

Week 1 (Aug. 30 – Sept. 2)

Review

Literacy Objectives	Ready To Read
Teaching Procedures	<p>自我介绍, 教室里常用语言, 名词, 数字, 月历</p> <p>Recommended Activities: Match the words: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 to the supporting visuals</p>
Key Characters	Ask questions with 吗 ; Ask questions in “.....不.....?” sentence structure
ACTFL Can Do: Interpretive (Reading/Listening)	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/Writing)	
Science (10 min. daily, or 1 hour a week)	Review
Math (60 minutes daily)	<p>Math Readiness: number sense</p> <p>Goal: I can write numbers</p> <p>Vocabs: number words, more, less, same, bigger, smaller, equal, how many, count, attribute words (color, design, size), before, after, counting on, counting back, fewer, less, above, below, beside, group, plus, make, ordinal number words, top, bottom, left, right, place, one more than, one less than.</p>

Week 2 (Sept. 5 – Sept. 9)

Review

Literacy Objectives	Ready to read Usage of 是, 很, 的
Teaching Procedures	颜色, 家庭成员, 形容位置的字词 (如: 上、下、大、小) Recommended Activities: Use correct verbs for different actions (e.g. 跳, 摔, 叫, 问, 说)
Key Characters	
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Spinning Sky Mystery 1. Could a statue's shadow move?
Math (60 minutes daily)	Math Readiness: number sense Goal: I know my numbers Vocabs: number words, more, less, same, bigger, smaller, equal, how many, count, attribute words (color, design, size), before, after, counting on, counting back, fewer, less, above, below, beside, group, plus, make, ordinal number words, top, bottom, left, right, place, one more than, one less than.

Week 3 (Sept. 12 – Sept. 16)

Review

Literacy Objectives	Ready To Read
Teaching Procedures	<p>食物, 衣服, 行程, 月历有关的字词</p> <p><i>Recommended Activities:</i> Count down from number ten (e.g. 十, 九, 八, 七, 六, 五, 四, 三, 二, 一) Write 1–10 in Chinese in the correct stroke order</p>
Key Characters	Ask Who, What, When, Where questions (e.g. 谁、什么、什么时候、哪里)
ACTFL Can Do: Interpretive (Reading/Listening)	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Spinning Sky</p> <p>Mystery 1. Could a statue's shadow move?</p>
Math (60 minutes daily)	<p>Topic 1: 1-1~1-3</p> <p>Goal: I can do addition within 10 .</p> <p>Vocabs: join part, addition sentence, addend plus (+) equal (=), sum, in all, inside, outside, whole, add, order, double</p>

Week 4 (Sept. 19 – Sept. 23)

<p>Literacy Objectives</p>	<p>Ask question and give commands with哪里? and过来! Oral Language: 大, 小, 哪里, 一样, 过来/回来, 玩</p>
<p>Teaching Procedures</p>	<p>Unit #1.1 跷跷板 See Saw Recommended Activities: Match the words: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 to the supporting visuals · Ask and answer questions about playing together · Ask questions about where someone is (e.g. 十在哪里?)</p>
<p>Key Characters</p>	<p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p>
<p>ACTFL Can Do: Interpretive (Reading/Listening)</p>	<p>I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</p>
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 2. Read- Along: Where do sounds come from?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 1: 1-4~1-7 Goals:1. I can solve subtraction problem within 10 . 2. I can solve addition problems by finding a missing addend 3.I can solve problems involving putting together or taking apart. Vocabs: join part, addition sentence, addend plus (+) equal (=), sum, in all, inside, outside, whole, add, order, double</p>

Week 5 (Aug. 26 – Sept. 30)

<p>Literacy Objectives</p>	<p>Usage of measure word 个 and 只 Oral Language:跳, 摔, 叫, 问, 说</p>
<p>Teaching Procedures</p>	<p>Unit #1.2 十只小猴子 10 Little Monkeys</p> <p>Recommended Activities: Match the words: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 to the supporting visuals · Use correct verbs for different actions (e.g. 跳, 摔, 叫, 问, 说) · Count down from number ten (e.g. 十, 九, 八, 七, 六, 五, 四, 三, 二, 一)</p>
<p>Key Characters</p>	<p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 2. Read along: Where do sounds come from?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 1: 1-8~1-9, Topic 2: 2-1~2-2 Goals: 1. I can solve problems involving putting together or taking apart. 2. I can count on from a number. 3. Use doubles to solve problems. Vocabs: join part, addition sentence, addend plus (+) equal (=), sum, in all, inside, outside, whole, add, order, double Vocabs: minus, difference, more than, less than, missing part, compare, subtraction-sentence, minus sign, subtract, equal sign</p>

