

4TH GRADE

Week 1 (Aug. 30 – Sept. 2)

Review

Literacy Objectives	Read grade-level text with purpose and understanding.
Teaching Procedures	Novice 2: Units 1–3
Key Characters	我, 你, 好, 们, 可, 以, 朋, 友, 的, 哪, 这, 吗, 要, 面, 他, 她, 玩, 跟
Interpretive (Reading/ Listening)	[Novice high] I can identify the topic and some isolated facts from simple sentences in informational texts.
Interpersonal (Listening, Speaking, Reading, Writing)	[Novice high] 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.
Presentational (Speaking/Writing)	[Novice high] 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)	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)	See what your English partner is doing to review

Notes

Week 2 (Sept. 5- 9)

Review

Literacy Objectives	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
Teaching Procedures	Novice 2: Units 4–6	
Key Characters	喜, 欢, 吃, 很, 什, 么, 课, 看, 书, 老, 师, 为, 有, 没, 外, 因, 雪, 说	
Interpretive (Reading/ Listening)	[Novice high] I can identify the topic and some isolated elements from simple sentences in short fictional texts.	
Interpersonal (Listening, Speaking, Reading, Writing)	[Novice high] I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.	
Presentational (Speaking/Writing)	[Novice high] 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)	Unit 2: Energy (能量) Lesson 1: 什么是能源? (Exploration 1): 能源无处不在 Standards: PS1-4-1	Objective: I can observe energy transfers and recognize the correlation between speed and the amount of energy an object possesses, and identify collisions as a form of motion energy transfer. Unit Vocabulary : collision ,energy ,motion (碰撞, 能量, 移动)
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

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Week 3 (Sept. 12- 16)

Review

Literacy Objectives	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Teaching Procedures	Novice 2: Units 7–10	
Key Characters	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	
Interpretive (Reading/ Listening)	[Novice high] I can understand familiar questions and statements from simple sentences in conversations.	
Interpersonal (Listening, Speaking, Reading, Writing)	[Novice high] 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.	
Presentational (Speaking/Writing)	[Novice high] I can present on familiar and everyday topics, using simple sentences most of the time.	
Science (10 min. daily, or 1 hour a week)	Unit 2: Energy (能量) Lesson 1: 什么是能量? (Exploration 2) 能量转移 Standards: PS1-4-2	Objective: I can recognize that energy can be transferred from place to place by sound, light, heat, and electric currents. Unit Vocabulary: energy, energy transfer, energy transformation (能量转移, 能量, 能量转换)
Math (60 minutes daily)	Refer to the English math curriculum guide for math reinforcement.	

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Week 4 (Sept.19- 23)

Unit 1: 1

Literacy Objectives	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Teaching Procedures	<p>买车 Buying A Car</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In 3–4 small groups, use Chinese to play monopoly. Each group must create discussion about money, buying and selling before making any decisions · Match 五十块钱, 二十块钱, 四十块钱, 七十块钱 to the supporting visual · Choose the appropriate phrase that matches the supporting visual · Write the words 找 and 现 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>钱, 零用钱, 车买, 省钱, 存钱, 贵, 便宜, 够, 不够, 玩具</p> <p>Usage of the verb 找 when giving change to or receiving change from someone (e.g. 找你两块)</p>	
Interpretive (Reading/ Listening)	[Intermediate low] I can identify the topic and related information from simple sentences in short fictional texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 2: Energy (能量)</p> <p>Lesson 2: 能量是如何传递的?</p> <p>(Exploration 1)</p> <p>热</p> <p>(Exploration 2)</p> <p>太阳来了</p> <p>Standards:</p> <p>PS1-4-3</p>	<p>Objective:</p> <p>I can explain what energy is and how it is transferred through light, sound, and heat.</p> <p>Unit Vocabulary: energy, energy transfer, energy transformation, heat vibrate (能量, 能量转移, 能量转换, 热, 振动)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 5 (Sept.26- 30)

