

## 2MIP Term 1 Mathematics Planner

Year Level: 2	Duration: 10 Weeks
Unit Topics: Shapes and location	
<b>Content descriptors :</b> <ul style="list-style-type: none"> <li>• Describe and draw <b>two-dimensional</b> shapes, with and without digital technologies (ACMMG042 - Scootle )</li> <li>• Describe the features of <b>three-dimensional</b> objects (ACMMG043 - Scootle )</li> </ul>	
<b>Achievement Standard (bold or highlight the sentences this unit applies to):</b> By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number <b>sequence</b> . <b>Students recognise the features of three-dimensional objects.</b> <b>They interpret simple maps of familiar locations.</b> <b>They explain the effects of one-step transformations.</b> Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a <b>range</b> of strategies. <b>They divide collections and shapes into halves, quarters and eighths.</b> <b>Students order shapes and objects using informal units.</b> <b>They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons.</b> <b>They draw two-dimensional shapes.</b> <b>They describe outcomes for everyday events.</b> Students collect, organise and represent <b>data</b> to make simple inferences.	
<b>Focus questions:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Proficiency Strands:</b> <input type="checkbox"/> Understanding <input type="checkbox"/> Fluency <input type="checkbox"/> Problem-Solving <input type="checkbox"/> Reasoning	
<b>General Capabilities and Cross-Curriculum Priorities:</b> <input type="checkbox"/> Literacy <input type="checkbox"/> Numeracy <input type="checkbox"/> ICT Capabilities <input type="checkbox"/> Critical and Creative Thinking <input type="checkbox"/> Ethical Understanding <input type="checkbox"/> Personal and Social Capability <input type="checkbox"/> Intercultural Understanding <input type="checkbox"/> Aboriginal and Torres Strait Islander Histories and Cultures <input type="checkbox"/> Asia and Australia's Engagement with Asia <input type="checkbox"/> Sustainability	

Formative assessment: (including checking for prior knowledge)				
Week / Session	Warm Up (5 minutes)	Introduction (10 minutes)	Differentiated Student Activity (25-35 minutes) Surface/Deep and Transfer	Reflection (10 minutes based around LI and SC)
<b>Week 1</b> <b>Session 1</b>  <b>Topic Focus: 2D shapes</b>  学习目标 LI: <b>Identify 2D shapes</b> 平面图形  成功标准 SC: <b>1.我知道什么是“角”，“边”。</b>  <b>2.我可以说出一个平面图形有几个“角”，“边”。</b>	<b>Mystery box</b>  学生闭上眼睛，轮流摸一个物体，猜一猜是什么形状的。	Pre-assessment worksheet	学剪窗花（联系春节），画图形剪图形	围成一个圈，每个学生分享自己的窗花，并说出每个窗花上有什么图形。

<p><b>Week 1</b> <b>Session 2</b></p> <p><b>Topic Focus: 2D shapes</b></p> <p>学习目标 LI: 平面图形。</p> <p>成功标准 SC: 1. 我能说图形的名字。 2. 我能形容图形的特征 (边, 角)</p>	<p>Bingo 找图形</p>	<p>explicit teaching: 学习生词：边，角。给学生展示不同的图形，引导学生说出常见图形有几个边，几个角。老师写在白板上， e.g. 正方形有四条边，四个角。（与春节主题联系在一起，展示对联，红包等形状）</p> <p>引导学生在教室里找出边和角（桌子，椅子....）</p>	<p>Activity 1: 学生把边，角生词写在数学本上。</p> <p>Activity 2: 学生在Worksheet上写出每个图形的名字，分别有几条边和几个角</p> <p>differentiation : worksheet有两种不同难度的。</p>	<p>围成一个圆，每个学生分享一个图形：有多少条边和多少个角。</p>
<p><b>Week 2</b> <b>Session 1</b></p> <p><b>Topic Focus: 2D Shapes</b></p> <p>学习目标 LI: 认识平面图形。</p> <p>成功标准 SC: 1. 我能说图形的名字。 2. 我能形容图形的特征。</p>	<p>七巧板</p> <p>拼一拼：用不同的图形拼一个完整的图，并分享用了什么图形，拼的是什么。</p>	<p>复习上节课学的边，角。</p> <p>explicit teaching: 学习不同的图形，如正方形，长方形，三角形，圆形，五边形，六边形，八边形，菱形...</p> <p>给学生看图形，问生活中可以在哪见到这些图形。</p>	<p>低：老师辅助学习图形的名字</p> <p>中：学生在数学本书上用教具画出所学的图形。</p> <p>高：学生可以自己画出图形，并说出图形的名字。</p>	<p>分享自己最喜欢的一个图形，并说在生活中可以在哪看到这个图形？</p>
<p><b>Week 2</b></p>		<p>男生女生各为一组</p>		

<p><b>Session 2</b></p> <p><b>Topic Focus: 2D Shapes</b></p> <p>学习目标 LI:认识平面图形。</p> <p>成功标准 SC:</p> <p>1.我能说图形的名字。</p> <p>2.我能形容图形的特征。</p>	<p>找教室里的图形</p> <p>比如，老师说正方形，学生在教室里找到正方形的物体。</p>	<p>老师说图形的特征（边，角），学生画在小白板上，分组比赛画，然后喊出图形名字。</p>	<p>低：老师组，scaffolding，巩固词汇</p> <p>中：做图形字典，剪不同的图形和每个图形的名称，match</p> <p>高：学生写图形的名字，说出几条边和几个角</p>	<p><b>Share two things you wonder about in the next lesson, one thing you still don't understand.</b></p>
<p><b>Week 3</b></p> <p><b>Session 1</b></p> <p><b>Topic Focus: 2D Shapes</b></p> <p>学习目标 LI:认识平面图形。</p> <p>成功标准 SC:</p> <p>1.我能说图形的名字。</p> <p>2.我能形容图形的特征。</p>	<p>找朋友：</p> <p>一半的学生胸前贴图形，一半的学生胸前贴图形名称，玩音乐游戏，音乐一停，学生需要进行自动匹配。</p>	<p>复习图形的特征:边，角。</p> <p>复习每个图形的名字。</p>	<p>学生可以画图形，并且写图形的名字和特征</p>	<p><b>Share two things you wonder about in the next lesson, one thing you still don't understand</b></p>

<p><b>Week 3</b></p> <p>Session 2: birds eye view 俯视图</p> <p><b>6.2 Extended Lesson: Learning the features of polygons.</b></p> <p>学习目标LI: 认识俯视图</p> <p>成功标准SC:</p> <p>1.我知道什么是俯视图</p> <p>2.我可以画俯视图</p>	<p>Buzz game</p>	<p>1.介绍俯视图的概念，看卧室的俯视图的<b>map</b>，问卧室的东南西北分别有什么。</p> <p>2.看几张俯视图的照片，问学生从照片中可以看到什么 (<b>think, pair &amp; share</b>)</p> <p><b>explicit teaching:</b> 老师示范怎么画俯视图，画教室里的物体，如桌子椅子地毯。</p> <p>学生拿小白板画老师指定的物体，画俯视图。</p>	<p>低：老师组，学习词汇</p> <p>中：画教室的俯视图，按东南西北画</p> <p>高：画完之后写东南西北分别有什么。</p>	<p>分享，举例分享你知道还有什么多边形想</p>
<p><b>Week 4</b></p> <p>Session 1</p> <p>6.2 Core Lesson Describing Features of Polygons</p> <p>LI:</p> <p>多边形</p> <p>SC:</p> <p>我能找出多边形</p> <p>我能形容多边形的特征</p>	<p>Buzz game:</p> <p>sit in a circle and call out numbers. sit down if the number can be divided by 5</p>	<p>介绍多边形的意思：</p> <ol style="list-style-type: none"> <li>1. 平面图形</li> <li>2. 有两条边以上</li> <li>3. 边是直的</li> <li>4. 封闭图形</li> </ol> <p>学生分组男女比赛，看不同的图形，在小白板上写出是不是多边形，为什么？</p>	<p>低：老师组，学习巩固词汇和概念</p> <p>中：写<b>worksheet</b>，分类多边形和非多边形</p> <p>高：写<b>worksheet</b>，分类多边形和非多边形，写出分类的原因。</p> <p><b>extension</b>：举例写出其他的多边形</p>	

