

3rd Grade

Week 1 (Aug. 30 – Sept. 2)

Review

Literacy Objectives	Classroom procedures, community building, self-identity. Picture walk oral vocabulary from review books.
Teaching Procedures	Novice 2: Units 1–6 Recommended Activities: 1. Picture walk, 2. Oral vocabulary review
Key Characters	我, 你, 好, 们, 可, 以, 朋, 友, 的, 哪, 这, 吗, 要, 面, 他, 她, 玩, 跟, 喜, 欢, 吃, 很, 什, 么, 课, 看, 书,
ACTFL Can Do: Interpretive (Reading/ Listening)	[Novice mid] I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Novice mid] I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Novice mid] I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
Science (10 min. daily, or 1 hour a week)	Time capsule. Ask students to measure their high, make a drawing of their hand and feet, a letter to their self in the future (end of school year), fill a document with their preferences (movies, books, colors, food), make a drawing of a classmate without lifting their hand and looking at the paper. Students will give the drawing to the classmate they draw. Everything will be put in a bag per student and saved to be opened at the end of the year.

<p>Math (60 minutes daily)</p>	<p>Rules/ Policies/ Procedures First week activities Review 2nd grade: I can do Addition to Multifaction Unit 1-1 Addition to Multifaction Page 2, 9, 10, 11, 12 Unit 1-2 I can Use line to know Multifaction Page 15, 16, 17, 18, Unit 1-3 I can use Line up Page 21, 22, 23, 24 Unit 1-4 I know Multifaction can be switched page 29</p>
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Week 2 (Sep. 6 – Sept. 9)

Review

Literacy Objectives	Classroom procedures, community building, self-identity.
Teaching Procedures	Novice 1: Units 6-10 Recommended Activities: 1. Picture walk, 2. Oral vocabulary review, 3. Pre-Test
Key Characters	老, 师, 为, 有, 没, 外, 因, 雪, 说, 给, 妈, 爸, 后, 前, 对, 学, 校, 家, 到, 回, 放, 怎, 谁, 会, 也, 帮, 能, 每, 岁, 时, 候, 快, 乐, 高, 兴
ACTFL Can Do: Interpretive (Reading/ Listening)	[Novice mid] I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Novice mid] I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Novice mid] I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences
Science (10 min. daily, or 1 hour a week)	Lesson 1: Why do plants grow flowers? (2 weeks) In this lesson, students learn how and why flowers are pollinated. In the activity, Make a Flower, students make flower models out of paper and bee models out of pipe cleaners. Students fly their bees from flower to flower and observe what happens to the flower’s pollen during this process.

<p>Math (60 minutes daily)</p>	<p>Review:</p> <p>Unit 1-1 Addition to Multifaction Page 2, 9, 10, 11, 12</p> <p>Unit 1-2 I can Use line to know Multifaction Page 15, 16, 17, 18,</p> <p>Unit 1-3 I can use Line up Page 21, 22, 23, 24</p> <p>Unit 1-4 I know Multifaction can be switched page 29</p> <p>Unit 2-1 I can do 2&5 Multifaction page 63, 64, 65, 66</p> <p>Unit 2-2 I can do 9 Multifaction page 69, 70, 71, 72</p> <p>Unit 2-3 I can do 1&0 Multifaction page 75, 76, 77, 78</p>
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Week 3 (Sep. 12 – Sept. 16)
我要跟姐姐一样 Same as Sister

Literacy Objectives	Describe how characters in a story respond to major events and challenges.
Teaching Procedures	Novice 2: Units 1-1 Recommended Activities: <ul style="list-style-type: none"> • Practice expressing actions with the reduplication of verbs (e.g. 我想想) • Express basic comparison with 一样 (e.g. 我要跟 姐姐的一样。) • Match 妹妹, 爸爸, 妈妈, 姐姐 to the supporting visuals • Choose the appropriate answer that matches the supporting visual • Write the words 妹 and 妈 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	姐, 妹, 长, 爱, 想, 样, 都
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and some isolated facts from simple sentences 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)	Lesson 1: Why do plants grow flowers? (2 weeks)

	<p>In this lesson, students learn how and why flowers are pollinated. In the activity, Make a Flower, students make flower models out of paper and bee models out of pipe cleaners. Students fly their bees from flower to flower and observe what happens to the flower's pollen during this process.</p>
<p>Math (60 minutes daily)</p>	<p>Review: Unit 2-1 I can do 2&5 Multifaction page 63, 64, 65, 66 Unit 2-2 I can do 9 Multifaction page 69, 70, 71, 72 Unit 2-3 I can do 1&0 Multifaction page 75, 76, 77, 78 Unit 2-4 I can do 10 Multifaction page 81, 82, 83, 84 Unit 2-5 Review : I can do 2, 5, 9, 1, 0 , 10 Multifaction page 87, 88, 89, 90 Unit 2-6 I can do Cutting Line to show Multifaction Review</p>

Week 4 (Sep. 19 – Sept. 23)

毛毛虫 Caterpillar

Literacy Objectives	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teaching Procedures	<p>Novice 2: Units 1-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Express “ missing” someone (e.g. 我很想小虫) • Talk about something you do daily or weekly by using 都 (e.g. 我们每天放学回来都会来看你的。) • Understand the meaning and usage of 一天一天 (e.g. 一天一天长大)
Key Characters	姐, 妹, 长, 爱, 想, 样, 都
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 2: Why do plants give us fruit?</p> <p>In this lesson, students learn about why plants grow fruit. In the activity, Science Fruit or Vegetable, student examine common grocery produce and predict if each item is a science</p>

	fruit or science vegetable. Then they take a closer look at slices of the produce and search for seeds.
Math (60 minutes daily)	<p>Review:</p> <p>Unit 2-4 I can do 10 Multifaction page 81, 82, 83, 84</p> <p>Unit 2-5 Review : I can do 2, 5, 9, 1, 0 , 10 Multifaction page 87, 88, 89, 90</p> <p>Unit 2-6 I can do Cutting Line to show Multifaction Review</p> <p>Unit 3-1 I can do Multifaction Arrangement $4 \times 5 = 2 \times 5 + 2 \times 5$ page 111, 112, 113, 114</p> <p>Unit 3-2 I can do 3 Multifaction page 117, 118, 119, 120</p>