Week 6 (Oct. 3 – Oct. 7)

<p>Literacy Objectives</p>	<p>Usage of expression “!” and “?” Oral Language: 比赛, 跑步, 开始</p>
<p>Teaching Procedures</p>	<p>Unit #1.3 数字比赛 Number Race</p> <p>Recommended Activities: Write 1–10 in Chinese in the correct stroke order · Match the words: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十 to the supporting visuals · Read with appropriate expression when sentences end with “!” or “?”</p>
<p>Key Characters</p>	<p>一, 二, 三, 四, 五, 六, 七, 八, 九, 十</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 3: How can the sun help you if you’re lost?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 2: 2-3~2-6 Goal: 1. I can solve problems using near doubles facts. 2. I can use a ten-frame to solve addition facts with 5 and 10. 3. I can use the same addends to write two different equations with the Same sum. Vocabs: minus, difference, more than, less than, missing part, compare, subtraction-sentence, minus sign, subtract, equal sign</p>

Week 7 (Oct. 10 – Oct. 14)

<p>Literacy Objectives</p>	<p>Usage of adverbs: 太, 最, 都 Oral Language: 上面, 下面, 大, 小, 太, 最, 都, 喜欢, 椅子</p>
<p>Teaching Procedures</p>	<p>Unit #2.1 爸爸的椅子 Dad's Chair</p> <p>Recommended Activities: Describe when someone likes something (e.g. 哥哥也喜欢爸爸的大椅子) · Match the words: 上, 下, 大, 小 to the supporting visuals · Describe the position of something in relation to the others · Describe something big by adding 大 in front of the noun (e.g. 爸爸的大椅子)</p>
<p>Key Characters</p>	<p>上, 下, 大, 小</p>
<p>ACTFL Can Do: Interpretive (Reading/Listening)</p>	<p>I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.</p>
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 3: How can the sun help you if you're lost?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 2: 2-7~2-9 Goals: 1. Use addition facts to 10 to solve subtraction problems. 2. Use addition facts to 10 to solve subtraction problems. 3. Solve problems by drawing pictures and writing equations. Vocabs: minus, difference, more than, less than, missing part, compare, subtraction-sentence, minus sign, subtract, equal sign</p>

Week 8 (Oct. 17 – Oct. 21)

<p>Literacy Objectives</p>	<p>Usage of 这是..... and 在.....下/上面 Oral Language: 这是, 牛, 羊, 鸟, 虫, 在</p>
<p>Teaching Procedures</p>	<p>Unit #2.2 动物塔 Animal Tower</p> <p>Recommended Activities: Describe the size of something (e.g. 虫很小) · Match the words: 上, 下, 大, 小 to the supporting visuals · Describe the position of something in relation to the others · Describe when something is not in a certain place (e.g. 小虫不在小鸟的上面。)</p>
<p>Key Characters</p>	<p>上, 下, 大, 小</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 4: Read-Along: Why do you have to go to bed early in the summer?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 2: 2-10~2-11, Topic 3: 3-1 Goals: 1. Use structure and identify patterns in order to solve problems. 2. count on to add using an open number line. Vocabs: minus, difference, more than, less than, missing part, compare, subtraction-sentence, minus sign, subtract, equal sign Vocabs: part, whole, missing part, part I know, table, ten-frame</p>

Week 9 (Oct. 24 – Oct. 28)

<p>Literacy Objectives</p>	<p>Usage of比.....大/小 Oral Language: 生日, 派对, 蛋糕, 宝宝, 吃, 几岁, 礼物</p>
<p>Teaching Procedures</p>	<p>Unit #2.3 生日派对 Birthday Party</p> <p>Recommended Activities: Match the words: 上, 下, 大, 小 to the appropriate supporting visuals · Write the words 上 and 小 in the correct stroke order</p>
<p>Key Characters</p>	<p>上, 下, 大, 小</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 4: Read- Along: Why do you have to go to bed early in the summer?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 3: 3-2~3-5 Goals: 1. Count on to add using an open number line. 2. Momorize doubles facts. 3. Use doubles facts to solve doubles-plus-one facts. Vocabs: part, whole, missing part, part I know, table, ten-frame</p>