<p><b>Week 4</b> Session 2 6.2. Extended Lesson LI: 多边形</p> <p>SC: 我能找出多边形 我能画多边形</p>	<p>老师说图形和位置，学生在白板画出老师指定的图形</p>	<p>复习多边形的特征</p>	<p><u>活动1：</u> <u>哪些是多边形？</u></p> <p>活动2： 用多边形画画</p> <p>低：完成活动 中：完成活动+写一段介绍 高：完成活动+写一段介绍</p>	
<p><b>Week 5</b> Session 1 6.3 Core Lesson LI: 立体图形</p> <p>SC: 我能解释什么是“棱，顶点，面”。 我能用“棱，顶点，面”描述一个立体图形。 我能用展开图做立体图形。</p>	<p>Bingo - 3D shapes</p>	<p>Explicit teaching: 介绍棱，顶点，面 学生在小白板上写5遍棱，顶点和面并且 call out。</p> <p>介绍net展开图：：‘a 2D shape that can be folded to create a 3D shape’. The 2D shape has all the surfaces of a 3D shape.</p>	<p>用展开图做立体图形，正方体和长方体。 写几条棱，几个顶点和几个面。</p> <p>support: 学习词汇， scaffolding Extension: Students can attempt to make their own net of a 3D shape.</p>	<p>分享你知道生活中有什么立体图形吗</p>

<p><b>Week 5</b> <b>Session 2</b> <b>6.3 Core Lesson</b> LI: 立体图形</p> <p>SC: 我能说立体图形的名字。</p>	Bingo - 3d shapes	<p>Explicit teaching: 介绍并解释什么是长方体, 正方体, 球体, 圆锥, 三棱锥</p> <p>Explicit demonstration on how to create a 3D object using paddlepop sticks and playdough.</p>	<p><u>activity</u> 用橡皮泥和小木棒做立体图形, 然后回答问题。</p>	分享你学到了什么立体图形
<p><b>Week 6</b> <b>Session 1</b> <b>6.3. Extended Lesson</b> LI: 立体图形</p> <p>SC: 我能用“棱, 顶点, 面”描述一个立体图形。 我能找出生活中的立体图形。</p>	Buzz: sit in a circle and call out numbers. sit down if the number can be divided by 5	<p>全班一起做quiz。复习长方体, 正方体, 球体, 圆锥, 三棱锥。</p> <p>男女分组, 老师给出每个图形, 学生在白板上写出图形的名字并且叫出图形的名字。</p>	<p><u>活动</u></p> <p>support: 和老师一起学习词汇, scaffolding Worksheet</p> <p>core: 做worksheet</p> <p>extension: 做worksheet (extended version)</p>	和全班一起对答案 reflection
<p><b>Week 7</b> <b>Session 2</b> <b>6.3. Extended Lesson</b> LI: 立体图形</p> <p>SC:</p>	老师说立体图形的名字, 学生在白板上画一画。分组画。	<p>复习长方体, 正方体, 球体, 圆锥, 三棱锥</p> <p>Explicit teaching: 怎么找立体图形和描述特征。</p> <p>All students: move around the classroom for 5 minutes to have a look at different shapes and what they might be called.</p>	<p>找出教室里的立体图形, 描述他们的特征。</p> <p>低 画立体图形和老师口头描述中 画立体图形并写描述</p> <p>高 画立体图形并写描述, 举例</p>	reflection : 你画了什么, 是什么立体图形?

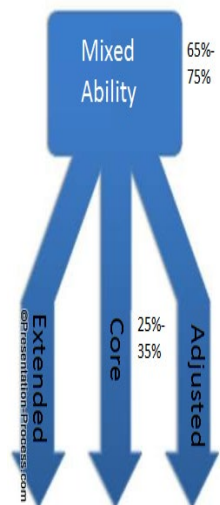
<p>我能用“棱，顶点，面“描述一个立体图形。 我能找出生活中的立体图形。</p>		<p>At students desk:</p> <ol style="list-style-type: none"> <li>1. Draw a shape</li> <li>2. Label the shape</li> <li>3. Use mathematical language to describe the shape</li> </ol>		
<p><b>Week 8</b> session 1 : 6.3. Extended Lesson LI: 立体图形</p> <p>SC: 我能用“棱，顶点，面“描述一个立体图形。 我能找出生活中的立体图形s</p>	<p>学生在白板上画出立体图形。 Students draw as many 3D shapes as they can on their whiteboard.</p>	<p>Explicit teaching: Teacher explicitly demonstrates on the whiteboard how to create a table to form a 'shape dictionary'. 做图形字典。</p>	<p>Students create their own shapes dictionary. Students create a table in their books with columns: shape, name, vertices, sides, where i see it.</p> <p>剪图形，写名字，写特征</p>	<p>Reflection</p>
<p><b>Lesson 9</b> 6.3. Extended Lesson LI: 立体图形</p> <p>SC: 我能用“棱，顶点，面“描述一个立体图形。</p>	<p>Students draw as many 3D shapes as they can on their whiteboard.</p>	<p>复习长方体，正方体，球体，圆锥，三棱锥 演示怎么找立体图形和描述特征</p>	<p>找出教室里的立体图形，描述他们的特征。</p>	<p>你画了什么？这是什么立体图形</p>



我能找出生活中的立体图形。				
<p><b>Lesson 10</b>  <b>6.4 Core Lesson</b>  <b>LI:</b>          平行, 旋转, 翻转.  <b>SC:</b>          我能演示平行、旋转和翻转。          我能比较平行、旋转和旋转。</p>	找规律 (旋转, 翻转)	Teacher completed explicit with large 2D shapes. Sticks them to the board, draws it, flips it, then draws the flipped version.	<p>Students create two columns.          2D shape and flipped. Student are provided with 2D shapes to draw in left column. Flip them then draw in the right column.</p> <p>Extension: Draw a 3D object in the room and then try to draw it flipped without actually flipping the object.</p> <p><a href="#">Print out</a></p>	
<p><b>Lesson 11</b>  <b>LI:</b>          平行, 旋转, 翻转.  <b>SC:</b>          我能找出平行、旋转和翻转的图形。          我能画平行、旋转和旋转后的图形。</p>	找规律	Teacher explicitly demonstrates activity and explain when a shape slide/turn/flip they don't change in size	<p>Print out          Extension</p>	Could you explain what a flip, slide and turn was to someone who didn't know? 1-5 rating.
<p><b>Lesson 12</b>  <b>6.5 Core Lesson</b>  <b>LI:</b>          旋转 (二分之一)  <b>SC:</b>          什么是一半/二分之一          怎么旋转二分之一</p>	<p>Ask students to form groups of certain sizes e.g. create groups of 3, 4, 5          Once they are in their group they are to try and create the 3D shape you choose.</p> <p>E.g. get into a group of 4 and create a sphere.</p>	<p>Show envision video 6.5.</p> <p>Ask students to turn around once. Ask students to turn around half way (and halfway again). Ask students to turn a quarter of the way around. Can explain by saying half of halfway.</p> <p>Complete the same task but with object on the board. Will need explicitly to be taught first.</p>	Students create columns with headings No Turn, $\frac{1}{2}$ turn and $\frac{1}{4}$ turn. Students use 2D objects to manipulate the objects and then fill out columns.	

<b>Lesson 13</b> 6.5. Extended Lesson LI: 旋转（四分之一） SC: 怎么旋转四分之一	2D shape bingo.	Explicitly demonstrate how to choose an object from the room and draw it on the board. Demonstrate how to turn it all the way around, half way around and a quarter of the way around.	Students complete 6.5. practice and challenge work sheet (with manipulatives if needed).  Extension: Students choose an object from the room. In workbooks students write the headings 1 turn, $\frac{1}{2}$ turn and $\frac{1}{4}$ turn and complete table.	Students share work and assess others work.
<b>Lesson 14</b> <b>6.6 Core Lesson</b> LI: We are learning to create a map.  SC: recognise bird eye view maps plan a map of a familiar place Justify placements on their map	Play simon says or have students point while seated where these things are:  Go to a desk in the room, to a door, windows, floor.	Show envision video 6.6.  introduce new vocabulary: above (birds eye view) map  During the video Pause and have students draw Paul's room on their whiteboards. ask students to compare their map to his. Similarities? differences? Use this as FA to assign activities.	Teacher models drawing their classroom from above students label items they recognise in the room. Record new vocab learnt.  Below: Students work with teachers on the floor to draw their own classroom map using anchor charts as a support.  Middle: Students draw their bedroom map. labelling items around the room.  Extension: Students draw & label map of their room creating a key for map. Students share with a partner and justify the size and location of items.	Students leave maps on their desk and students do a gallery walk to have a look at each other.
<b>Lesson 15 and 16</b> 6.6 extended lesson LI: We are learning to use a map.	Buzz	Possibly find a map book*****  Students will create their own town map. What do we need in a town? Houses,	Students get into pairs and assigned to create the key/legend for the point e.g. a school will always look like this.	