<p>Week 5 (Sep. 26 – Sep. 30)</p> <p>运动会 Sports Day</p>	
Literacy Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Teaching Procedures	<p>Novice 2: Units 1-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • In groups or pairs, talk to each other about your favorite sports day activity • Take turns asking and answering affirmative-negative questions with 想不想 (e.g. 你想不想玩?) • Practice using 可爱 in different descriptions
Key Characters	姐, 妹, 长, 爱, 想, 样, 都

ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present personal information about my life and activities, using simple sentences most of the time.
Science (10 min. daily, or 1 hour a week)	Lesson 3: Why are some apples and red and some green? In this lesson, students learn how the food we eat is a result of selection. In the activity, Apple Taste Test, students taste four different varieties of apples to learn about the traits (color, texture, and flavor) of apples that humans have artificially selected to encourage.
Math (60 minutes daily)	Review: Unit 3-1 I can do Multifaction Arrangement $4 \times 5 = 2 \times 5 + 2 \times 5$ page 111, 112, 113, 114 Unit 3-2 I can do 3 Multifaction page 117, 118, 119, 120 Unit 3-3 I can do 4 Multifaction with Arrangement page 123, 124, 125, 126 Unit 3-4 I can do 6&7 Multifaction with Arrangement page 129, 130 , 131, 132 Unit 3-5 I can do 8 Multifaction with Arrangement page 135, 136, 137, 138

Week 6 (Oct. 3 – Oct. 6) 运动会 Sports Day	
Literacy Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Teaching Procedures	Novice 2: Units 1-3 Recommended Activities: 1. Comprehension Questions, 2. Writing Guided Practice
Key Characters	姐, 妹, 长, 爱, 想, 样, 都
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present personal information about my life and activities, using simple sentences most of the time.
Science (10 min. daily, or 1 hour a week)	Lesson 4: How could you make the biggest fruit in the world? In this lesson, students continue exploring how human beings have modified plants based on our knowledge of how plants inherit their traits. In the activity, Odd One Out, students play a game where they guess which fruits are related to each other based on traits of leaves, flowers, and arrangement of seeds. They use this information to understand how humans create fruit varieties by selecting certain traits.

<p>Math (60 minutes daily)</p>	<p>Review:</p> <p>Unit 3-3 I can do 4 Multifaction with Arrangement page 123, 124, 125, 126</p> <p>Unit 3-4 I can do 6&7 Multifaction with Arrangement page 129, 130 , 131, 132</p> <p>Unit 3-5 I can do 8 Multifaction with Arrangement page 135, 136, 137, 138</p> <p>Unit 3-6 I can do Review All Multifaction (直式) page 141, 143</p> <p>Unit 3-7 I can do 结合律 $3 \times 2 \times 5 = 3 \times (2 \times 5) = 3 \times 10$ page 147, 148, 149, 150</p> <p>Unit 3-8 I can do Review Multifaction with Arrangement</p>
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Week 7 (Oct. 10 – Oct. 13)
看电影 Watching Movies

Literacy Objectives	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Teaching Procedures	Novice 2: Units 2-1 Recommended Activities: <ul style="list-style-type: none"> • Discuss in class about the likes and dislikes of various activities. • Match the correct personal noun to the supporting visual • Answer the questions about the story • Write the words 哥 and 欢 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	哥, 和, 弟, 出, 太, 进, 两
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand familiar questions and statements from simple sentences 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)	Lesson 4: How could you make the biggest fruit in the world?

	<p>In this lesson, students continue exploring how human beings have modified plants based on our knowledge of how plants inherit their traits. In the activity, Odd One Out, students play a game where they guess which fruits are related to each other based on traits of leaves, flowers, and arrangement of seeds. They use this information to understand how humans create fruit varieties by selecting certain traits.</p>
<p>Math (60 minutes daily)</p>	<p>Review: Unit 3-6 I can do Review All Multifaction (直式) page 141, 143 Unit 3-7 I can do 结合律 $3 \times 2 \times 5 = 3 \times (2 \times 5) = 3 \times 10$ page 147, 148, 149, 150 Unit 3-8 I can do Review Multifaction with Arrangement</p> <p>Division Unit 1-5, Unit 1-6 I can know Division Introduction</p> <p>Unit 4-1 I can do Multifaction & Division page 171, 173 Unit 4-2 I can do Division 2, 3, 4, 5 (直式) page 177, 178, 179, 180 Unit 4-3 I can do Division 6, 7 page 183, 185</p>

Week 8 (Oct. 17 – Oct. 21)

足球游戏 Soccer Game

Literacy Objectives	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Teaching Procedures	<p>Novice 2: Units 2-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Practice making imperative and negative imperative sentences • In Pairs, practice asking and answering rhetorical questions • Match the correct text to the supporting visuals • Use appropriate language when making a request or asking for help
Key Characters	哥, 和, 弟, 出, 太, 进, 两
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 1: Where can you find whales in a desert?</p> <p>In this lesson, students explore the idea that the rock under our feet sometimes contains fossils, and investigate how these fossils reveal changes in habitat through time. In the</p>