Unit 1: 2

Literacy Objectives	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	
Teaching Procedures	<p>玩大富翁 Playing Monopoly</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In 3–4 small groups, use Chinese to play monopoly. Each group must create discussion about money, buying and selling before making any decisions · Match 五十块钱, 二十块钱, 四十块钱, 七十块钱 to the supporting visual · Choose the appropriate phrase that matches the supporting visual · Write the words 找 and 现 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>买, 块, 钱, 找, 百, 真, 数, 现</p> <p>Oral Language: 游戏, 玩过, 怎么玩, 一样多, 用来</p> <p>Grammar Pattern: 对不对; 是不是, 数一数; 数数</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	[Intermediate low] I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 2: Energy (能量)</p> <p>Lesson 2: 能量是如何传递的? (Exploration 3) 看声音</p> <p>Standard: PS1-4-4</p>	<p>Objective: I can understand and observe energy transfer involving light, sound, and heat and provide evidence illustrating the changes that result.</p> <p>Unit Vocabulary: energy, energy transfer, energy transformation, heat vibrate (能量, 能量转移, 能量转换, 热, 振动)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 6 (Oct. 3- 7)

Unit 1:3

Literacy Objectives	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
Teaching Procedures	<p>卖柠檬汁 Lemonade Stand</p> <p>Recommended Activities: · Split the class into small groups and each group will decide on a good cause to support and come up with a plan to make money for it. Use the language learned from this unit to execute buying and selling (e.g. 给你十块钱。谢谢，我要找你八块钱。)</p> <ul style="list-style-type: none"> · Match 四十块钱, 五十块钱, 十块钱, 六十块钱 to the supporting visual · Choose the appropriate answer that matches the supporting visual · Write the words 买 and 找 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 电视上说....., 就可以给....., 我知道了, 以前.....</p> <p>Grammar pattern: 给你....., 我也.....</p>	
Presentational (Speaking/Writing)	[Intermediate low] I can present personal information about my life, activities and events, using simple sentences.	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 2: Energy (能量)</p> <p>Lesson 3: 碰撞中的能量是什么样的? (Exploration1)</p> <p>移动的东西有能量</p> <p>Standards: PS1-4-3</p>	<p>Objective:</p> <p>I can explain what energy is and how it is transferred when objects collide. I can apply scientific ideas to create a device that converts energy from one form to another.</p> <p>Unit Vocabulary: energy, energy transfer, energy transformation, heat vibrate (energía, energía transferencia, transformación de la energía, calor, vibrar)</p> <p>Student Pages: 116-124</p>
Math (60 minutes daily)	See what your English partner is doing to review	

Week 7 (Oct. 10- 14)

Unit 2: 1

Literacy Objectives	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Teaching Procedures	<p>水上公园 Water Park</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with the class, in Chinese, different strategies to cool down on a hot day · Practice asking nicely for permission or making a request in Chinese (e.g. 请问我们可以去水上公园吗?) · Practice stating the proximity (near or far) of various chosen locations in Chinese · Write 问 and 远 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 水上乐园, 水上滑梯, 滑, 热, 工作, 电脑, 注意, 后院</p> <p>Grammar pattern: Usage of “if...then...” (e.g. 如果可以去水上公园就好了)</p>	
Interpretive (Reading/ Listening)	[Intermediate low] I can identify the main idea in short conversations.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 2: Energy (能量)</p> <p>Lesson 3: 碰撞中的能量是什么样的?</p> <p>(Exploration 2) 奇迹泉</p> <p>(Exploration 3) 碰撞</p> <p>Standards: PS1-4-4</p>	<p>Objective: I can recognize common transformations of electrical energy and build a device to demonstrate my knowledge. Understand and observe energy transfer involving light sound and heat and provide evidence illustrating the changes that result.</p> <p>Lesson Unit Vocabulary: energy, energy transfer, energy transformation, heat vibrate (能量, 能量转移, 能量转换, 热, 振动)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	See what your English partner is doing to review	

Notes

Week 8 (Oct.17- 21)

Unit 2:2

Literacy Objectives	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	
Teaching Procedures	<p>国家公园 National Park</p> <p>Recommended Activities: · Practice making comparisons and describe differences in Chinese (e.g. 这只恐龙比旁边那只恐龙小很多, 可是这只恐龙比旁边那只恐龙的手长。)</p> <ul style="list-style-type: none"> · In pairs, students will practice asking for directions and whether the place they are looking for is near or far · Match 近, 远, 多, 少 to the supporting visuals · Identify the appropriate phrase that matches to the supporting visual · Write the words 公 and 园 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>请, 旁, 问, 公, 从, 园, 远, 只, 近</p> <p>Oral language: 不远, 很近, 国家公园, 恐龙, 骨头, 骨架, 化石, 石头, 脚印</p> <p>Grammar pattern: Practice making comparisons and describe differences in Chinese (e.g. 这只恐龙比旁边那只恐龙小很多, 可是这只恐龙比旁边那只恐龙的手长。)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 3: Waves (波)</p> <p>Lesson 1: 什么是波浪? (Exploration 1)</p> <p>波如何传递能量?</p> <p>Standard: PS2-4-1</p>	<p>Objective: I can differentiate between wavelength and amplitude and observe how waves interact.</p> <p>Unit Vocabulary: waves (波)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 9 (Oct. 24- 28)