<p>SC: I can find what objects are at each coordinate. I can improve the map. I can evaluate why we use maps.</p>		<p>schools, hospital etc. Map out on a board on the grid where we will put everything. How will we use symbols to m Each student is then assigned a square</p>	<p>Next lesson students will be assigned to a square. Students will draw their square and then put it onto the butchers paper where it should go.</p> <p>Teacher will explain certain things missing from the map. Could do a comparison to the story book. Need a title, compass, key etc.</p> <p>students will brainstorm questions they could ask about their town e.g. where is the school? Answer =g5</p>	
<p><b>Summative assessment:</b></p> <p>Worksheets to assess: Polygons, 2D shapes, 3D shapes, flips, sides and turns and maps.</p>				



## 2MIP Term 1 Mandarin Literacy Planner

**Year Level: 2**

**Duration: 10 Weeks**

**Achievement Standards:**

By the end of year

**Achievement Standards:**

**(English) Achievement Standard - (bold or highlight the sentences this unit applies to):** Term 1 Term 2 Term 3 Term 4

**Receptive modes (listening, reading and viewing)**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

**Productive modes (speaking, writing and creating)**

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

**(Mandarin) Achievement Standard - (bold or highlight the sentences this unit applies to):** Term 1 Term 2 Term 3 Term 4

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**Reading Focus/ Strategies:**

- Predicting
- Creating images/visualising
- Connecting to self

**Content descriptors:**

(copy and paste from [Australian Curriculum](#))

**Writing Focus:**

- Recounts
- Narratives
- Procedures
- Informative

**Content descriptors:**

(copy and paste from [Australian Curriculum](#))

**Oral language Focus: Chinese Made Easy, presentation 自我介绍**

**Content descriptors:**

(copy and paste from [Australian Curriculum](#))

**Word Study Focus: MIP Core Vocabulary**

**Content descriptors:**(copy and paste from [Australian Curriculum](#))**General Capabilities and Cross-Curriculum Priorities:**

Literacy    Numeracy    ICT Capabilities    Critical and Creative Thinking    Ethical Understanding  
 Personal and Social Capability    Intercultural Understanding    Asia and Australia's Engagement with Asia  
 Aboriginal and Torres Strait Islander Histories and Cultures    Sustainability

**Formative Assessment:****Reading:** observation in class: literacy rotation, reading worksheets and reading activities**Writing:** sentence structure and writing practise in class**Summative Assessment:****Reading:** one-on-one conference, assessment on the core vocabularies and readings that we learned.**Writing:** dictation on strokes and core vocabularies, highlight core vocabularies, write recounts**Mandarin Literacy Sequence Planner****Week 1****Reading Hour****Session 1**

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus: Mandarin Language and Reading

**Language Session:****Oral Language: Chinese Made Easy**

<https://drive.google.com/drive/folders/1q9vmKzApMcJTfFkqIRcdtkiRZedQ6qb>

**Learning Intention:**

介绍自己 PART I

**Success Criteria:**

我能用正确的句型介绍我的名字 (e.g. 我叫... / 我的名字是...)

我能用正确的句型介绍我的年龄

我能用正确的句型介绍我的爱好

**Explicit Teaching:****Check in:**

Modelling 你今天感觉怎么样？

老师示范：你今天感觉怎么样？我今天感觉开心／兴奋／伤心／累／生气。介绍情绪词语的意思。引导每个学生分享。

**Writing Hour****Session 1**

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus: Mandarin Writing

**Learning Intention:**

春节的习俗

**Success Criteria:**

我知道春节吃什么

我知道春节做什么

**Hook:**

带学生读“过年啦”绘本，学习春节传统习俗。读完绘本放

PPT，学生根据PPT的动画和图片提示，分别列举并朗读相关春节传统习俗。

**Explicit teaching (Modelled teaching):**

1.Explain the meaning, pinyin and stroke order of 福

Explain how to use 福 to create sentences and give examples

**自我介绍Modelling:**

老师自我介绍，老师介绍自己：我叫...我今年几岁了...我喜欢...我家有/没有宠物，是...引导学生用这三个句型介绍自己。

**Group discussion**

引导学生和说话朋友一起讨论自己喜欢什么，老师把讨论结果写在白板上。

**Activity: 学生自我介绍：**

学生围成一个圈，扔球 (Beachball),接到球的小朋友回答，我叫....我几岁了....我喜欢....

**Core Vocabulary:**

<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

**Reading Session:**

Reading strategy:

- Predicting
- Creating images/visualising
- Connecting to self

Quality Literature/Text: 儿童读本:过年啦

**Learning Intention: 春节**

**Success Criteria:**

我知道春节的来历

**Explicit teaching (Modelled teaching):**

看年的来历的视频, guided questions:

- 1.年是什么？
- 2.为什么赶走年？
- 3.年害怕什么颜色？
- 3.用什么方法赶走年？

教写“福”字，介绍偏旁部首，“示”字旁。

**2. 教学生正确使用毛笔的方法，演示如何写毛笔字**

**Individual activity 写毛笔字**

1. 学生找老师要一张红色的正方形纸，在红色的纸上写福字。（正确使用毛笔）

**FAST FINISHER**

提前写完的找老师要虎年面具画，可以自己涂色。

**Small Groups**

(Groups, practise from explicit teaching)

**Guided Reading & Conferencing**

(Possible ways of grouping)

(Group 1)	(Group 2)	(Group 3)	(Group 4)
(Activities)	(Activities)	(Activities)	(Activities)

**Small Groups**

(Groups, practise from explicit teaching)

**Guided Writing & Conferencing**

(Possible ways of grouping)

(Group 1)	(Group 2)	(Group 3)	(Group 4)
(Activities)	(Activities)	(Activities)	(Activities)

<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention)</p>	<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 围成一个圈，每个学生轮流说出一个关于春节的习俗，比如，吃什么，做什么。</p>
<b>Session 2</b>	<b>Session 2</b>
<p><b>Whole Class</b> (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b> 鞭炮手工</p> <p><b>Success Criteria:</b> 1.我可以安全用剪刀 2.我可以学会分享合作 3.我可以有创造力</p> <p><b>Brainstorm 头脑风暴</b> 引导学生回答：</p> <ol style="list-style-type: none"> <li>1.你见过鞭炮吗？什么时候？</li> <li>2.鞭炮是什么颜色的？</li> <li>3.为什么春节要放鞭炮？</li> </ol> <p><b>Video看视频：</b> 1.带学生看鞭炮的视频，看完后问：</p> <ul style="list-style-type: none"> <li>- 你看到什么颜色的鞭炮？</li> <li>- 你看到什么形状的鞭炮？</li> <li>- 鞭炮的声音是什么？你能模仿吗？</li> </ul> <p><b>2.Explicit teaching:</b> 给学生展示鞭炮手工的成品图。Demonstrate how to create fireworks artworks, 然后给学生示范如何制作鞭炮手工，按步骤示范。</p>	<p><b>Whole Class</b> (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b> 写自我介绍</p> <p><b>Success Criteria:</b> 我可以写我的名字 我可以写我今年几岁了 我可以写我喜欢什么 我可以写我家有/没有宠物</p> <p><b>Explicit teaching (modelling writing)</b> 1.老师教学生句型模版 2.老师在 anchor chart 上示范写自我介绍</p> <p><b>Think-pair-share</b> 学生和说话朋友讨论，分享自己喜欢什么。老师把答案总结写在白板上。</p>
<p><b>Small Groups</b> (Groups, practise from explicit teaching)</p> <p><b>Individual activity</b> 给每个小组需要的手工材料，鼓励学生们进行团队合作，学会分享合作。引导学生按步骤做手工。安全使用工具。</p>	<p><b>Small Groups</b> (Groups, practise from explicit teaching)</p> <p><b>Individual writing:</b> 学生在作文本上写自我介绍，不会的字可以问朋友，或者问老师。写完给老师检查，进行修改。最后再在 worksheet 上写一遍。</p>



	<p><b>Fast finisher:</b> 先写完的小朋友可以在worksheet上的画画part画出自己。</p>
<p>Whole Class (Reflection, where to now, revisit of learning intention) 每个学生分享自己的鞭炮手工，介绍颜色，形状等。</p>	<p>Whole Class (Reflection, where to now, revisit of learning intention) 每个学生分享自己写了什么</p>
<b>Week 2</b>	
<b>Session 1</b>	<b>Session 1</b>
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b> 十二生肖 Zodiac</p> <p><b>Success Criteria:</b> 我知道今年是什么生肖 我知道我是什么生肖 我知道生肖的顺序</p> <p><b>Hook:</b> 看十二生肖故事的视频，了解十二生肖的排序。</p> <p><b>Guided questions:</b></p> <ol style="list-style-type: none"> <li>十二生肖里都有什么动物？</li> <li>一共有几个生肖动物？</li> <li>十二生肖是按什么顺序排列的？谁排在第一个？第二个？后面是什么动物？</li> </ol> <p><b>Explicit teaching (Modelled teaching):</b> 看视频学唱跳十二生肖的歌，老师解释每句话的意思，带领小朋友一起唱跳。</p>	<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b> 十二生肖</p> <p><b>Success Criteria:</b> 我能认读十二生肖的每个动物 我会写“虎”字 我会写春联</p> <p><b>Explicit teaching (Modelled teaching):</b> 给学生看PPT里12生肖的图片，让学生认读每一个动物的名字。详细教“虎”的偏旁部首</p> <p><b>Individual activity:</b>打印十二生肖图卡，引导学生用剪刀剪下图片和数字，按照顺序匹配数字和动物，并写下每个动物的名字。</p> <p><b>Explicit teaching:</b> 教学生写春联，虎年大吉，春节快乐。示范给学生写春联的方法，从上往下写。让学生在小白板上练习。</p>
<p>Small Groups (Groups, practise from explicit teaching)</p> <p><b>Group Activity</b> 玩十二生肖排序游戏，巩固儿歌内容。</p> <ol style="list-style-type: none"> <li>出示十二生肖图</li> <li>请12名学生当十二生肖的动物，按十二生肖的位置站好，一起唱歌，唱到生肖的小朋友按顺序</li> </ol>	<p>Small Groups (Groups, practise from explicit teaching)</p> <p><b>Individual activity :</b> 给每个学生两张春联的纸，学生用黑色的马克笔写虎年大吉，春节快乐。</p> <p><b>Fast finisher</b>可以在白纸上写新年好。</p>