	<p>activity, Fossil Dig, students use paper to create a model fossil dig. They identify traits of fossils to determine what the habitat looked like when these organisms were alive. Then they use this information to figure out where some Mystery Fossils belong in their fossil dig.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 1-5, Unit 1-6 I can know Division Introduction</p> <p>Unit 4-1 I can do Multifaction & Division page 171, 173 Unit 4-2 I can do Division 2, 3, 4, 5 (直式) page 177, 178, 179, 180 Unit 4-3 I can do Division 6, 7 page 183, 185</p> <p>Unit 4-4 I can do Division 8, 9 page 189, 191, Unit 4-5 I can do Odd & Even Multifaction page 195, 196, 197, 198, Unit 4-6 I can do Division 0, 1 page 201, 203 Unit 4-7 I can do Review Division & Multifaction page 207, 208, 209, 210 Unit 4-8, 4-9 I can do Story Questions (English partner will help the units)</p>

Week 9 (Oct. 24 – Oct. 28)

枕头城堡 Pillow Fort

Literacy Objectives	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Teaching Procedures	<p>Novice 2: Units 2-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • State your favorite weather condition and why • Discuss the possible reasons why the children shouldn't be allowed to play soccer and with water at home • In groups, discuss the activities they would do if they set up a tent at home (e.g. 吃好吃的, 看书。) • Practice the usage of 两 (e.g. 我们两个) • Practice the use of “因为..... 所以...” (因为外面在下雨, 所以我们不能出去玩了。)
Key Characters	哥, 和, 弟, 出, 太, 进, 两
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences most of the time.

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 1: Where can you find whales in a desert?</p> <p>In this lesson, students explore the idea that the rock under our feet sometimes contains fossils, and investigate how these fossils reveal changes in habitat through time. In the activity, Fossil Dig, students use paper to create a model fossil dig. They identify traits of fossils to determine what the habitat looked like when these organisms were alive. Then they use this information to figure out where some Mystery Fossils belong in their fossil dig.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 4-4 I can do Division 8, 9 page 189, 191, Unit 4-5 I can do Odd & Even Multifaction page 195, 196, 197, 198, Unit 4-6 I can do Division 0, 1 page 201, 203 Unit 4-7 I can do Review Division & Multifaction page 207, 208, 209, 210 Unit 4-8, 4-9 I can do Story Questions (English partner will help the units)</p> <p>Unit 5-1 I can know Multifaction pattern Unit 5-2 I can understand Multifaction Chart review page 245, 246,247, 248 Unit 5-3 I can understand Multifaction Chart with unknown number page 251, 252, 253, 254 Unit 5-4 I can doMultifaction Review page 257 ,259</p> <p>Unit 5-5, 5-6, 5-7 I can do Multifaction & Division Story questions page 269, 271, 275, 277, Unit 5-8 I can do Division</p>

Week 10 (Oct. 31 – Nov. 4)

去中国玩 Going to China

Literacy Objectives	Explain how specific images contribute to and clarify a text.
Teaching Procedures	Novice 2: Units 3-1 Recommended Activities: <ul style="list-style-type: none">• Have each child bring in a postcard and talk about where it is from and who sent it.• Practice stating what you have been doing and with whom using 一起• Match the words to the supporting visuals• Write the words 叫 and 见 in the correct stroke order• Match the correct text to the supporting audio
Key Characters	再, 起, 见, 美, 国, 写, 中, 叫
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand familiar questions and statements from simple sentences 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)	Lesson 2: How do we know what dinosaurs looked like?

	<p>In this lesson, students will learn how we can infer what the outside of an animal looked like by using clues about their skeleton. In the visual activity, Guess What These Animal Eat, students examine photos of skulls of both familiar animals and dinosaurs to figure out what each animal eats.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 5-1 I can know Multifaction pattern Unit 5-2 I can understand Multifaction Chart review page 245, 246,247, 248 Unit 5-3 I can understand Multifaction Chart with unknown number page 251, 252, 253, 254 Unit 5-4 I can doMultifaction Review page 257 ,259 Unit 5-5, 5-6, 5-7 I can do Multifaction & Division Story questions page 269, 271, 275, 277, Unit 5-8 I can do Division Unit 6-1, 6-2, 6-3 I can do Counting Square for Area page 303, 305, 315, 317, 318 Unit 6-4 I can do Area & Multifaction page 321, 323, Unit 6-5 I can do Area & Multifaction with Arrangement page 327, 328, 329, 330 Unit 6-6 I can do Irregular Shape Area page 333, 334, 335, 336</p>

Week 11 (Nov. 7 – Nov. 11)

欢送会 Farewell Party

Literacy Objectives	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Teaching Procedures	<p>Novice 2: Units 3-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • In groups, create a pretend farewell party using the appropriate language • Describe how you would feel if your one of your good friends were to move to another country or somewhere far away • Match the words to the supporting visuals • Write the words 中 and 美 in the correct stroke order • Match the correct text to the supporting audio • Answer the questions regarding the story appropriately
Key Characters	再, 起, 见, 美, 国, 写, 中, 叫
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 3: Can you outrun a dinosaur? (2 week)</p> <p>In this lesson, students will learn about how fossil dinosaur tracks reveal how quickly a dinosaur was running. In the activity, Outrunning CeeLo, students figure out if they could have won a race with a dinosaur that was just their size. To determine the winner, students will compare the length of their running steps with the dinosaur's steps.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 6-1, 6-2, 6-3 I can do Counting Square for Area page 303, 305, 315, 317, 318</p> <p>Unit 6-4 I can do Area & Multifaction page 321, 323,</p> <p>Unit 6-5 I can do Area & Multifaction with Arrangement page 327, 328, 329, 330</p> <p>Unit 6-6 I can do Irregular Shape Area page 333, 334, 335, 336</p> <p>Unit 6-7 I can do Area Story questions</p> <p>Unit 7-1 I can do Data Chart page 361, 362, 363, 364</p> <p>Unit 7-2, 7-3 I can do Create Data Chart page 367, 373, 375,</p> <p>Unit 7-4, 7-5 I can do Data Story questions with Multifaction page 379, 381</p> <p>Unit 8-3 I can do Rounding page 419, 421</p>