Unit 2:3

Literacy Objectives	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Teaching Procedures	<p>去公园找东西 Finding Things In The Park</p> <p>Recommended Activities: · Create a similar form for students to explore a place around the school. At the end of the activity, students will share their findings using as many adjectives in Chinese as possible</p> <ul style="list-style-type: none"> · Match 我的家, 学校, 公园, 爷爷的家 to the supporting visuals · Spot the appropriate answer that matches to the supporting visual · Write the words 远 and 园 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 公园, 熊猫, 记录, 观察, 河</p> <p>Grammar pattern: Expressions for different locations, sequences (e.g. 找到以后)</p>	
Presentational (Speaking/Writing)	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 3: Waves (波) Lesson 1: 什么是波浪? (Exploration 2) 波浪的一部分 (Exploration 3) 波之间的相互作用 Standard: PS2-4-1</p>	<p>Objective: I can differentiate between wavelength and amplitude and observe how waves interact. Unit Vocabulary: Crest, depth, longitude of wave, amplitude (波峰、波谷、波长、振幅) *Quiz/ Assessment</p>
<p>Math (60 minutes daily)</p>	See what your English partner is doing to review	

Notes

Week 10 (Oct.31- Nov.4)

Unit 3: 1

Literacy Objectives	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
Teaching Procedures	<p>谁的车最快? Whose Car Runs The Fastest</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · State your favorite transportation and why in Chinese · In small groups, ask students to role play and act out the story. Encourage them to come up with a different ending or create other storylines. · Match 红色的火车, 跑, 红色的自行车, 白色的飞机 to the supporting visuals · Choose the appropriate adjectives that match the supporting visual · Write the words 行 and 飞 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 比赛, 单车, 跑车, 跌倒</p> <p>Grammar pattern: Usage of 我们来....., making comparisons 跟.....一样快</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 3: Waves (波)</p> <p>Lesson 2: 光是如何反射的?</p> <p>(Exploration 1) 反射和眼睛</p> <p>Standard: PS2-4-2</p>	<p>Objective: I can describe the effects of matter on light, and identify how light interacts with mirrors, lenses, prisms, and nonreflective surfaces due to their unique properties.</p> <p>Unit Vocabulary: energy, light, transparent, opaque, shadow, reflect (能源, 光, 透明, 不透明, 阴影, 反射)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 11 (Nov. 7- 11)

Unit 3:2

Literacy Objectives	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Teaching Procedures	<p>过山车 Roller Coaster</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · As a class, discuss what everyone’s favorite ride at a theme park is and why · Practice making comparisons using 比 (e.g. 比飞机跑得更快, 比小鸟飞得更高) · Match 自行车, 火车, 飞机, 过山车 to the supporting visuals · Match the phrases to the correct supporting visual · Write the words 行 and 车 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>行, 跑, 车, 慢, 飞, 更, 机, 最</p> <p>Oral language: Experiences with amusement parks: 游乐场, 过山车, etc.</p> <p>Grammar pattern: Usage of 行 (e.g. 行; 不行; 行不行)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 2: Waves (波)</p> <p>Lesson 2: 光是如何反射的?</p> <p>(Exploration 2) 折射和镜片</p> <p>Standard: PS2-4-2</p>	<p>Objective: I can describe the effects of matter on light, and identify how light interacts with mirrors, lenses, prisms, and nonreflective surfaces due to their unique properties.</p> <p>Unit Vocabulary: 折射</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 12 (Nov. 14- 18)