<p>站到前面来，并且用动作表现出生肖。</p> <p>3.让每个学生轮流体验。</p>							
<p>Whole Class (Reflection, where to now, revisit of learning intention)</p>	<p>Whole Class (Reflection, where to now, revisit of learning intention)</p> <p>玩击鼓传花，音乐停，拿到球的学生需要按顺序说一个十二生肖的名字。</p>						
<p><b>Session 2</b></p>	<p><b>Session 2</b></p>						
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b></p> <p>说中文 读故事</p> <p><b>Success Criteria:</b></p> <p>我可以中文读 Little Chinese Reader 我可以看图预测 我知道句子的意思</p> <p>Activity 1: <b>1. Word tennies</b> 给出一个topic, for example, 你喜欢的宠物, 学生两个人为一组, 说出五个喜欢的宠物。</p> <p>Activity 2: <b>2. 读little Chinese reader, 读《天上, 地下》, 读完之后写生字, 连连看, extension group看图造句。</b></p>	<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>写中文字 (狗, 猫, 猪, 猴)</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>我可以写</li> <li>我知道意思</li> <li>我知道反犬旁</li> </ul> <ol style="list-style-type: none"> <li>Modelling writing in 田字格, 教反犬旁, model how to write 狗, 猫, 猪, 猴. teach the meaning, radical.</li> <li>学生在田字格里每个字写五遍, fast finisher 可以造句。</li> </ol>						
<p>Small Groups (Groups, practise from explicit teaching) Guided reading group read levelled readers with teacher</p> <p>Guided reading</p> <table border="1" data-bbox="84 1756 783 2033"> <thead> <tr> <th data-bbox="84 1756 316 1818">Support</th> <th data-bbox="316 1756 549 1818">Core</th> <th data-bbox="549 1756 783 1818">Extension</th> </tr> </thead> <tbody> <tr> <td data-bbox="84 1818 316 2033">老师scaffolding how to read the text</td> <td data-bbox="316 1818 549 2033">写生字, 连连看 (match 图片和字)</td> <td data-bbox="549 1818 783 2033">看图写句子 (give sentence structur)</td> </tr> </tbody> </table>	Support	Core	Extension	老师scaffolding how to read the text	写生字, 连连看 (match 图片和字)	看图写句子 (give sentence structur)	<p>Small Groups (Groups, practise from explicit teaching) Write own sentence while teacher work with guided writing group</p>
Support	Core	Extension					
老师scaffolding how to read the text	写生字, 连连看 (match 图片和字)	看图写句子 (give sentence structur)					

<p>Whole Class (Reflection, where to now, revisit of learning intention) Students share sentences they made, and the teacher gave feedback.</p>	<p>Whole Class (Reflection, where to now, revisit of learning intention) Write — as a character Student read their sentence</p>

<b>Week 3</b>	
Session 1	Session 1
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Learning Intention:</b> 说中文 读故事</p> <p><b>Success Criteria:</b> 我可以用中文读little chinese reader 我可以看图预测 我知道句子的意思</p>	<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus: <b>Pre-assessment</b></p> <p><b>Learning Intention:</b> 叙述文 recount</p> <p><b>Success Criteria:</b> 我能叙述我的周末做了什么 (人物, 地点, 时间, 做什么)。 我能写我的周末做了什么 (人物,地点,时间,做什么)。 我可以用正确的句型写我的周末叙述文。</p> <p><b>Think_Pair-Share: Brainstorm</b> 你周末和谁在哪里做了什么？你的感觉怎么样？ 人物，地点，时间，做什么。和说话朋友分享，跟老师分享。</p> <p><b>Explicit teaching:</b> 介绍叙述文的structure和element：when, who, where, what, conclusion. 和学生co construct 周末做什么，写在anchor chart。</p>
<p><b>Check in:</b> 你今天感觉怎么样？ 你今天感觉怎么样？我今天感觉开心／兴奋／伤心／累／生气。</p> <p><b>Activity 1:</b> <b>Word tennies</b> 给出一个topic，for example, 你喜欢的宠物，学生两个人为一组（和说话朋友为一组），说出五个喜欢的宠物。</p> <p><b>Activity 2:</b></p>	<p><b>Independent writing (pre assessment) :</b> 学生独立写我的周末，写完给老师看。 不会的字可以写拼音或者英文。</p>

<p>读little Chinese reader, 读《大狗在树上叫》 读完之后写生字, 连连看</p> <p>生字: 树, 花, 草, 叫, 跑到, 飞到,</p>								
<p>Small Groups (Groups, practise from explicit teaching) Guided reading group read levelled readers with teacher</p> <table border="1"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding how to read 生字和text</td> <td>写生字, 连连看 (match 图片和字)</td> <td>看图写句子</td> </tr> </tbody> </table>		Support	Core	Extension	老师 scaffolding how to read 生字和text	写生字, 连连看 (match 图片和字)	看图写句子	<p>Small Groups (Groups, practise from explicit teaching) Write own sentence while teacher work with guided writing group</p>
Support	Core	Extension						
老师 scaffolding how to read 生字和text	写生字, 连连看 (match 图片和字)	看图写句子						
<p>Whole Class (Reflection, where to now, revisit of learning intention) Students share sentences they made, and the teacher gave feedback.</p>		<p>Whole Class (Reflection, where to now, revisit of learning intention) Write — as a character Student read their writing</p>						

<b>Week 3</b>	
Session 2	Session 2

**Whole Class**  
(Explicit Teaching of concept, Learning Intention)  
Focus:

**Language Session:**

**Learning Intention:** 读中文

**Success Criteria:**

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

**Check in:**

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

- **Review Core Vocabulary:** 复习 high frequency words “狗”“猴”“猪”“虎”“跑”“飞”“叫”“树”“花”“草”“地”“天”

<https://docs.google.com/document/d/16JIPDsfSrcasR0kW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

- **Oral Language:** Chinese Made Easy

她爱吃水果。

**1. Modelling reading:** 老师 model how to read, explain 意思。

**2. 学习水果**

**3. 写吃, 最, 喜欢 5 遍。**

**Small Groups**

(Groups, practise from explicit teaching)  
Partner talk, teacher support low group

**Guided reading:**

**Activity:**

读 Little Chinese Readers 《大狗在树下叫》

生字：树，花，草，叫，跑到，飞到，

Support	Core	Extension
老师 scaffolding how to read 生	写生字，连连看 (match 图片和字)	看图写句子

**Whole Class**  
(Explicit Teaching of concept, Learning Intention)  
Focus: co-construct SC

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道“去”和“去了”

我知道意思

我会造句

**Explicit teaching:**

记叙文有时间，人物，地点，做什么。 Co-construct anchor chart.