Week 12 (Nov. 14 – Nov. 17)

写信 Writing Letters

Literacy Objectives	Read with sufficient accuracy and fluency to support comprehension.
Teaching Procedures	<p>Novice 2: Units 3-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Describe the place you live in, the school you go to, and what your lessons are like • Distinguish and use 有时候, 的时候, 什么时候 appropriately • Match the words to the supporting visuals • Write the words 中 and 美 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	再, 起, 见, 美, 国, 写, 中, 叫
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	<p>I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <p>I can present on familiar and everyday topics, using simple sentences most of the time.</p>
Science (10 min. daily, or 1 hour a week)	<p>Lesson 3: Can you outrun a dinosaur? (2 week)</p> <p>In this lesson, students will learn about how fossil dinosaur tracks reveal how quickly a dinosaur was running. In the activity, Outrunning CeeLo, students figure out if they could</p>

	<p>have won a race with a dinosaur that was just their size. To determine the winner, students will compare the length of their running steps with the dinosaur's steps.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 7-1 I can do Data Chart page 361, 362, 363, 364 Unit 7-2, 7-3 I can do Create Data Chart page 367, 373, 375, Unit 7-4, 7-5 I can do Data Story questions with Multifaction page 379, 381 Unit 8-3 I can do Rounding page 419, 421</p> <p>Unit 8-1, 8-2, 8-4 I can do Multiple addition page 407, 409, 425, 427 Unit 8-5 I can do Subtraction page 431, 433 Unit 8-6 I can do Multiple addition with Rounding page 437, 439 Unit 8-7 I can do Subtraction with Rounding page 443, 445 Unit 8-8 I can do The Relationship with Addition & Subtraction page 449, 451 Unit 8-9 I can do Addition & Subtraction Story questions</p>

Week 13 (Nov. 28 – Dec. 2)

筷子 Chopsticks

Literacy Objectives	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Teaching Procedures	<p>Novice 2: Units 4-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Take turns roleplaying the visitor and the host, use the appropriate language • Asking questions with the question word 怎么 • Match the correct text to the supporting visual • Write the words 多 and 东 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	用, 东, 多, 西, 谢, 少, 点, 边
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and some isolated facts from simple sentences 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)	<p>Lesson 4: What kinds of animals might there be in the future?</p> <p>In this lesson, students learn how people create new breeds of animals by mating (selecting) individuals with desirable traits. In the visual activity, Designer Dogs, students</p>

	<p>are shown pairs of adult dogs and three potential puppies. They study the physical traits of the dogs and look for the puppy that shares these traits.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 8-1, 8-2, 8-4 I can do Multiple addition page 407, 409, 425, 427 Unit 8-5 I can do Subtraction page 431, 433 Unit 8-6 I can do Multiple addition with Rounding page 437, 439 Unit 8-7 I can do Subtraction with Rounding page 443, 445 Unit 8-8 I can do The Relationship with Addition & Subtraction page 449, 451 Unit 8-9 I can do Addition & Subtraction Story questions Unit 9-1, 9-3, 9-4 I can do Addition under 1000 page 477, 479, 489, 491, 495, 497 Unit 9-2 I can do Addition under 1000 with Rounding page 483, 485 Unit 9-5, 9-6, 9-7 I can do Subtraction page 501, 503, 507, 509, 513, 515 Unit 9-8 I can do Addition & Subtraction Story questions</p>
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Week 14 (Dec. 5 – Dec. 9)

洗衣服 Washing Clothes

Literacy Objectives	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Teaching Procedures	<p>Novice 2: Units 4-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Try and retell the story. Describe it in as much detail as possible • Practice using imperatives and interrogatives • Write the words 西 and 边 in the correct stroke order
Key Characters	用, 东, 多, 西, 谢, 少, 点, 边
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 5: Can selection happen without people?</p> <p>In this lesson, students learn about an example of how nature, not human beings, can slowly change the appearance of an animal using the process of selection. In the activity, Lizard Island, students simulate how natural selection affects a group of tree-climbing green lizards when their island is invaded by hungry brown lizards. This simulation only</p>

	works for groups of 16 or more students. If you have a smaller group, use the Small Group Version of this activity found in Prep Instructions.
<p style="text-align: center;">Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 9-1, 9-3, 9-4 I can do Addition under 1000 page 477, 479, 489, 491, 495, 497</p> <p>Unit 9-2 I can do Addition under 1000 with Rounding page 483, 485</p> <p>Unit 9-5, 9-6, 9-7 I can do Subtraction page 501, 503, 507, 509, 513, 515</p> <p>Unit 9-8 I can do Addition & Subtraction Story questions</p> <p>Unit 10-1 I can do Multifaction 3X70 page 541, 543</p> <p>Unit 10-2, 10-3 I can do Multifaction 3X70 with arrangement page 547, 549, 553, 555</p> <p>Unit 10-4 I can do Multifaction 3X70 Story questions</p>

Week 15 (Dec. 12 – Dec. 16)

做卡片 Making Cards

Literacy Objectives	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Teaching Procedures	<p>Novice 2: Units 4-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Teacher to lead the class in making cards for children’s loved ones, adopting the language used in the story • Each student to choose which stationery they would like to use to make the card • Share with each other what you’d like to write in the card • Practice making sentences with the “一边... 一边...” structure • Match the correct text to the supporting visual • Write the words 边 and 多 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	用, 东, 多, 西, 谢, 少, 点, 边
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences most of the time.