Unit 3:3

Literacy Objectives	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
Teaching Procedures	<p>看望爷爷奶奶 Visiting Grandparents</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Tell everyone in Chinese about where your grandparents live, how often you visit them and what transportation you take when you visit · Talk about the furthest trip you have taken, where you went, how you travelled and how long it took to get there · Match 自行车, 红色的飞机, 过山车, 白色的车 to the supporting visuals · Choose the appropriate phrase that matches the supporting visual · Write the words 飞 and 机 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 车站, 上海, 灯笼, 不在家</p> <p>Grammar pattern: The meaning and usage of 还 in the affirmative form (e.g. 我们还在美国) and negative form (e.g. 还没有)</p>	
Presentational (Speaking/Writing)	I can present on familiar and everyday topics, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 3: Waves (波)</p> <p>Lesson 3: 信息如何从一个地方转移到另一个地方?</p> <p>(Exploration 2) 位和字节</p> <p>Standard: PS2-4-3</p>	<p>Objective: I can compare patterns in multiple methods of transferring information.</p> <p>Unit Vocabulary: technology (技术)</p> <p>*Quiz/Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Thanksgiving Break Nov. 21-25

Week 13 (Nov.28- Dec.2)

Unit 4:1

Literacy Objectives	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Teaching Procedures	<p>玩雪球 Playing Snowball</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Tell everyone one thing that you liked or disliked when you were very little using “当我小的时候……” · Create a mini ball game in class for students to practice and engage in discussion about scoring points and winning (e.g. 我们比一比谁的分数高!) · Match 雪人, 雪球, 雪山, 下雪 to the supporting visuals · Identify the appropriate phrase that matches the supporting visual · Write 打 and 球 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 雪人, 帽子, 手套, 大衣, 球</p> <p>Grammar pattern: Identify the meaning and usage of 当 when expressing “when” (e.g. 当我还是个小男生的时候, 我非常喜欢冬天。)</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 4: Structure and function of plants (植物结构和功能)</p> <p>Lesson 1: 植物有哪些部分, 它们是如何工作的?</p> <p>(Exploration 1) 解剖植物</p> <p>Standard: LS1-4-1</p>	<p>Objective: I can gather evidence about the function and structure of plant parts in order to construct an argument that these parts are used for survival, growth, reproduction, and behavior.</p> <p>Unit Vocabulary: leaf, root, spore, stem, pollinators, fertilization, reproduction, external structure, internal structures, organ, organ system, seed (叶, 根, 孢子, 干, 施肥, 授粉, 再生产, 外部结构, 内部结构, 器官, 器官系统, 种子)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 14 (Dec. 5- 9)

Unit 4:2

Literacy Objectives	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Teaching Procedures	<p>打冰球 Ice Hockey</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with your class if you like cold winter days; what do you do at home when it's too cold to play outside? · Match 睡觉, 打球, 得分, 加水 to the supporting visuals · Choose the appropriate words to complete the sentences and match them to the supporting visual · Write the words 分 and 当 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>用, 东, 多, 西, 谢, 少, 点, 边</p> <p>Oral language: 闷, 水桶, 冰, 比赛</p> <p>Grammar pattern: Identify the meaning and usage of the word 能 in different scenarios to express ability and possibility (e.g. 我们什么都不能玩, 只能在家里玩玩具)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 4: Structure and function of plants (植物结构和功能)</p> <p>Lesson 1: 植物有哪些部分, 它们是如何工作的?</p> <p>(Exploration 2) 里面是什么?</p> <p>(Exploration 3) 植物会移动吗?</p>	<p>Objective: I can gather evidence about the function and structure of plant parts in order to construct an argument that these parts are used for survival, growth, reproduction, and behavior.</p> <p>Unit Vocabulary: leaf, root, spore, stem, pollinators, fertilization, reproduction, external structure, internal structures, organ, organ system, seed (叶, 根, 孢子, 干, 施肥, 授粉, 再生产, 外部结构, 内部结构, 器官, 器官系统, 种子)</p> <p>*Quiz/ Assessment</p>

	Standard: LS1-4-1	
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	
Notes		

Week 15 (Dec. 12- 16)

Unit 4:3

Christmas Activities

Literacy Objectives	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Teaching Procedures	<p>在家里打球 Bowling At Home</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Recreate the game in the classroom using water and empty plastic bottles; students should take turns to record scores using 得 and 分 · Discuss with your class what you have accidentally broken before using 不小心 (e.g. 我不小心把妈妈的花瓶打破了) · Match 做雪球, 第二名, 加水, 得分 to the supporting visuals · Match the phrases to the correct supporting visual · Write 非 and 常 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 家里, 回收, 环保, 塑胶, 水瓶</p> <p>Grammar pattern: Recognize the meaning and usage of the measure word 次 in counting (e.g. 每个人有三次机会; 第一次)</p>	
Presentational (Speaking/Writing)	I can present personal information about my life, activities and events, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 4: Structure and function of plants (植物结构和功能)</p> <p>Lesson 2: 植物如何生长和繁殖? (Exploration 1) 植物为什么会有花? (Exploration 2) 移动</p> <p>Standard: LS1-4-1</p>	<p>Objective: I can describe the process of pollination and fertilization in both flowering and nonflowering plants. Identify the basic reproductive structures of plants, and how the parts form a system.</p> <p>Unit Vocabulary: leaf, root, spore, stem, pollinators, fertilization, reproduction, external structure, internal structures, organ, organ system, seed (叶, 根, 孢子, 干, 施肥, 授粉, 再生产, 外部结构, 内部结构, 器官, 器官系统, 种子)</p>