Week 10 (Oct. 31 – Nov. 4)

<p>Literacy Objectives</p>	<p>Meaning and usage of simple questions Oral Language: 不要, 害怕, 为什么? , 哥哥, 姐姐, 妹妹, 小, 好玩</p>
<p>Teaching Procedures</p>	<p>Unit #3.1 游乐园 Amusement Park</p> <p>Recommended Activities: Practice asking and answering about where something is · Express their preferences whether they would go on any of the rides from the story</p>
<p>Key Characters</p>	<p>不, 坐, 在, 里</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	<p>I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.</p>
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 5: Read- Along: why do the stars come out at night?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 3: 3-6~3-9 Goals: 1. Make 10 to add numbers to 20. 2. Solve addition problems using different strategies. 3. Solve different types of addition word problems. Vocabs: part, whole, missing part, part I know, table, ten-frame</p>

Week 11 (Nov. 7 – Nov. 11)

<p>Literacy Objectives</p>	<p>坐好! 这样, 这里, 哪里? 好看, 剪, 蜜蜂 Oral Language: Meaning and usage of imperative commands (e.g. 坐好! 不要动!)</p>
<p>Teaching Procedures</p>	<p>Unit #3.2 剪头发 Haircut Recommended Activities: Practice asking and answering questions about where to sit · Practice giving out commands mentioned in the story</p>
<p>Key Characters</p>	<p>不, 坐, 在, 里</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinning Sky Mystery 5: Why do the stars come out at night?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 3: 3-10, Topic 4: 4-1~4-3 Goals: 1. Use a number to subtract by counting on or counting back. 2. Make subtraction easier by making 10 to subtract. 3. Count on to subtract using 10 as a landmark. Vocabs: part, whole, missing part, part I know, table, ten-frame Vocabs: model, add, number sentence, near double, double, doubles plus-one, 2 less than, 1 less than, 0 less than</p>

Week 12 (Nov. 14 – Nov. 18)

Literacy Objectives	Give command: 坐下！ Oral Language:不, 坐, 在, 里, 看, 听, 狗, 有没有
Teaching Procedures	Unit #3.3 坐下 Sit Down Recommended Activities: Match the words: 坐, 在, 里, 不坐 to the supporting visuals in the exercise · Match the correct phrases to the supporting visuals in the exercise · Write the words 上 and 十 in the correct stroke order
Key Characters	不, 坐, 在, 里
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Spinning Sky Mystery 6: Read-along: How can stars help you if you get lost?
Math (60 minutes daily)	Topic 4: 4-4~4-7 Goals: 1. Make addition and subtraction facts using the same three numbers. 2. Use addition facts to find subtraction facts. Vocabs: model, add, number sentence, near double, double, doubles plus-one, 2 less than, 1 less than, 0 less than

Week 13 (Nov. 28 – Dec. 2)

Literacy Objectives	Usage of 这里有.....吗? Oral Language:消防车, 屋子, 火山, 烧烤, 水喉
Teaching Procedures	Unit #4.1 小消防员 Little Firefighters Recommended Activities: Practice asking and answering 这里有.....吗? (e.g. 这里有火吗? 这里没有火。)
Key Characters	山, 水, 火, 人
ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/Writing)	
Science (10 min. daily, or 1 hour a week)	Spinning Sky Mystery 6: Read-along: How can stars help you if you get lost?
Math (60 minutes daily)	Topic 4: 4-8~4-9, Topic 5: 5-1 Goals: 1. Solve different types of addition and subtraction problems with Unknown in different positions. 2. Use reasoning to write and solve number stories. 3. Find the unknown number in an equation. Vocabs: model, add, number sentence, near double, double, doubles plus-one, 2 less than, 1 less than, 0 less than Vocabs: double plus 1, double plus 2

Week 14 (Dec. 5 – Dec. 9)