**Individual activity:** 学生在书上做人物字典，把图片剪下来，贴到书上，并写出对应到名字。

人物字典：爸爸妈妈，姐姐妹妹，哥哥弟弟

地点字典：公园，学校，家

低：把图片和名字剪下来，贴到书上

中：把图形剪下来，贴到书上，写名字

高：把图形剪下来，贴到书上，写名字

**Explicit teaching:**

星期六，我和妈妈去了公园。

Sentence structure: 星期\_\_，我和\_\_去了\_\_。

**Small Groups**

(Groups, practise from explicit teaching)

**Guided Writing & Conferencing**

Support	Core	Extension
Rearrange sentence 星期六，我和妈妈去了公园。	星期__，我和__去了__。	用同样的句型可以自己造句。写3句。
知道意思，可以读出来。	可以照着例句写，并知道意思读出来。	知道意思并且读出来。

字和text			
<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享		<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子, teacher gives feedback	

**Week 4****Session 1****Session 1**

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus:

**Language Session:**

**Learning Intention:** 读中文

**Success Criteria:**

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

**Check in:**

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

- **Core Vocabulary:** 复习high frequency words “狗”“猴”“猪”“虎”“跑”“飞”“叫”“树”“花”“草”“地”“天”

<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

- **Oral Language:** Chinese Made Easy

她爱吃水果。

1. 复习水果：苹果，梨，桔子，橙子，李子，西瓜，桃子，草莓，葡萄。

2. 2个人为一组，读《她爱吃水果》10分钟。

读完分享，老师喊人读。

3. 写草字头：草莓，苹果，葡萄。

**Guided reading:**

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
**Focus: co-construct SC**

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道“在”的意思。

我会写“在”

我能造句。

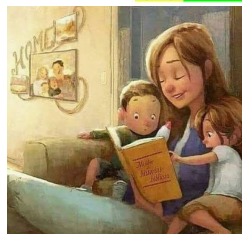
**Explicit teaching:**

1. Explain the meaning, pinyin and stroke order of 在
2. Explain how to use 在 to create sentences and give examples

人物(谁)? + 在做什么?



例如：弟弟在写字。



Modelled teaching:

- 从图片中, 我看到一个小女孩(谁)
- 她在看书(做什么)

Ask: 你们看到谁? 在做什么?

- Write (or show) two sample sentences

**Activity:**  
 读Little Chinese Readers 《我不会飞》  
 读完之后 写生字，连连看，

**Extension group**看图造句。  
 生字：爬，会，走，吗

谁	(在)做什么 (动词+什么事)
小女孩	在看书。
妈妈和小孩	在读故事书。

**Individual Activities:**

1. Write 在 in 田字格
2. Create sentences with 在

**Small Groups**  
 (Groups, practise from explicit teaching)  
 Partner talk, teacher support low group

**Guided reading:**

**Activity:**  
 读Little Chinese Readers 《我不会飞》  
 读完之后 看图造句。  
 生字：树，花，草，叫，跑到，飞到，

Support	Core	Extension
老师 scaffolding how to read 生字和text	写生字，连连看 (match 图片和字)	看图写句子

**Small Groups**  
 (Groups, practise from explicit teaching)  
 Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension
Students write phrases of 在. E.g. 在莫森小学，在家里玩，在公园玩	Students write sentences of 在 including subject and verb. E.g. 我在家里吃苹果；哥哥在公园打篮球。	Students write super sentences of 在. Including when E.g. 星期一，我和朋友在学校里画画。

**Whole Class**  
 (Reflection, where to now, revisit of learning intention)  
 分享你最喜欢的水果

**Whole Class**  
 (Reflection, where to now, revisit of learning intention)  
 分享句子，teacher gives feedback

<b>Week 4</b>	
Session 2	Session 2

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus:

**Language Session:**

**Learning Intention:** 读中文

**Success Criteria:**

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

**Check in:**

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

**Core Vocabulary:** 复习high frequency words“

跑”“飞”“叫”“树”“花”“草”“地”“天”“爬”“会”“走”“吗”

<https://docs.google.com/document/d/16JIPDsfSrcasR0kW0m-hS0aTEcZx2hRqeTtsCXU3w4/edit>

**Oral Language: Chinese Made Easy**

她爱吃水果。

1.复习水果：苹果，梨，桔子，橙子，李子，西瓜，桃子，草莓，葡萄。

2.2个人为一组，读《她爱吃水果》10分钟。读完分享，老师喊人读。

3.写句子：我最喜欢吃\_\_\_\_\_(水果)。

Support	Core	Extension
老师 scaffolding how to read 水果和text	写我最喜欢吃____	写我最喜欢吃____。 写我不喜欢吃____。 因为....

**Guided reading:**

**Activity:**

读Little Chinese Readers 《我不会飞》，

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus: co-construct SC

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道时间有什么

我会造句

**Explicit teaching:**

时间：昨天，今天，早上，中午，晚上，星期\_\_\_\_（一，二，三，四，五，六，日）

**Individual Activities:**

做时间字典：剪图片，写时间。

Support	Core	Extension
剪图片和时间， match词汇和图片	剪图片，写时间词汇。	剪图片，写时间词汇



<p>看图造句。</p> <p>生字：爬，会，走，吗</p>													
<p><b>Small Groups</b> (Groups, practise from explicit teaching) Partner talk, teacher support low group</p> <p><b>Guided reading:</b> <b>Activity:</b> 读Little Chinese Readers 《我不会飞》</p> <p>读完之后 看图造句。</p> <p>生字：树，花，草，叫，跑到，飞到，</p> <table border="1" data-bbox="108 792 785 1048"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding how to read 生字和text</td> <td>写生字，连连看 (match 图片和字)</td> <td>看图写句子</td> </tr> </tbody> </table>	Support	Core	Extension	老师 scaffolding how to read 生字和text	写生字，连连看 (match 图片和字)	看图写句子	<p><b>Small Groups</b> (Groups, practise from explicit teaching) Write own sentence while teacher work with guided writing group</p> <p><b>Guided Writing &amp; Conferencing</b></p> <table border="1" data-bbox="810 515 1484 1057"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>Students rearrange the sentence and write it down. E.g. 今天早上，二年级一班和丁老师在学校排队</td> <td>Students write sentences, including when, who, where, what E.g. 昨天，我和老师在学校踢足球。</td> <td>Students create their own sentences including when, what, who, where, feeling: E.g. 昨天晚上，我和妈妈在家里看电视。我感到很开心。</td> </tr> </tbody> </table>	Support	Core	Extension	Students rearrange the sentence and write it down. E.g. 今天早上，二年级一班和丁老师在学校排队	Students write sentences, including when, who, where, what E.g. 昨天，我和老师在学校踢足球。	Students create their own sentences including when, what, who, where, feeling: E.g. 昨天晚上，我和妈妈在家里看电视。我感到很开心。
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<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享你最不喜欢吃的水果</p>	<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子，teacher gives feedback</p>												

<b>Week 5</b>	
<b>Session 1</b>	<b>Session 1</b>
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Language Session:</b> <b>Learning Intention:</b> 读中文</p> <p><b>Success Criteria:</b> 我可以正确的音调读中文 我可以看图预测 我知道句子的意思</p> <p><b>Check in:</b> 你今天感觉怎么样？ 你今天感觉怎么样？我今天感觉开心/兴奋/伤心</p>	<p><b>Whole Class</b> (Explicit Teaching of concept, Learning Intention) <b>Focus: co-construct SC</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>Recount 记叙文</li> </ul> <p><b>Success Criteria:</b> 我知道记叙文的要素 我可以做事件字典 我可以用正确的句型写句子</p> <p><b>Explicit teaching:</b> 事件（做什么）：打篮球，踢足球，画画，爬山，游泳，玩游戏</p>

／累／生气。

**Core Vocabulary:** 复习high frequency words

爸, 妈, 妹, 奶, 爷, 哥, 弟, 姐, 妹, 朋友, 老师, 最, 吃, 喜欢, 水果。

<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZx2hRqeTtsCXU3w4/edit>

**Oral Language:** Quality literature

**Model reading:** 棕熊, 棕熊, 你在看什么

**Explicit teaching** “看”的意思。

**Read first paragraph**

Support	Core	Extension
老师 scaffolding how to read the text (读认棕色, 红色, 黄色。熊, 鸟, 鸭子)	Read as pair, using reading strategy (写棕色, 红色, 黄色)	Read as a pair, using reading strategy. (写棕色, 红色, 黄色。造句)

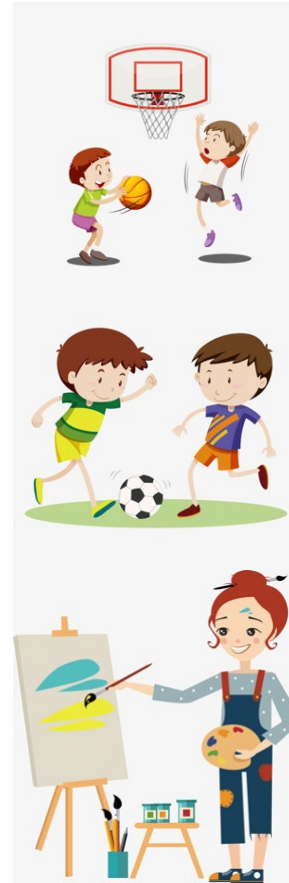
**Guided reading:**

**Activity:**

读Little Chinese Readers 《前面, 后面》,

看图造句。

生字: 面, 前, 后, 谁



- Modelled teaching:
  - 从图片中, 我看到一个小女孩(谁)
  - 她在看书(做什么)
- Ask: 你们看到谁? 在做什么?
- Write (or show) two sample sentences