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 6: Why do dogs wag their tails?</p> <p>In this lesson, students discover why dog's expressions like tail wagging, are so useful when living in a pack. In the activity, Field Journal, students watch videos of different animals that live in groups to simulate observing them in their natural habitats. They discuss and record their observations, and construct an explanation of how living in groups helps these animals survive.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 10-1 I can do Multifaction 3X70 page 541, 543</p> <p>Unit 10-2, 10-3 I can do Multifaction 3X70 with arrangement page 547, 549, 553, 555</p> <p>Unit 10-4 I can do Multifaction 3X70 Story questions</p> <p>Unit 11-1, 11-2, 11-3, 11-4 I can do Story questions</p> <p>Unit 12-1 I can do Fraction make shape equal page 611, 613</p> <p>Unit 12-2 I can do Fraction Color page 615, 617,</p> <p>Unit 12-3 I can do Fraction page 623, 625</p>

Week 16 (Jan.2– Jan. 6)

家庭旅行 Family Trip

Literacy Objectives	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Teaching Procedures	<p>Novice 2: Units 5-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Try making a list of things you would take on a trip like the one in the story and tell your class why • Practice using the sentence structure “如果... 就...” (e.g. 如果那个地方有水, 我们就可以在水里玩。) • Practice making additions to a list using “还有” • Match the correct text to the supporting visual • Write the words 地 and 方 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	就, 所, 如, 那, 还, 地, 果, 方
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand familiar questions and statements from simple sentences in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 7: What's the best way to get rid of mosquitoes? (2 week)</p> <p>In this lesson, students investigate mosquito life cycles and habitats and discover the role of mosquitoes in carrying diseases such as malaria. In the activity, Bug Off! Students evaluate the merits of different solutions for getting rid of mosquitoes at various locations in a town. Students design a solution to help the town deal with an abundance of mosquitoes resulting from a very rainy summer.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 11-1, 11-2, 11-3, 11-4 I can do Story questions</p> <p>Unit 12-1 I can do Fraction make shape equal page 611, 613</p> <p>Unit 12-2 I can do Fraction Color page 615, 617,</p> <p>Unit 12-3 I can do Fraction page 623, 625</p> <p>Unit 12-4 I can do Fraction smaller than 1 page 629, 630, 631, 632</p> <p>Unit 12-5 I can do Fraction bigger than 1 page 635, 636, 637</p> <p>Unit 12-6, 12-7, 12-8 I can do Story questions</p>

Week 17 (Jan.9 – Jan. 13)

寻宝 Treasure Hunt

Literacy Objectives	Read grade-level text with purpose and understanding.
Teaching Procedures	<p>Novice 2: Units 5-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Teacher to create a treasure hunt for the class, students to use appropriate language to figure out where the treasure is hidden • State the different places around your school in Chinese • Write the words 地 and 方 in the correct stroke order
Key Characters	就, 所, 如, 那, 还, 地, 果, 方
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 7: What’s the best way to get rid of mosquitoes? (2 week)</p> <p>In this lesson, students investigate mosquito life cycles and habitats and discover the role of mosquitoes in carrying diseases such as malaria. In the activity, Bug Off! Students evaluate the merits of different solutions for getting rid of mosquitoes at various</p>

	<p>locations in a town. Students design a solution to help the town deal with an abundance of mosquitoes resulting from a very rainy summer.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 12-4 I can do Fraction smaller than 1 page 629, 630, 631, 632 Unit 12-5 I can do Fraction bigger than 1 page 635, 636, 637 Unit 12-6 12-7 12-8 I can do Story questions</p> <p>Unit 13-1 I can do Fraction Equation page 675, 676, 677, 678 Unit 13-2 I can do Fraction Equation with line page 681, 682, 683, 684 Unit 13-3 I can do Fraction Comparison page 687, 688, 689, 690</p>

Week 18 (Jan. 17– Jan. 20)

两个妈妈 Two Moms

Literacy Objectives	Describe how characters in a story respond to major events and challenges.
Teaching Procedures	Novice 2: Units 5-3 Recommended Activities: <ul style="list-style-type: none"> • Discuss why the younger sister was unhappy and what her elder sister did to make her happy • Practice using 一下
Key Characters	就, 所, 如, 那, 还, 地, 果, 方
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present personal information about my life and activities, using simple sentences most of the time.
Science (10 min. daily, or 1 hour a week)	Lesson 8: How long can people and animals live in outer space? (2 week) In this lesson, students examine how physical traits can be influenced by the environment. In this activity, Astronaut-in -Training, students analyze how a NASA astronaut’s traits changed during his “year in space.” Then they measure some of their

	<p>physical traits (arm strength, height, and balance) and predict how their own traits might change after living space.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 13-1 I can do Fraction Equation page 675, 676, 677, 678</p> <p>Unit 13-2 I can do Fraction Equation with line page 681, 682, 683, 684</p> <p>Unit 13-3 I can do Fraction Comparison page 687, 688, 689, 690</p> <p>Unit 13-4 I can do Fraction Comparison part 2 page 693, 694, 695, 696</p> <p>Unit 13-5 I can do Fraction Comparison part 3 page 699, 700, 701, 702</p> <p>Unit 13-6 I can do Fraction Comparison with line page 705, 706, 707, 708</p>

Week 19 (Jan. 23– Jan. 26)
快乐的假期 Happy Vacation

Literacy Objectives	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Teaching Procedures	<p>Novice 2: Units 6-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Students take turns to describe their experiences of a recent holiday using the language learned in this story • Express comparisons using 比 (e.g. 鸡腿比饼干好吃) • Match 美国, 中国, 下雨, 下雪 to the supporting visual • Choose the appropriate answer that matches the supporting visual • Write the words 阳 and 假 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	夏, 假, 热, 做, 阳, 过, 比, 得
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand familiar questions and statements from simple sentences in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 8: How long can people and animals live in outer space? (2 week)</p> <p>In this lesson, students examine how physical traits can be influenced by the environment. In this activity, Astronaut-in -Training, students analyze how a NASA astronaut’s traits changed during his “year in space.” Then they measure some of their physical traits (arm strength, height, and balance) and predict how their own traits might change after living space.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 13-4 I can do Fraction Comparison part 2 page 693, 694, 695, 696</p> <p>Unit 13-5 I can do Fraction Comparison part 3 page 699, 700, 701, 702</p> <p>Unit 13-6 I can do Fraction Comparison with line page 705, 706, 707, 708</p> <p>Unit 13-7 I can do Fraction & Number page 711, 712, 713, 714</p> <p>Unit 13-8 I can do Story questions</p>