<p>Literacy Objectives</p>	<p>Usage of superlative 最 Oral Language: 蚂蚁, 草莓, 狗, 萤火虫, 叶子</p>
<p>Teaching Procedures</p>	<p>Unit #4.2 蚂蚁卫兵 Ant Guard</p> <p>Recommended Activities: Practice using superlative 最 (e.g. 我最勇敢) · Practice calling out when encountering problems or disasters (e.g. 发大水了!)</p>
<p>Key Characters</p>	<p>山, 水, 火, 人</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Spinny Sky Teacher's choice</p>
<p>Math (60 minutes daily)</p>	<p>Topic 5: 5-2~5-5 Goals: 1. Find the unknow numbers in an equation. 2. Determine if addition and subtraction equaltions are true or false. 3. Find the missing numbers in equations to make them true. Vocabs: double plus 1, double plus 2</p>

Week 15 (Dec. 12- 16)

<p>Literacy Objectives</p>	<p>Express specific location using 在.....里 Oral Language: 玩耍, 尾巴, 着火</p>
<p>Teaching Procedures</p>	<p>Unit #4.3 猴子去郊游 Monkeys on an Outing Recommended Activities: Match the words: 山, 水, 火, 人 to the supporting visuals in the online exercise · Match appropriate phrases to the correct supporting visuals in the online exercise · Practice making simple imperative commands such as 坐下! Express specific location using 在.....里 · Write the words 水 and 人 in the correct stroke order</p>
<p>Key Characters</p>	<p>山, 水, 火, 人</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Light and Sound Mystery 1: How do they make silly sounds in cartoons?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 5: 5-6~5-8, Topic 7: 7-1 Goals: 1. Solve word problems involving comparisons. 2. Count by 10s to 120. Vocabs: double plus 1, double plus 2 Vocabs: fewer, more, skip count, row, digit, column</p>

Week 16 (Jan. 2 – Jan. 6)

Literacy Objectives	Ask and answer yes-no questions using the question particle 吗 Oral Language: 绿色, 袜子, 脚, 动物
Teaching Procedures	Unit #5.1 谁有东西要分享? Show and Tell Recommended Activities: Match the words 牛, 羊, 马, 鸟 to the pictures in the story · Asking and answering yes-no questions using the question particle 吗 · Practice using reduplication of adjectives in their descriptions · Describe their own shoes in terms of size and color
Key Characters	马, 牛, 羊, 鸟, 虫
ACTFL Can Do: Interpretive (Reading/Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/Writing)	
Science (10 min. daily, or 1 hour a week)	Light and Sound Mystery 1: How do they make silly sounds in cartoons?
Math (60 minutes daily)	Topic 7: 7-2~7-5 Goals: 1. Count by 1s to 120. 2. Count on a number chart by 120. 3. Count on a number chart to 120. 4. Count to 120 using an open number line. Vocabs: fewer, more, skip count, row, digit, column

Week 17 (Jan. 9 – Jan. 13)

<p>Literacy Objectives</p>	<p>Ask and answer each other about looking for a lost item (e.g. 我的小虫在哪里? 你的小虫在这里!) Oral Language: 教室, 宠物, 盒子, 飞</p>
<p>Teaching Procedures</p>	<p>Unit #5.2 谁有东西要分享? Show and Tell</p> <p>Recommended Activities: Match the words: 牛, 羊, 马, 鸟 to the pictures in the story · Practice describing the animals 马, 牛, 羊, 鸟, 虫 · Ask and answer each other about looking for a lost item (e.g. 我的小虫在哪里? 你的小虫在这里! 找到小虫了!)</p>
<p>Key Characters</p>	<p>马, 牛, 羊, 鸟, 虫</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mini Lesson: Why are pumpkins so popular every fall?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 7: 7-6~7-7, Topic 8: 8-1~8-2 Goals: 1. Write numerals to show how many objects are in a group. 2. Read and write numbers 11 to 19. 3. Show groups of 10 with connecting cubes. Vocabs: fewer, more, skip count, row, digit, column Vocabs: tens, ones, digit, break apart a ten</p>
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Week 18 (Jan. 16 – Jan. 20)