谁	(在)做什么 (动词 + 什么事)	(在)做什么 (动词 + 什么事)
我和朋友	在学校	打篮球。
我和朋友	在学校	踢足球。
姐姐	在家	画画。

**Individual Activities:**

做事件字典: 剪图片, 写事件的名字。

Support	Core	Extension
剪图片和时间, match词汇和	剪图片, 写时间词汇。	剪图片, 写时间词汇

	<table border="1"> <tr> <td data-bbox="810 152 1034 232">图片。</td> <td data-bbox="1034 152 1262 232"></td> <td data-bbox="1262 152 1485 232"></td> </tr> </table>	图片。											
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<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子, 我看见一只__在看我。</p>	<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子, teacher gives feedback</p>												

<b>Week 5</b>	
<p><b>Session 2</b></p> <p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Language Session:</b> <b>Learning Intention:</b> 读中文</p> <p><b>Success Criteria:</b> 我可以用正确的音调读中文 我可以看图预测 我知道句子的意思</p> <p><b>Check in:</b> 你今天感觉怎么样?</p>	<p><b>Session 2</b></p> <p>Whole Class (Explicit Teaching of concept, Learning Intention) <b>Focus: co-construct SC</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>Recount 记叙文</li> </ul> <p><b>Success Criteria:</b> 写写作目标</p> <p><b>Explicit teaching:</b> 给每个学生一张记叙文的success criteria sheet, 让学生用荧光笔highlight出写作目标, 然后写下来。</p>

你今天感觉怎么样？我今天感觉开心／兴奋／伤心／累／生气。

**Core Vocabulary:** 复习high frequency words

爸，妈，妹，奶，爷，哥，弟，姐，妹，朋友，老师，最，吃，喜欢，水果。

<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRaeTtsCXU3w4/edit>

**Oral Language:**

**Quality literature:** 棕熊，棕熊，你在看什么  
**Read second paragraph**

Support	Core	Extension
老师 scaffolding how to read the text (认读蓝色，绿色，紫色，马，青蛙，猫)	Read as pair, using reading strategy. (写蓝色，绿色，紫色)	Read as a pair, using reading strategy. (写蓝色，绿色，紫色，造句)

全班一起Create a sentence by using the sentence structure: 我看见一只\_\_\_\_在看我。

**Guided reading:**

**Activity:**

读Little Chinese Readers 《前面，后面》，

看图造句。

生字：面，前，后，谁

**Small Groups**

(Groups, practise from explicit teaching)

Partner talk, teacher support low group

**Guided reading:**

**Activity:**

读Little Chinese Readers 《前面，后面》

读完之后 看图造句。

生字：面，前，后，谁

Support	Core	Extension
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**Individual Activities:**

Support	Core	Extension
Scaffolding and write 1 writing goal	写自己的写作目标	写自己的写作目标

**Small Groups**

(Groups, practise from explicit teaching)

Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension
Scaffolding and write 1 writing goal	写自己的写作目标	写自己的写作目标

老师 scaffolding how to read 生字和text	写生字，连连看 (match 图片和字)	看图写句子	
<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子，我看见一只____在看我。		<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子，teacher gives feedback	

## Week 6

### Session 1

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
Focus:

#### Language Session:

**Learning Intention:** 读中文

#### Success Criteria:

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

#### Check in:

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心/兴奋/伤心/累/生气。

- Core Vocabulary:** 复习high frequency words

公园，超市，家，学习，早，中，晚，星期

<https://docs.google.com/document/d/16JIPDsfSrcasR0kW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

- Oral Language:**

**Quality literature:** 棕熊，棕熊，你在看什么

Read third paragraph

Support	Core	Extension
老师 scaffolding how to read the text	Read as pair, using reading strategy 写白色，黑色， 金色	Read as a pair, using reading strategy. 写白 色，黑色，金 色，造句。

### Session 1

Whole Class  
(Explicit Teaching of concept, Learning Intention)  
**Focus: co-construct SC**

#### Learning Intention:

- Recount 记叙文

#### Success Criteria:

我知道记叙文的要素

我可以写记叙文的题目和开头

#### Explicit teaching:

#### 我的周末 范文

星期六的早上，我和小狗去了公园。小狗在草地上跑来跑去，它很开心！

中午，我和朋友去了超市买水果。我们买了草莓，苹果和桃子，然后回家吃饭。

晚上，我和朋友在家看了电影《哈利波特》，我很喜欢！

这是一个快乐的周末，我感觉很开心！

开头要有：时间，人物，地点，做什么。

给每个学生一个**planning sheet**，写完之后给老师看，完成后自己独立写**orientation**。

<p><b>Guided reading:</b>  <b>Activity:</b>          读Little Chinese Readers 《这是谁》 ,          看图造句。          生字：这，那，马，猫</p>													
<p><b>Small Groups</b>          (Groups, practise from explicit teaching)          Partner talk, teacher support low group  <b>Guided reading:</b>  <b>Activity:</b>          读Little Chinese Readers 《这是谁》          读完之后 看图造句。          生字：这，那，马，猫</p> <table border="1" data-bbox="113 1288 786 1541"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding how to read 生字和text</td> <td>写生字, 连连看 (match 图片和字)</td> <td>看图写句子</td> </tr> </tbody> </table>	Support	Core	Extension	老师 scaffolding how to read 生字和text	写生字, 连连看 (match 图片和字)	看图写句子	<p><b>Small Groups</b>          (Groups, practise from explicit teaching)          Write own sentence while teacher work with guided writing group  <b>Guided Writing &amp; Conferencing</b></p> <table border="1" data-bbox="810 1048 1489 1442"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师帮助写 planning sheet 。写完后给 sentence structure,scaffolding how to write orientation.</td> <td>先planning sheet, 独立写 orientation</td> <td>先planning sheet, 写 orientation,加上feeling</td> </tr> </tbody> </table>	Support	Core	Extension	老师帮助写 planning sheet 。写完后给 sentence structure,scaffolding how to write orientation.	先planning sheet, 独立写 orientation	先planning sheet, 写 orientation,加上feeling
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<p><b>Whole Class</b>          (Reflection, where to now, revisit of learning intention)          个人分享读 《棕熊，棕熊，你在看什么》</p>	<p><b>Whole Class</b>          (Reflection, where to now, revisit of learning intention)          分享句子, teacher gives feedback</p>												

<p><b>Week 6</b></p>	
<p><b>Session 2</b></p>	<p><b>Session 2</b></p>
<p>Whole Class</p>	<p>Whole Class</p>

(Explicit Teaching of concept, Learning Intention)  
Focus:

**Language Session:**

**Learning Intention:** 读中文

**Success Criteria:**

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

**Check in:**

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

**Core Vocabulary:** 复习 high frequency words

爸, 妈, 妹, 奶, 爷, 哥, 弟, 姐, 妹, 朋友,  
老师, 最, 吃, 喜欢, 水果。

<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRaeTtsCXU3w4/edit>

**Oral Language:**

**Quality literature:** 棕熊, 棕熊, 你在看什么  
**Read second paragraph**

Support	Core	Extension
老师 scaffolding how to read the text	Read as pair, using reading strategy	Read as a pair, using reading strategy. Create a sentence by using the sentence structure: 我看见一只 ____在看我。

**Guided reading:**

**Activity:**

读 Little Chinese Readers 《这是谁》

读完之后 看图造句。

生字：这, 那, 马, 猫

(Explicit Teaching of concept, Learning Intention)  
**Focus: co-construct SC**

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道记叙文的要素

我可以正确使用标点符号

**Explicit teaching:**

介绍标点符号的正确用法。

1. 用, 和。 Correct usage of , and .
2. 用! Correct usage of ! Don't overuse it.
3. 用 : “” Use : “” for direct speech

**Individual Activities:**

给老师的范文, 学生可以用荧光笔正确写出  
标点符号。

**我的周末 范文**

星期六的早上, 我和狗去了公园。狗在草地  
上跑来跑去, 我们感觉很累!

中午, 我和朋友去了超市买水果。我们买了  
草莓, 苹果和桃子, 然后回家吃饭。

晚上, 我和朋友看了电影《哈利波特》, 我  
很喜欢!

这是一个快乐的周末, 我很开心!