Week 20 (Jan. 30– Feb. 3)
我爱夏天 I love Summer

Literacy Objectives	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
Teaching Procedures	<p>Novice 2: Units 6-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Discuss everyone’s favorite season and express the reasons why • Practice the use of – in verb reduplication (e.g. 比一比, 看一看) • Write the words 过 in the correct stroke order
Key Characters	夏, 假, 热, 做, 阳, 过, 比, 得
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 1: Where do clouds come from? (2 week)</p> <p>In this lesson, students examine clues about how clouds look and feel to discover what they’re made of and how they form. In the activity, Gas Trap students add hot water to clear cups to observe evaporation firsthand. They observe the condensation of the water vapor on the sides of the cup. They use this model to understand how clouds are formed.</p>

<p>Math (60 minutes daily)</p>	<p>Review Unit 13-7 I can do Fraction & Number page 711, 712, 713, 714 Unit 13-8 I can do Story questions</p> <p>Unit 14-1 I can do Time page 741,742, 743, 744 Unit 14-2 I can do Passing Time page 747, 749 (Needs more worksheets) Unit 14-3 I can do Story questions</p>
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Week 21 (Feb.6– Feb.10)
玩沙子 **Playing with Sand**

Literacy Objectives	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teaching Procedures	<p>Novice 2: Units 6-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Practice using the sentence structure 如果..... 就..... (e.g. 如果很热, 我就去水里游泳) • Express “right away “ with 马上 (e.g. 我马上就做好了) • Practice expressing “but” with 不过 • Write the words 过 and 阳 in the correct stroke order
Key Characters	夏, 假, 热, 做, 阳, 过, 比, 得
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences most of the time.
Science (10 min. daily, or 1 hour a week)	<p>Lesson 1: Where do clouds come from? (2 week)</p> <p>In this lesson, students examine clues about how clouds look and feel to discover what they’re made of and how they form. In the activity, Gas Trap students add hot water to</p>

	clear cups to observe evaporation firsthand. They observe the condensation of the water vapor on the sides of the cup. They use this model to understand how clouds are formed.
Math (60 minutes daily)	Review Unit 14-1 I can do Time page 741,742, 743, 744 Unit 14-2 I can do Passing Time page 747, 749 (Needs more worksheets) Unit 14-3 I can do Story questions Unit 14-4 I can do Volume page 761 Unit 14-5 I can do Volume page 765, 766, 767, 768 Unit 14-6 I can do Weight page 771, 772, 773, 774

Week 22 (Feb.13– Feb.17)

我是小猪 I am Little Pig

Literacy Objectives	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Teaching Procedures	Novice 2: Units 7-1 Recommended Activities: <ul style="list-style-type: none">• Practice retelling a story or series of events with lots of details, using similar language used in this book• Match 爷爷, 奶奶, 妈妈, 爸爸 to the supporting visuals• Practice the use of “ 因为....所以....”• Spot the appropriate answer that matches to the supporting visual• Write the words 自 and 己 in the correct stroke order• Match the correct text to the supporting audio
Key Characters	送, 己, 住, 奶, 饭, 爷, 自, 房
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and some isolated elements from simple sentences in short fictional texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 2: How can we predict when it's going to storm? (2 week)</p> <p>In this lesson, students learn how to make predictions about the weather by observing clouds and their changes. In the activity, Storm Spotter's Guide, students create a small book to record their notes, identify different types of clouds, and think about wind direction to figure out if a storm is heading their way.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 14-4 I can do Volume page 761</p> <p>Unit 14-5 I can do Volume page 765, 766, 767, 768</p> <p>Unit 14-6 I can do Weight page 771, 772, 773, 774</p> <p>Unit 14-7 I can do Weight part 2 page 777, 778, 779, 780</p> <p>Unit 14-8 I can do Volume & Weight Story questions, Unit 14-9 Time Story questions</p>

Week 23 (Feb.21– Feb.24)

做房子 Building Houses

Literacy Objectives	Explain how specific images contribute to and clarify a text.
Teaching Procedures	<p>Novice 2: Units 7-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Practice using the adverbs 今天, 明天 to express time • In small groups, take turns asking and answering each other if they would like something to eat (e.g. 你要不要吃点东西?) • Practice making comparisons (e.g. 我的房子比你的房子高) • Write the words 爷 and 奶 in the correct stroke order
Key Characters	送, 己, 住, 奶, 饭, 爷, 自, 房
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 2: How can we predict when it's going to storm? (2 week)</p> <p>In this lesson, students learn how to make predictions about the weather by observing clouds and their changes. In the activity, Storm Spotter's Guide, students create a small</p>

	<p>book to record their notes, identify different types of clouds, and think about wind direction to figure out if a storm is heading their way.</p>
<p>Math (60 minutes daily)</p>	<p>Review Unit 14-7 I can do Weight part 2 page 777, 778, 779, 780 Unit 14-8 I can do Volume& Weight Story questions, Unit 14-9 Time Story questions Unit 15-1 I can do Square page 815 Unit 15-2 I can do Shapes name in Chinese Unit 15-3 I can do Comparison of Shapes, Unit 15-4 Story questions</p>

Week 24 (Feb.27– Mar. 2)
在爷爷奶奶家 At Grandparents House

Literacy Objectives	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teaching Procedures	<p>Novice 2: Units 8-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Split the classroom in half and see which group knows more measure words (e.g. 一个礼物, 一堆小鸟 etc.) • Review the different colours in Chinese (e.g. 绿色, 蓝色) • Practice describing the weather (e.g. 今天天气不是太热) • Spot the appropriate answer that matches to the supporting visual • Write the words 饭 and 房 in the correct stroke order
Key Characters	送, 己, 住, 奶, 饭, 爷, 自, 房
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	<p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p>