Math (60 minutes daily)	Refer to English math curriculum guide for math review.
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Christmas Break (Dec 19-30)

Notes

Week 16 (Jan. 2-6)

Unit 5:1

<p>Literacy Objectives</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	
<p>Teaching Procedures</p>	<p>河流清理 River Clean Up Recommended Activities: <ul style="list-style-type: none"> · Recall the items that were found in the river and whether they were recyclable · Discuss with everyone about any good recycling ideas that they have come across · Match 红色的衣服, 白色的狗, 网, 回收 to the supporting visuals · Choose the appropriate words to complete the sentences and match them to the supporting visuals · Write the words 衣 and 服 in the correct stroke order · Match the correct text to the supporting audio </p>	
<p>Key Characters</p>	<p>Oral language: 地球, 垃圾, 鱼, 网, 清理 Grammar pattern: Recognize and understand questions asked with “know” (e.g. 你们知道怎样做一个好公民吗?)</p>	
<p>Interpretive (Reading/ Listening)</p>	<p>I can identify the topic and related information from simple sentences in short fictional texts.</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 4: Structure and function of plants (植物结构和功能) Lesson 2: 植物如何生长和繁殖? (Exploration 3) 移动 Standard: LS1-4-1</p>	<p>Objective: I can describe the process of pollination and fertilization in both flowering and nonflowering plants. Identify the basic reproductive structures of plants, and how the parts form a system. Unit Vocabulary: leaf, root, spore, stem, pollinators, fertilization, reproduction, external structure, internal structures, organ, organ system, seed (叶, 根, 孢子, 干, 施肥, 授粉, 再生产, 外部结构, 内部结构, 器官, 器官系统, 种子) Review previous lessons Quiz/ Assessments are optional</p>

Math (60 minutes daily)	Refer to English math curriculum guide for math review.
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Notes

Week 17 (Jan. 9- 13)

Unit 5:2

Literacy Objectives	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Teaching Procedures	<p>小小好公民 Good Little Citizen</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In Chinese, state the qualities of a good citizen · Recall the “dos and don’ts” mentioned in the story and encourage students to add more that they think are appropriate · Match 小白狗, 河, 网, 衣服 to the supporting visuals · Match the phrases to the correct supporting visual · Write 网 and 河 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>就, 所, 如, 那, 还, 地, 果, 方</p> <p>Oral language: 露营, 童军, 爬山, 胸章</p> <p>Grammar pattern: Understand the different meanings and uses of the word 得 (e.g. as a degree complement “你们做得很好”; to express “receive; obtain” (e.g. 我可以得到很多徽章)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Function (动物的结构和功能)</p> <p>Lesson1: 动物有哪些外部结构?</p> <p>Standards: LS1-4-1</p>	<p>Objective: I can identify the external parts animals have and how their parts are used for growth, survival, behavior, and reproduction.</p> <p>Unit Vocabulary: external structure, internal structure, organs, receptors, organ systems (外部结构, 内部结构, 器官, 受体, 器官系统)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 18 (Jan. 16 - 20)

Unit 5:3

Literacy Objectives	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Teaching Procedures	<p>丢失的小狗 Lost Dog</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In small groups, instruct students to make a missing dog poster that will fit the description of the dog · Take turns making as many 一边……一边…… sentences as possible in class, encourage the students to be creative · In small groups, take turn to roleplay the sisters and the person with the missing dog · Match 网, 玩网球, 小狗的衣服, 白色的衣服 to the supporting visuals · Choose the appropriate phrase to the supporting visual · Write 狗 and 河 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 通告, 启示, 公园, 公民</p> <p>Grammar pattern: Recognize and understand the usage of the measure word 只 (e.g. 一只小狗; 这只小狗)</p>	
Presentational (Speaking/Writing)	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Function (动物的结构和功能)</p> <p>Lesson 1: 动物有哪些外部结构?</p> <p>Standard: LS1-4-1</p>	<p>Objective: I can observe and describe internal structures of animals, compare structures with similar and different functions from species to species or multiple functions within a species, and recognize that some animals have different systems.</p> <p>Unit Vocabulary: external structure, internal structure, organs, receptors, organ systems (外部结构, 内部结构, 器官, 受体, 器官系统)</p> <p>*Quiz/ Assessment</p>

Math
(60 minutes daily)

Refer to English math curriculum guide for math review.