Support	Core	Extension
scaffolding how to correctly use 标点符号。	用荧光笔纠正 错误的标点符 号	范文没有标点 符号, 学生独 立标出正确的 标点符号。

<p><b>Small Groups</b> (Groups, practise from explicit teaching) Partner talk, teacher support low group <b>Guided reading:</b> <b>Activity:</b> 读Little Chinese Readers 《这是谁》</p> <p>读完之后 看图造句。 生字：这，那，马，猫</p> <table border="1" data-bbox="108 611 786 869"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding how to read 生字和text</td> <td>写生字，连连看 (match 图片和字)</td> <td>看图写句子</td> </tr> </tbody> </table>	Support	Core	Extension	老师 scaffolding how to read 生字和text	写生字，连连看 (match 图片和字)	看图写句子	<p><b>Small Groups</b> (Groups, practise from explicit teaching) Write own sentence while teacher work with guided writing group <b>Guided Writing &amp; Conferencing</b></p> <table border="1" data-bbox="810 369 1489 649"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>scaffolding how to correctly use 标点符号。</td> <td>用荧光笔纠正错误的标点符号</td> <td>范文没有标点符号，学生独立标出正确的标点符号。</td> </tr> </tbody> </table>	Support	Core	Extension	scaffolding how to correctly use 标点符号。	用荧光笔纠正错误的标点符号	范文没有标点符号，学生独立标出正确的标点符号。
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<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 个人分享读《棕熊，棕熊，你在看什么》</p>	<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子，teacher gives feedback</p>												

<b>Week 8</b>	
<b>Session 1</b>	<b>Session 1</b>
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Language Session:</b> <b>Learning Intention:</b> 读中文</p> <p><b>Success Criteria:</b> 我可以用正确的音调读中文 我可以看图预测 我知道句子的意思</p> <p><b>Check in:</b> 你今天感觉怎么样？</p>	<p><b>Whole Class</b> (Explicit Teaching of concept, Learning Intention) <b>Focus: co-construct SC</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>Recount 记叙文</li> </ul> <p><b>Success Criteria:</b> 我知道记叙文的要素 我可以写记叙文事件</p> <p><b>Explicit teaching:</b> 写结尾评价 (conclusion/evaluation)</p> <p><b>Brainstorm</b>你知道什么感觉形容词？</p>



你今天感觉怎么样？我今天感觉开心／兴奋／伤心／累／生气。

**Core Vocabulary:** 复习high frequency words

在, 做, 看, 吃, 画, 打, 篮球, 踢, 足球, 跑。  
<https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

**Oral Language:**

**Chinese Made Easy**

《昨天下雪了》

<https://docs.google.com/presentation/d/1Om3WSA2dqcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1>

Support	Core	Extension
老师 scaffolding how to read the vocabulary	Read as pair, using reading strategy	Read as a pair, using reading strategy. 可以流利的读.

**Guided reading:**

**Activity:**

读Little Chinese Readers 《那是什么》,

看图造句。

生字：什么，书，球

**Small Groups**

(Groups, practise from explicit teaching)  
 Partner talk, teacher support low group

**Guided reading:**

**Activity:**

读Little Chinese Readers 《那是什么》

读完之后 看图造句。

生字：什么，书，球

Support	Core	Extension
老师 scaffolding how to read 生	写生字, 连连看 (match 图片和字)	看图写句子

开心, 不开心, 难过, 累, 生气, 激动。

**Interactive writing:**

我感觉很\_\_\_\_\_, 因为\_\_\_\_\_。

**Individual Activities:**

写结尾评价。

**Guided Writing & Conferencing**

Support	Core	Extension
老师scaffold写结尾评价	写结尾评价, 我感觉很...	写结尾评价, 我感觉很...因为....

**Small Groups**

(Groups, practise from explicit teaching)  
 Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension
老师scaffold写结尾评价	写结尾评价, 我感觉很...	写结尾评价, 我感觉很...因为....

写完之后全班分享。

字和text		
<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享读《昨天下雪了》	<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子, teacher gives feedback	

<b>Week 8</b>														
Session 2	Session 2													
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Language Session:</b> <b>Learning Intention:</b> 读中文</p> <p><b>Success Criteria:</b> 我可以用正确的音调读中文 我可以看图预测 我知道句子的意思</p> <p><b>Check in:</b> 你今天感觉怎么样? 你今天感觉怎么样?我今天感觉开心/兴奋/伤心/累/生气。</p> <p><b>Core Vocabulary:</b> 复习high frequency words 在, 做, 看, 吃, 画, 打, 篮球, 踢, 足球, 跑。 <a href="https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit">https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit</a></p> <p><b>Oral Language:</b></p> <p><b>Chinese Made Easy</b> 《昨天下雪了》 <a href="https://docs.google.com/presentation/d/1Om3WSA2dgcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1">https://docs.google.com/presentation/d/1Om3WSA2dgcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1</a></p> <table border="1"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding</td> <td>Read as pair, using reading strategy</td> <td>Read as a pair, using reading</td> </tr> </tbody> </table>	Support	Core	Extension	老师 scaffolding	Read as pair, using reading strategy	Read as a pair, using reading	<p>Whole Class (Explicit Teaching of concept, Learning Intention) <b>Focus: co-construct SC</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>Recount 记叙文</li> </ul> <p><b>Success Criteria:</b> 我知道记叙文的要素 我可以修改记叙文</p> <p><b>Explicit teaching:</b> 修改记叙文: 给success criteria的checklist :</p> <ol style="list-style-type: none"> <li>写完后读Reread own work after writing, to check for meaning, handwriting, and punctuation.</li> <li>加细节, 减多余的字Adding details, deleting extra words to improve content and structure.--</li> </ol> <p><b>Individual Activities:</b></p> <p><b>Guided Writing &amp; Conferencing</b></p> <table border="1"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>可以读记叙文</td> <td>读记叙文并且修改, 如标点符号, 不会写的字。</td> <td>独立修改记叙文, 加细节, 减多余的字</td> </tr> </tbody> </table>	Support	Core	Extension	可以读记叙文	读记叙文并且修改, 如标点符号, 不会写的字。	独立修改记叙文, 加细节, 减多余的字	
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<p>how to read the vocabulary</p>		<p>strategy. 可以流利的读.</p>													
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<p><b>Small Groups</b>          (Groups, practise from explicit teaching)          Partner talk, teacher support low group  <b>Guided reading:</b>  <b>Activity:</b>          读Little Chinese Readers 《那是什么》          读完之后 看图造句。          生字：什么, 书, 球</p> <table border="1" data-bbox="108 1189 783 1435"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>老师 scaffolding how to read 生字和text</td> <td>写生字, 连连看 (match 图片和字)</td> <td>看图写句子</td> </tr> </tbody> </table>			Support	Core	Extension	老师 scaffolding how to read 生字和text	写生字, 连连看 (match 图片和字)	看图写句子	<p><b>Small Groups</b>          (Groups, practise from explicit teaching)          Write own sentence while teacher work with guided writing group  <b>Guided Writing &amp; Conferencing</b></p> <table border="1" data-bbox="810 943 1484 1211"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>可以读记叙文</td> <td>读记叙文并且修改, 如标点符号, 不会写的字。</td> <td>独立修改记叙文, 加细节, 减多余的字</td> </tr> </tbody> </table> <p>写完之后全班分享。</p>	Support	Core	Extension	可以读记叙文	读记叙文并且修改, 如标点符号, 不会写的字。	独立修改记叙文, 加细节, 减多余的字
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<p><b>Whole Class</b>          (Reflection, where to now, revisit of learning intention)          分享读 《昨天下雪了》</p>			<p><b>Whole Class</b>          (Reflection, where to now, revisit of learning intention)          分享句子, teacher gives feedback</p>												

<p><b>Week 9</b></p>	
<p><b>Session 1</b></p>	<p><b>Session 1</b></p>
<p>Whole Class          (Explicit Teaching of concept, Learning Intention)          Focus:  <b>Language Session:</b></p>	<p><b>Whole Class</b>          (Explicit Teaching of concept, Learning Intention)  <b>Focus: co-construct SC</b></p>

**Learning Intention:** 读中文

**Success Criteria:**

我可以用正确的音调读中文

我可以看图预测

我知道句子的意思

**Check in:**

你今天感觉怎么样？

你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

• **Core Vocabulary:** 复习high frequency words

在, 做, 看, 吃, 画, 打, 篮球, 踢, 足球, 跑。

<https://docs.google.com/document/d/16JIPDsfSrcasROk/W0m-hS0aTEcZxx2hRqeTtsCXU3w4/edit>

• **Oral Language:**  
**Chinese Made Easy**  
《昨天下雪了》

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Support	Core	Extension
老师 scaffolding how to read the vocabulary	Read as pair, using reading strategy	Read as a pair, using reading strategy. 可以 流利的读.