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 3: Why are some places always hot? (2 week)</p> <p>In this lesson, students are introduced to the concepts of “climate” and explore the world’s five major climates. In the activity, Climate Decoder, students color one part of a world map to figure out the different climates of that region students then combine maps and search for global climate patterns.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Unit 15-1 I can do Square page 815</p> <p>Unit 15-2 I can do Shapes name in Chinese</p> <p>Unit 15-3 I can do Comparison of Shapes, Unit 15-4 Story questions</p> <p>Review Area for Perimeter</p> <p>Unit 16-1 I can do Perimeter page 849, 850, 851, 852</p> <p>Unit 16-2 I can do Perimeter part 2 page 855, 857</p> <p>Unit 16-3 I can do Perimeter with unknown number page 861, 862, 863, 864</p>

Week 25 (Mar. 6– Mar.10)

帮爸爸 Helping Dad

Literacy Objectives	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teaching Procedures	<p>Novice 2: Units 8-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • With a partner take turns asking and answering about your favorite season • Create a mini competition in class. Practice expressing comparisons and number sentences using Chinese (e.g. 三加二加等于九) • Match 夏天, 秋天, 热可可, 水 to the supporting visuals • Match the appropriate phrase to the supporting visual • Write the words 加 and 冷 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	加, 于, 冷, 喝, 秋, 知, 等, 道
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and some isolated facts from simple sentences in informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 3: Why are some places always hot? (2 week)</p> <p>In this lesson, students are introduced to the concepts of “climate” and explore the world’s five major climates. In the activity, Climate Decoder, students color one part of a world map to figure out the different climates of that region students then combine maps and search for global climate patterns.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p> <p>Review Area for Perimeter</p> <p>Unit 16-1 I can do Perimeter page 849, 850, 851, 852</p> <p>Unit 16-2 I can do Perimeter part 2 page 855, 857</p> <p>Unit 16-3 I can do Perimeter with unknown number page 861, 862, 863, 864</p> <p>Unit 16-4 I can do Area & Perimeter page 867, 868, 869, 870</p> <p>Unit 16-5 I can do Area & Perimeter part 2 page 873, 874, 875, 876</p> <p>Unit 16-6 I can do Story questions</p>

Week 26 (Mar. 13– Mar.17)

你想喝什么?What do you want to drink?

Literacy Objectives	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Teaching Procedures	Novice 2: Units 8-2 Recommended Activities: <ul style="list-style-type: none">• In small groups, take turns to take drinks order from everyone using the appropriate language (e.g. 你想喝什么? 我们有....)• Practice expressing what drinks you would like to order in Chinese• Match 可乐, 热可可, 牛奶, 喝 to the supporting visuals• Write the words 加 and 加 in the correct stroke order
Key Characters	加, 于, 冷, 喝, 秋, 知, 等, 道
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Lesson 4: How can you keep a house from blowing away in a windstorm? (2 weeks) In this lesson, students are introduced to the concept of “climate” and explore the world’s five major climates. In the activity, Climate Decoder, students color one part of

	a world map to figure out the different climates of that region. Students then combine maps and search for global climate patterns.
Math (60 minutes daily)	Review Unit 16-4 I can do Area & Perimeter page 867, 868, 869, 870 Unit 16-5 I can do Area & Perimeter part 2 page 873, 874, 875, 876 Unit 16-6 I can do Story questions

Week 27 (Mar. 27– Mar.31)
过中秋 Mid-Autumn Festival

Literacy Objectives	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Teaching Procedures	Novice 2: Units 8-3 Recommended Activities: <ul style="list-style-type: none"> • Try to make a simple introduction about a festival that you know • Introduce some simple word riddles to the children and let them have a go at solving them • Write the words 冷 and 秋 in the correct stroke order
Key Characters	加, 于, 冷, 喝, 秋, 知, 等, 道
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
Science (10 min. daily, or 1 hour a week)	Lesson 4: How can you keep a house from blowing away in a windstorm? (2 weeks) In this lesson, students are introduced to the concept of “climate” and explore the world’s five major climates. In the activity, Climate Decoder, students color one part of a world

	map to figure out the different climates of that region. Students then combine maps and search for global climate patterns.
Math (60 minutes daily)	Practical test for ISAT test and review

Week 28 (Apr. 3 – April 7)
不想睡觉 Don't Want to Sleep

Literacy Objectives	Explain how specific images contribute to and clarify a text.
Teaching Procedures	<p>Novice 2: Units 9-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • In pairs, take turns role playing the mom and the boy, practice using 再 and 还 when speaking • Share with each other about what you do when you are not feeling sleepy at bedtimes • Match 早上, 中午, 下午, 晚上, to the supporting visuals • Choose the appropriate answer that matches the supporting visual • Write the words 午 and 觉 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	早, 累, 午, 睡, 晚, 觉, 着, 床
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and some isolated elements from simple sentences in short fictional texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 1: How could you win a tug- of -war against a bunch of adult? (2 week)</p> <p>In this lesson, students will see that by learning to think about pushes and pulls – forces – they can accomplish extraordinary things! In the activity, Hopper Popper, students make a folded piece of cardboard jump high in the air, propelled by the pulling force of a rubber band. They discuss the forces involved in making this “Hopper Popper” jump.</p>
<p>Math (60 minutes daily)</p>	<p>Practical test for ISAT test and review</p>
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Week 29 (Apr. 10 – April 14)
看日出 **Seeing the Sunrise**