<p>Literacy Objectives</p>	<p>Ask and answer affirmativenegative questions (e.g. 小牛在不在? 在!) Oral Language: 拍照, 白色, 一样颜色</p>
<p>Teaching Procedures</p>	<p>Unit #5.3 小马拍照 Little Horse Takes a Photo</p> <p>Recommended Activities: Match the words: 牛, 羊, 马, 鸟 to the pictures in the story · Practice describing the animals 马, 牛, 羊, 鸟, 虫 · Ask and answer each other about looking for a lost item (e.g. 我的小虫在哪里? 你的小虫在这里! 找到小虫了!)</p>
<p>Key Characters</p>	<p>马, 牛, 羊, 鸟, 虫</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mini Lesson: Why are pumpkins orange?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 8: 8-3~8-5 Goals: 1. Group tens to solve problems. 2. Count tens and ones to find a 2-digit number. 3. Use drawings to solve problems with tens and ones. Vocabs: tens, ones, digit, break apart a ten</p>

Week 19 (Jan. 23 – Jan. 27)

Literacy Objectives	Review Unit 1.1-5.3
Teaching Procedures	Review vocabs
Key Characters	马, 牛, 羊, 鸟, 虫
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Light and sounds Mystery 2: Read-Along: Where do sounds come from?
Math (60 minutes daily)	Topic 8: 8-6, Topic 9: 9-1~9-3 Goals: 1. Use tens and ones to make numbers in different ways. 2. Find numbers that are more or less than a given number. 3. Use place-value blocs to compare 2 two-digit numbers Vocabs: tens, ones, digit, break apart a ten Vocabs: 1 more, 1 less, 10 more, 10 less, equal to, less than, greater than, greatest, least

Week 20 (Jan. 30 – Feb.3)

<p>Literacy Objectives</p>	<p>Usage of the verb 需要 (e.g. 花需要.....) Oral Language: 盆子, 生长, 草, 剪刀</p>
<p>Teaching Procedures</p>	<p>Unit #6.1 种花 Planting Flowers</p> <p>Recommended Activities: Match the words: 男, 女, 雨, 土, 了 to the pictures in the story · State what are needed when growing a plant · Use the adverb 太 to express when something is excessive (e.g. 太多虫!)</p>
<p>Key Characters</p>	<p>男, 女, 雨, 土</p>
<p>ACTFL Can Do: Interpretive (Reading/Listening)</p>	<p>I can understand memorized or familiar words when they are supported by gestures or visuals in conversations</p>
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Light and sounds Mystery 2: Read-Along: Where do sounds come from?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 9: 9-4~9-6, Topic 6: 6-1 Goals: 1. Compare two numbers using a greater than, a less than, or an equal to Sign. 2. Compare and write two-digit numbers that are greater than or less Than other two-digit numbers. 3. Interpret organized data. Vocabs: 1 more, 1 less, 10 more, 10 less, equal to, less than, greater than, greatest, least Vocabs: related facts, fact family, tally marks</p>

Week 21 (Feb. 6 – Feb. 10)

<p>Literacy Objectives</p>	<p>Use adverb 太 to express something that is excessive (e.g. 太多虫!) Oral Language: 雨水, 伞, 湿, 爸爸</p>
<p>Teaching Procedures</p>	<p>Unit #6.2 下雨 It's Raining Recommended Activities: Match the words: 男, 女, 雨, 土, 了 to the pictures in the story · State what are needed when growing a plant · Use the adverb 太 to express when something is excessive (e.g. 太多虫!)</p>
<p>Key Characters</p>	<p>男, 女, 雨, 土</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lights and Sound Mystery 3: What if there were no windows?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 6: 6-2~6-5 Goals: 1. Collect and organize information using a picture graph. 2. Interpret organized data. 3. Using a picture graph to interpret data. Vocabs: related facts, fact family, tally marks</p>

Week 22 (Feb. 13 – Feb. 17)

<p>Literacy Objectives</p>	<p>Describe different stages of rainfall (e.g. 下雨了, 下大雨, 不下雨了) Oral Language: 公园, 晴天, 洗手间</p>
<p>Teaching Procedures</p>	<p>Unit #6.3 洗手间 Washroom</p> <p>Recommended Activities: Match the words: 男, 女, 雨, 土, 了 and correct the location words to the supporting visuals in the online exercise · Describe different stages of rainfall · phrases to the correct supporting visuals · Write the words 雨 and 上 in the correct stroke order</p>
<p>Key Characters</p>	<p>男, 女, 雨, 土</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lights and Sound Mystery 3: What if there were no windows?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 12: 12-1~12-4 Goals: 1. Order objects by length. 2. Indirectly compare objects by length. 3. Use objects to measure length. Vocabs: longest/er, shortest/er, length, measurement, estimate, measure, tallest/er</p>