**Activity:**

读Little Chinese Readers 《我的朋友》,

看图造句。

生字：看, 他, 朋友, 一起

**Small Groups**

(Groups, practise from explicit teaching)

Partner talk, teacher support low group

**Guided reading:**

**Activity:**

读Little Chinese Readers 《我的朋友》

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道记叙文的要素

我可以誊写记叙文

**Explicit teaching:**

把之前写的记叙文草稿誊写到本子上，详细解释如何誊写，写标题，分自然段写开头，事件和结尾。

**Individual Activities:**

**Guided Writing & Conferencing**

Support	Core	Extension
誊写草稿	誊写草稿	誊写草稿

**Small Groups**

(Groups, practise from explicit teaching)

Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension
---------	------	-----------

读完之后 看图造句。 生字：看，他，朋友，一起			誊写草稿，在老师的帮助下可以读。	誊写草稿，写完之后可以读	誊写草稿，写完之后可以流利的读
<b>Support</b>	<b>Core</b>	<b>Extension</b>	写完之后全班分享。		
老师 scaffolding how to read 生字和text	写生字，连连看 (match 图片和字)	看图写句子			
<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享读《昨天下雪了》			<b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享句子, teacher gives feedback		

<b>Week 9</b>								
<b>Session 2</b>	<b>Session 2</b>							
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p> <p><b>Language Session:</b> <b>Learning Intention:</b> 读中文</p> <p><b>Success Criteria:</b> 我可以正确的音调读中文 我可以看图预测 我知道句子的意思</p> <p><b>Check in:</b> 你今天感觉怎么样? 你今天感觉怎么样? 我今天感觉开心/兴奋/伤心/累/生气。</p> <ul style="list-style-type: none"> <li><b>Core Vocabulary:</b> 复习high frequency words 在, 做, 看, 吃, 画, 打, 篮球, 踢, 足球, 跑。 <a href="https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRaeTtsCXU3w4/edit">https://docs.google.com/document/d/16JIPDsfSrcasROkW0m-hS0aTEcZxx2hRaeTtsCXU3w4/edit</a></li> <li><b>Oral Language:</b> <b>Chinese Made Easy</b> 《昨天下雪了》 <a href="https://docs.google.com/presentation/d/10m3WSA2dqcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1">https://docs.google.com/presentation/d/10m3WSA2dqcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1</a></li> </ul>	<p><b>Whole Class</b> (Explicit Teaching of concept, Learning Intention) <b>Focus: co-construct SC</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>Recount 记叙文</li> </ul> <p><b>Success Criteria:</b> 我知道记叙文的要素 我可以演讲记叙文</p> <p><b>Explicit teaching:</b> <b>Presentation</b> 分享并演讲你的记叙文。 声音大, 自信。</p> <p><b>Individual Activities:</b></p> <p><b>Guided Writing &amp; Conferencing</b></p> <table border="1"> <thead> <tr> <th>Support</th> <th>Core</th> <th>Extension</th> </tr> </thead> <tbody> <tr> <td>分享并演讲, 可以看着图片说。</td> <td>分享并演讲, 可以大声说。</td> <td>分享并演讲, 可以自信大声的说。</td> </tr> </tbody> </table>		Support	Core	Extension	分享并演讲, 可以看着图片说。	分享并演讲, 可以大声说。	分享并演讲, 可以自信大声的说。
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<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分享读 《昨天下雪了》</p>	<p><b>Whole Class</b> (Reflection, where to now, revisit of learning intention) 分记叙文, teacher gives feedback</p>												

<p><b>Week 10</b></p>	
<p><b>Session 1</b></p>	<p><b>Session 21</b></p>
<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus:</p>	<p>Whole Class (Explicit Teaching of concept, Learning Intention) Focus: co-construct SC</p>

**Language Session:**

**Learning Intention:** 读中文

**Success Criteria:**

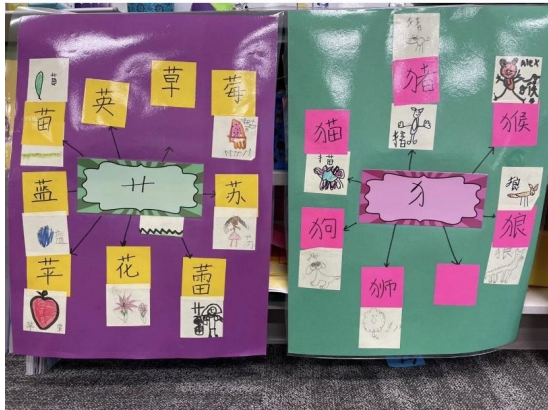
我可以用正确的音调读中文  
我可以看图预测  
我知道句子的意思

**Check in:**

你今天感觉怎么样？  
你今天感觉怎么样？我今天感觉开心／兴奋／伤心  
／累／生气。

**Core Vocabulary:** 复习high frequency words that we learned this term with radical: 犛, 艹。做偏旁部首海报

<https://docs.google.com/document/d/16JIPDsfSrcasROkWOm-hSOaTEcZxx2hRaeTtsCXU3w4/edit>



**Oral Language:**

**Role play**  
《棕色的熊，棕色的熊，你在看什么》

**Small Groups**

(Groups, practise from explicit teaching)  
Partner talk, teacher support low group

**Guided reading:**

**Activity:**  
读Little Chinese Readers 《我的朋友》  
  
读完之后 看图造句。  
生字：看，他，朋友，一起

**Learning Intention:**

- Recount 记叙文

**Success Criteria:**

我知道记叙文的要素

**Explicit teaching:**

**Individual Activities:**

**Guided Writing & Conferencing**

Support	Core	Extension


**Small Groups**

(Groups, practise from explicit teaching)  
Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension
	。	

Support	Core	Extension	
两人一组，读《大，中，小》，读完后写workshe	两个人一组，读《昨天的雪》，写 worksheet	和老师一起读《左手，右手》	
<b>Whole Class</b> (Reflection, where to now, revisit of learning intention)			<b>Whole Class</b> (Reflection, where to now, revisit of learning intention)

<b>Week 9</b>							
Session 2	Session 2						
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**Oral Language:**

<https://docs.google.com/presentation/d/1Om3WSA2dqcxjRIhgXodkZSLTv1G6yXao/edit#slide=id.p1>

Support	Core	Extension
两人一组, 读《大, 中, 小》, 读完后写 worksheet)	两个人一组, 读《昨天的雪》, 写 worksheet	用 ipad录《左手, 右手》

**Activity:**

读Little Chinese Readers 《》 ,

看图造句。

**Small Groups**

(Groups, practise from explicit teaching)

Partner talk, teacher support low group

**Guided reading:**

**Activity:**

读Little Chinese Readers 《》

Support	Core	Extension

**Whole Class**

(Reflection, where to now, revisit of learning intention)

分享读 《》

**Small Groups**

(Groups, practise from explicit teaching)

Write own sentence while teacher work with guided writing group

**Guided Writing & Conferencing**

Support	Core	Extension

**Whole Class**

(Reflection, where to now, revisit of learning intention)

分享

## Literacy Sequence Planner\_Term 2

Time	Week 1 第一周	Week 2 第二周	Week 3 第三周	Week 4 第四周	Week 5 第五周	Week 6 第六周	Week 7 第七周	Week 8 第八周	Week 9 第九周	Week 10 第十周
<b>Sight words</b> 中文常用字	在	有&没有	是&不是	的	<b>Review</b>	吗	找	说	要	<b>Review</b>
<b>strokes/stroke orders</b> 笔画/笔顺	横折&口字旁	横钩&食字旁	横折钩&雨字头	横撇	<b>Review&amp;</b>	竖钩&提手旁	竖提&金字旁	竖弯钩	撇点	<b>Review</b>
<b>Vocabulary</b> 生字	口字旁	食字旁	雨字头	草字头	<b>Review</b>	提手旁	金字旁	虎, 兔, 蛇		<b>Review</b>
<b>Phrases</b> 短语	Routine practice : Session1 : 你好, 同学们好, 老师好, Session2	Routine practice : Session1 : 站起来, 坐下 Session2: 不要跑, 排队, 走	Routine practice : Session1 : 吃水果, 吃饭, 课间餐 Session2 :	Routine practice : Session1 : 听, 说 Session2 : 写, 读	<b>Review</b>	Daily Conversations : 你叫什么名字? 我叫。。。	Daily Conversations : 你几岁? 我xxx岁?	Daily Conversations : 这是谁? 这是爸爸/妈妈。 。。。	Daily Conversations : 那是谁? 那是(我的)爸爸(和妈妈)	<b>Review</b> (If time allowed : 你(不)喜欢吃什么?你喜欢什么玩具?你喜欢

	早上好, 下午好, 再见		图书馆, 环保中心							欢做什么 ? 我喜欢吃 /玩/做 。。。)
Reading 阅读	<b>Using picture s and predicti ng</b> 看图说 话	<b>Using picture s and predicti ng</b> 看图说 话	<b>Using picture s and predicti ng</b> 看图说 话	<b>Using picture s and predicti ng</b> 看图说 话	<b>predicti ng</b> 预测 <b>visualis ing</b> 创作图 像	<b>visualis ing</b> 创作图 像	<b>connec ting</b> 联想与 联系	<b>connec ting</b> 联想与 联系	<b>connec ting</b> 联想与 联系	<b>predicti ng</b> 预测 <b>visualis ing</b> 创作图 像 <b>connec ting</b> 联想与 联系