Literacy Objectives	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Teaching Procedures	<p>Novice 2: Units 9-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • In pairs, take turns role playing the mom and the boy, practice using 再 and 还 when speaking • Share with each other about what you do when you are not feeling sleepy at bedtimes • Match 早上, 中午, 下午, 晚上, to the supporting visuals • Write the words 午 and 觉 in the correct stroke order
Key Characters	早, 累, 午, 睡, 晚, 觉, 着, 床
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Lesson 1: How could you win a tug- of -war against a bunch of adult? (2 week)

	<p>In this lesson, students will see that by learning to think about pushes and pulls – forces – they can accomplish extraordinary things! In the activity, Hopper Popper, students make a folded piece of cardboard jump high in the air, propelled by the pulling force of a rubber band. They discuss the forces involved in making this “Hopper Popper” jump.</p>
<p>Math (60 minutes daily)</p>	<p>Practical test for ISAT test and review</p>

Week 30 (Apr. 17 – April 20)

很累的一天 A Tiring Day

Literacy Objectives	Describe how characters in a story respond to major events and challenges.
Teaching Procedures	<p>Novice 2: Units 9-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Share your daily routine with your class • Try describing in detail about what you did last Saturday • Match 过生日, 上课, 吃东西, 起床 to the supporting visuals • Write the words 午 and 觉 in correct stroke order
Key Characters	早, 累, 午, 睡, 晚, 觉, 着, 床
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	<p>I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>I can present on familiar and everyday topics, using simple sentences most of the time.</p>
Science (10 min. daily, or 1 hour a week)	<p>Lesson 2: What makes bridges so strong?</p> <p>In this lesson, students will learn about real- life bridge design. In the activity, Paper Bridge Engineering, students will use their knowledge of forces to build a strong bridge that supports as many pennies as possible – using only paper</p>

Math (60 minutes daily)	Practical test for ISAT test and review

Week 31 (Apr. 24 – April 28)

画画课 **Painting Class**

Literacy Objectives	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Teaching Procedures	<p>Novice 2: Units 10-1</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Take your class somewhere outside the classroom to draw and encourage them to describe their drawing in Chinese • Practice using as many adjectives as possible to describe your classroom and school • Match the right description to the supporting visual • Write the words 红 and 色 in the correct stroke order • Match the correct text to the supporting audio
Key Characters	画, 把, 红, 又, 白, 色, 云, 心, 拿
ACTFL Can Do: Interpretive (Reading/ Listening)	I can understand familiar questions and statements from simple sentences in conversations.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 2: What makes bridges so strong?</p> <p>In this lesson, students will learn about real- life bridge design. In the activity, Paper Bridge Engineering, students will use their knowledge of forces to build a strong bridge that supports as many pennies as possible – using only paper</p>
<p>Math (60 minutes daily)</p>	<p>Review</p>

Week 32 (May. 1 – May. 5)
粉笔画 Sidewalk Chalk Drawing

Literacy Objectives	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Teaching Procedures	<p>Novice 2: Units 10-2</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Split the class into small groups and each group will practice asking and answering questions when sharing crayons (e.g. 可以把红色的拿给我吗?) • Take turns describing the colors of different things that they can see in the classroom or around school • Match 雪山, 红房子, 夏天的山, 太阳 to the supporting visual • Write the words 心 and 红 in the correct stroke order
Key Characters	画, 把, 红, 又, 白, 色, 云, 心, 拿
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Time capsule. Ask students to measure their high, make a drawing of their hand and feet, a letter to their self in the future (end of school year), fill a document with their preferences (movies, books, colors, food), make a drawing of a classmate without lifting

	their hand and looking at the paper. Students will give the drawing to the classmate they draw. Everything will be put in a bag per student and saved to be opened at the end of the year.
Math (60 minutes daily)	Review

Week 33 (May. 8 – May. 12)

小帮手 Little Helper

Literacy Objectives	identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Teaching Procedures	<p>Novice 2: Units 10-3</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> • Ask each student to design their own reward chart and explain to class the rules in Chinese • Create a reward system in the classroom, encourage students to help each other and keep the classroom tidy • Match 星星, 红色的爱心, 白云, 课外书 to the supporting visuals • Identify the appropriate phrase that matches the supporting visual • Write the words 心 and 色 in the correct stroke order
Key Characters	画, 把, 红, 又, 白, 色, 云, 心, 拿
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences most of the time.

<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Lesson 4: what can magnets do?</p> <p>In this lesson, students will explore the surprising properties of magnets and experiment with an invisible force that acts at a distance. In the activity, Magnet Discovery, students use ring magnets and common objects to discover the push and pull of magnets and how magnets attract certain types of metals.</p>
<p>Math (60 minutes daily)</p>	<p>Review</p>

Week 34 (May.15 – May. 19)

Review

Literacy Objectives	Vocabulary list
Teaching Procedures	
Key Characters	
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	Lesson 5: How can you unlock a door using a magnet? (2 week) In this lesson, students investigate magnetic attraction and repulsion. In the activity, Invent a Magnetic Lock, students apply their scientific ideas about magnets to create a useful product: a magnetic lock that can open a paper door. Students engage in the engineering design process to test and improve their designs.
Math (60 minutes daily)	Review

Week 35 (May.22 – May. 26)

Review

Literacy Objectives	Vocabulary list
Teaching Procedures	
Key Characters	
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (10 min. daily, or 1 hour a week)	<p>Lesson 5: How can you unlock a door using a magnet? (2 week)</p> <p>In this lesson, students investigate magnetic attraction and repulsion. In the activity, Invent a Magnetic Lock, students apply their scientific ideas about magnets to create a useful product: a magnetic lock that can open a paper door. Students engage in the engineering design process to test and improve their designs.</p>

Math (60 minutes daily)	Review

Week 36 (May.30 – Jun. 2)

Review

Literacy Objectives	Vocabulary list
Teaching Procedures	
Key Characters	
ACTFL Can Do: Interpretive (Reading/ Listening)	
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)	Review