Week 23 (Feb. 20 – Feb. 24)

Literacy Objectives	State dates of students' own birthdays (e.g. 十月五日) Oral Language: 厨房, 兄弟, 日历
Teaching Procedures	Unit #7.1 谁的生日蛋糕? Whose Birthday Cake Recommended Activities: Know how to express today's date · Practice stating dates of their own birthdays · Ask the question 今天是谁的生日? and students take turns to answer the question
Key Characters	月, 天, 日, 生
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Lights and Sound Mystery 4: Read-Along: Can you see in the dark?
Math (60 minutes daily)	Topic 12: 12-5, Topic 13: 13-1 Goals: 1. Cubes and other units to compare lengths and heights of objects. 2. Tell time to the hour. Vocabs: longest/er, shortest/er, length, measurement, estimate, measure, tallest/er Vocabs: long hand, short hand, hour, minute, o'clock, half

Week 24 (Feb. 27 – March 3)

<p>Literacy Objectives</p>	<p>Count in Chinese Oral Language: 衣服, 室外, 室内, 游戏</p>
<p>Teaching Procedures</p>	<p>Unit #7.2 是我的生日吗? Is it my Birthday? Recommended Activities: Counting in Chinese · Ask each other when their birthdays are and answer stating their actual birthdays · Practice asking yes-no questions adding the question particle 吗 to a statement (e.g. 今天是我的生日 + 吗?)</p>
<p>Key Characters</p>	<p>月, 天, 日, 生</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lights and Sound Mystery 4: Read-Along: Can you see in the dark?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 13: 13-2~13-4 Goals: 1. Tell time to the hour using analog and digital clocks. 2. Tell time to the half hour. 3. Use reasoning to tell and write time. Vocabs: long hand, short hand, hour, minute, o'clock, half</p>

Week 25 (Mar. 6 – Mar. 10)

Literacy Objectives	Keep scores in a game using numbers in Chinese Oral Language: 衣服, 室外, 室内, 游戏
Teaching Procedures	Unit #7.3 万圣节 Halloween Recommended Activities: Keep scores in a game using numbers in Chinese · Match the correct date to the supporting visuals · Write the words 月 and 日 in the correct stroke order · Identify and match the words: 女人, 女生, 男人, 男生 to the supporting visuals
Key Characters	月, 天, 日, 生
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Lights and Sounds Mystery 5: How could you send a secret message to someone far away?
Math (60 minutes daily)	Topic 14: 14-1~14-4 Goals: 1. Use attributes to match shapes 2. Define 2-D shapes by their attributes. 3. Use materials to build and draw 2-D shapes. Vocabs: picture graph, bar graph, data, tally mark

Week 26 (Mar. 13 – Mar. 17)

Literacy Objectives	State what's the day of today, tomorrow and yesterday (e.g. 今天是星期一, 明天是星期二, 昨天是星期天。 Oral Language: 早上, 房间, 同学
Teaching Procedures	Unit #8.1 不想上学 Don't Want to Go to School Recommended Activities: Practice the use of “……和……一起……。” (e.g. 我和好朋友一起玩跷跷板。) Ask each other what activities did they do at school yesterday? How was it? · Practice asking yes-no questions by placing 吗 at the end of a statement (e.g. 不舒服吗?)
Key Characters	今, 是, 明, 昨
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand memorized or familiar words when they are supported by gestures or visuals in conversations
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Lights and Sounds Mystery 5: How could you send a secret message to someone far away?
Math (60 minutes daily)	Topic 14: 14-5~14-8 Goals: 1. Define 3-D shapes by their number of edges, vertices, and faces or flat Faces. 2. Combine 2-D shapes to make another 2-D shape. 3. Choose defining attributes of 3-D shapes. Vocabs: picture graph, bar graph, data, tally mark

Week 27 (Mar. 27 – Mar. 31)

