for P.8-11。 Repeat after teacher reads 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>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>freely pair up</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 write them on the white board paddle.</p> <p>Ending: 5mins</p> <p>Summarize and review what we've learned from the lesson.</p> <p>Revisit Content and Language Objectives.</p>	<p>Computer/Projection system</p>
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Week 2 (50 minutes x 5 Days) Review 打球/非常/当冬/第次/分			
<b>Unit 9-3 在家里打球</b>  <b>Playing Bowling At Home</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"/> 我可以读和认打球/非常/当冬/第次/分的字。	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 打球/非常/当冬/第次/分(Character Cards)</p> <ul style="list-style-type: none"> <li>➤ <u>Introduce Story 在家里打球</u></li> <li>➤ <u>Picture Walk</u></li> </ul> <p><b>Book Cover:</b> Q:他们在家里玩什么?                      P.2 Q: 外面的天气怎么样? 天气很冷时, 你会到外面玩还是在家里玩?</p>			

# Mandarin Matrix Story Garden G2 Unit 9 Lesson Plan

<p>P.3. Q: 好多的加了水的瓶子, 要打什么球呢?</p> <p>P.4 Q: 保林球。玩过保林球的人请举手。喜欢吗? (prepare water bottles bowling for center game.)</p> <p>P.5 Q: 弟弟得了几分?</p> <p>P.6 Q: 哥哥得了几分? 10分是最高分!</p> <p>P.7 Q: 你觉得怎样打可以得高分?</p> <p>P.8 糟了! Q:发生了什么事? 谁知道了会不高兴? 怎么做?</p> <p>P.9-10 他们想到怎么做呢?</p> <p>P.11 Q: 你觉得妈妈会高兴吗?</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 9 Lesson Plan

Week 3 (50 minutes x 5 Days) Review 打球/非常/当冬/第次/分			
<b>Unit 9-3 在家里打球</b>  <b>Playing Bowling At Home</b>  <b>Day 11</b>	Modeling Cycle:  <b>You</b>  <b>Read</b>	 <b>Content Objectives</b>	 <b>Language Objectives</b>
		<input type="checkbox"/> 我会自己用手指头比着字读“在家里打球”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 <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 9 Day 9 worksheet                      Part 1 &amp;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 help them.</p>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom. <b>Post:</b> 5W1H(SR12) Question



# Mandarin Matrix Story Garden G2 Unit 9 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>		
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# Mandarin Matrix Story Garden G2 Unit 9 Lesson Plan


Week 3 (50 minutes x 5 Days) Review 打球/非常/当冬/第次/分			
<b>Unit 9-3 在家里</b>  <b>Playing Bowling At Home</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“在家里”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 <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 9 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>			<input type="checkbox"/> <b>Post</b> Content and Language Objectives In the classroom.

# Mandarin Matrix Story Garden G2 Unit 9 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>9-1 玩雪球 <b>Playing Snowball</b></p> <p>9-2 打冰球 <b>Ice Hockey</b></p> <p>9-3 在家里打球 <b>Playing Bowling At Home</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 9 Day 8 worksheet</p>		<p><b>Ending: Discuss the answers of the test.</b></p>	



# Mandarin Matrix Story Garden G2 Unit 9 Lesson Plan

Week 3 (50 minutes x 5 Days) Centers				
<p>9-1 玩雪球 <b>Playing Snowball</b></p> <p>9-2 打冰球 <b>Ice Hockey</b></p> <p>9-3 在家里打球 <b>Playing Bowling At Home</b></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>Blowing game</p> <p>Prepare 10 water bottles, a small ball and a score sheet or a white board.</p> <p>Each bottle has 5 points.</p> <p>Take a turn to play. After your turn, record your own scores.</p> <p>Then see who has highest score in total.</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>