<p>Literacy Objectives</p>	<p>Ask affirmative negative questions using 要不要 (e.g. 要不要出去玩?) Oral Language :睡觉, 床, 留, 家里</p>
<p>Teaching Procedures</p>	<p>Unit #8.2 在家里玩 Staying at Home Recommended Activities: · Tell each other what activities they did yesterday and what will they be doing today and tomorrow · Practice asking each other some affirmative negative questions using 要不要 (e.g. 要不要去露营?)</p>
<p>Key Characters</p>	<p>今, 是, 明, 昨</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p>
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lights and Sounds Mystery 6: Read-Along: How do boats find their way in fog?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 14: 14-9, Topic 15:15-1~15-2 Goals: 1. Determine whether shapes are divided into equal shares. 2. Divide shpes into 2 and 4 equal shares and use words to describe those Shares. Vocabs: picture graph, bar graph, data, tally mark Vocabs: plane shape, hexagon, trapezoid, sort, side, corner, solid figure, cube, sphere, rectangular prism, cone, cylinder, vertex, flat surface, pyramid</p>

Week 28 (Apr. 3 – Apr. 7)

Literacy Objectives	Recognize when specific location is stated (e.g. 小山羊 在水里) Oral Language : 飞机, 找, 玩具
Teaching Procedures	Unit #8.3 小山羊在哪里? Where is the Mountain Goat? Recommended Activities:
Key Characters	今, 是, 明, 昨
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Lights and Sounds Mystery 6: Read-Along: How do boats find their way in fog?
Math (60 minutes daily)	Topic 15: 15-3~15-4, Topic 10:10-1~10-2 Goals: 1. Understand that more equal shares of the same whole create smaller Shares. 2. Add 2 multiples of 10. 3. Use mental math to add tens to two-digit numbers. Vocabs: plane shape, hexagon, trapezoid, sort, side, corner, solid figure, cube, sphere, rectangular prism, cone, cylinder, vertex, flat surface, pyramid Vocabs: regroup

Week 29 (Apr. 10 – Apr. 14)

Literacy Objectives	Usage of 这么 when increasing the extent of an adjective (e.g. 看, 我有这么多!) Oral Language : 农场, 拿, 带, 动物
Teaching Procedures	Unit #9.1 回家的路上 On the Way Home Recommended Activities: Practice giving out commands using the verbs 走, 去, 来 · Describe what they can see in different kinds of fields (e.g. 田里有好多……) · Express preferences using 喜欢 · Express permission with 可以, 不可以 Practice stating weather condition in relation to today, tomorrow and yesterday
Key Characters	走, 去, 来, 田
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 1: Why do birds have beaks?
Math (60 minutes daily)	Topic 10:10-3~10-6 Goals: 1. Use a hundred chart to add tens and ones. 2. Use a number line to solve addition problems. 3. Make a ten to help solve addition problems. Vocabs: plane shape, hexagon, trapezoid, sort, side, corner, solid figure, cube, sphere, rectangular prism, cone, cylinder, vertex, flat surface, pyramid Vocabs: regroup

Week 30 (Apr. 17 – Apr. 21)

Literacy Objectives	Recognize the pattern of “Verb+来+Verb+去” to express repetition of an action (e.g. 走 来走去) Oral Language : 闭上, 眼睛, 跑, 躲
Teaching Procedures	Unit #9.2 稻草人 Scarecrow Recommended Activities: Talk about where they might like to hide during a game of hide and seek · Play a game of hide and seek using the relevant words · Express a location with preposition 在 (e.g. 在田里) · Use directional verbs 去, 来 to give commands (e.g. 我们去田里玩捉迷藏吧; 你来找 我们) · Practice using the pattern of “verb+来 +verb+去” to express repetition of an action
Key Characters	走, 去, 来, 田
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 1: Why do birds have beaks?
Math (60 minutes daily)	Topic 10:10-7~10-9 Goals: 1. Add 2 two-digit numbers. 2. Solve addition problems using different strategies. 3. Model and solve problems by drawing a picture and writing An equation. Vocabs: regroup

Week 31 (Apr. 24 – Apr. 28)

Literacy Objectives	Ask and answer about one's existence in a location with 在 or 不在 and 在不在? Oral Language : 笼子, 仓鼠, 门, 打开
Teaching Procedures	Unit #9.3 调皮的小仓 Naughty Hamster Recommended Activities: Ask and answer about one's existence in a location with 在 or 不在 and 在不在? · Practice asking affirmative-negative questions · Give each other commands using directional verbs (e.g. 走上去) · Match the words and phrases to the correct supporting visuals · Write the words 飞 and 天 in the correct stroke order
Key Characters	走, 去, 来, 田
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 1: How can you help a lost baby animal find its parents?
Math (60 minutes daily)	Topic 11: 11-1~11-4 Goals: 1. Use models to subtract tens. 2. Use a hundred chart to subtract a multiple of 10 from another Multiple of 10. 3. Use an open number line to solve subtraction problems. Vocabs: ones, difference, hundred chart, tens, regroup, subtract

Week 32 (May. 1 – May. 5)	
Literacy Objectives	Usage of 一点 plus different adjectives to express “a little more” of the chosen adjective (e.g. 大一点, 快一点) Oral Language :比赛, 高, 尺子, 一年
Teaching Procedures	Unit #10.1 快快长大 Growing Quickly Recommended Activities: Cheer for someone or a team with 加油 · State how many days and weeks a year is consist of · Tell how old they will become next year, try counting the weeks until they get older · Practice using 一点 by adding it to different adjectives to express “a little more” of the chosen adjective (e.g. 大一点, 快一点)
Key Characters	星, 期, 几, 年, 快
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 1: How can you help a lost baby animal find its parents?
Math (60 minutes daily)	Topic 11: 11-5~11-7 Goals: 1. Use mental math to subtract ten from a two-digit number. 2. Use different strategies to subtract. 3. Model thinking to solve problems. Vocabs: ones, difference, hundred chart, tens, regroup, subtract

Week 33 (May 8 – May 12)

Literacy Objectives	Express “Happy Mother’s Day” with 母亲节快乐 Oral Language :沙发, 手机, 蜜蜂
Teaching Procedures	Unit #10.2 母亲节 Mother’s Day Recommended Activities: Tell each other an activity or something they are going to do next week · Name a few special occasions or festivals that they know of (e.g. 母亲节, 圣诞节) · Express “Happy Mother’s Day” with 母亲节快乐
Key Characters	星, 期, 几, 年, 快
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 1: How can you help a lost baby animal find its parents?
Math (60 minutes daily)	Review double digit addition & 2 nd grade math prep Goals: I can use number line to do double digit addition

Week 33 (May 8 – May 12)

Literacy Objectives	State how many days and weeks a year consist of Oral Language :骑, 自行车, 买, 钱
Teaching Procedures	<p>Unit #10.3 大男生 Big Boy</p> <p>Recommended Activities:</p> <p>Match the correct day of the week to the calendar in the online exercise ·</p> <p>Workout the right day of the week with the instructions given (e.g. 今天是十三号星期一, 昨天是?) ·</p> <p>Write the words 去 and 天 in the correct stroke order ·</p> <p>Match the correct sentence to the audio in the online exercise ·</p> <p>Workout the correct year with the instructions given (e.g. 今年是二零一八年, 明年是?)</p>
Key Characters	星, 期, 几, 年, 快
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Mini Lesson: Are killer whales really dangerous?
Math (60 minutes daily)	Review double digit addition & 2 nd grade math prep Goals: I can use number line to do double digit addition

Week 34 (May 15 – May 19)

Literacy Objectives	Review first 10 Vocab from the vocab lists
Teaching Procedures	Review Vocab lists Recommended Activities: Fly swapper game
Key Characters	一, 二, 三, 四, 五, 六, 七, 八, 九, 十
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Mini Lesson: Are killer whales really dangerous?
Math (60 minutes daily)	Review double digit addition & 2 nd grade math prep Goal: I can use hundred chart to do double digit addition

Week 35 (May 22 – May 26)

Literacy Objectives	Review vocabs 11-20 from vocab lists
Teaching Procedures	Review vocabs Recommended Activities: Green, yellow and red light game
Key Characters	上, 下, 大, 小, 不, 坐, 在, 里, 山, 水,
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 3: Read-Along: Why do baby ducks follow their mother?
Math (60 minutes daily)	Review double digit addition & 2 nd grade math prep Goal: I can use regrouping to do double digit addition

Week 36 (May 29 – June 2)

Literacy Objectives	Review vocabs 21-31
Teaching Procedures	Review vocabs Recommended Activities: Inner circle outer circle game
Key Characters	火, 人, 马, 牛, 羊, 鸟, 虫, 男, 女, 雨, 土
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.
Science (10 min. daily, or 1 hour a week)	Plant and Animal Superpowers Mystery 3: Read-Along: Why do baby ducks follow their mother?
Math (60 minutes daily)	Review double digit addition & 2 nd grade math prep Goal: I can use regrouping to do double digit addition

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