Notes

Week 19 (Jan. 23-27)

Unit 6:1

Literacy Objectives	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
Teaching Procedures	<p>过春节 Spring Festival</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Retell the story with details of the different Chinese New Year traditions (e.g. 红包, 新衣服, 饺子) · Discuss, with everyone in class, greeting ideas other than 新年快乐 · Match 男孩, 新衣服, 红包, 春节 to the supporting visuals · Choose the appropriate phrase that matches to the supporting visual · Write the words 春 and 节 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 春节, 新年, 红包, 饺子</p> <p>Grammar pattern: Recognize the usage the of result complements 上 and 着 (e.g. 你可以穿上看看; 我穿着好看吗?)</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Functiuon (动物的结构和功能)</p> <p>Lesson 2: 动物有哪些内部结构?</p> <p>Standards: LS1-4-2</p>	<p>Objective: I can construct an argument that animals have internal structures that support survival and behavior.</p> <p>Unit Vocabulary: External structures, internal structures, organs, receptors, organ systems (外部结构、内部结构、器官、受体、器官系统)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 20 (Jan. 30- Feb. 3)

Unit 6:2

Literacy Objectives	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
Teaching Procedures	<p>找彩蛋 Egg Hunt</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Split the class into two groups—each group will take turns to hide and find Easter eggs in various places in the classroom · Practice simple math equations in Chinese (e.g. 七加九等于十六) · Match 春天, 夏天, 秋天, 冬天 to the supporting visuals · Choose the appropriate answer that matches to the supporting visual · Write 包 and 节 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>夏, 假, 热, 做, 阳, 过, 比, 得</p> <p>Oral language: 复活, 兔子, 鸡蛋</p> <p>Grammar pattern: Understand the meaning and usage of the suffix 们 to make personal pronouns plural (e.g. 孩子们, 这是我给你们买的新拖鞋。)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Functiuon (动物的结构和功能)</p> <p>Lesson 2: 动物有哪些内部结构?</p> <p>Standards: LS1-4-2</p>	<p>Objective: I can construct an argument that animals have internal structures that support survival and behavior.</p> <p>Unit Vocabulary: External structures, internal structures, organs, receptors, organ systems (外部结构、内部结构、器官、受体、器官系统)</p> <p>*Quiz/Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 21 (Feb. 6- 10)

Unit 6:3

	<p>Week 21 (Feb. 6- 10)</p> <p>Unit 6:3</p>	
Literacy Objectives	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Teaching Procedures	<p>回收节 Recycling Festival</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with your classmates which is your favourite piece of work from the recycling festival · Start your own recycling festival in class and students have to show and tell in Chinese about their finished product · Match 春天, 回收, 女孩, 新衣服 to the supporting visuals · Choose the appropriate phrase that matches to the supporting visual · Write the words 春 and 包 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 回收, 重用, 牛仔裤, 钱包</p> <p>Grammar pattern: Identify and recognize the different meaning and usage of the word 节 (e.g. 一节课 as a measure word for the lesson; festival (e.g. 回收节))</p>	
Presentational (Speaking/Writing)	I can present on familiar and everyday topics, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Function (动物的结构和功能)</p> <p>Lesson 3: 感官有什么作用?</p> <p>Standards: LS1-4-2</p>	<p>Objective: I can construct an argument that animals have internal structures that support survival and behavior.</p> <p>Unit Vocabulary: External structures, internal structures, organs, receptors, organ systems (外部结构、内部结构、器官、受体、器官系统)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 22 (Feb. 13 - 17)

Unit 7:1

Literacy Objectives	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	
Teaching Procedures	<p>班级宠物 Classroom Pet</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Talk to your classmates about the pet(s) you own or want to have (e.g. what do they like to eat and do) · Practice making negative commands with 不要…… · Match 手, 衣服, 新家, 网球 to the supporting visuals · Choose the appropriate phrase for each of the supporting visual · Write the words 听 and 话 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 教室, 仓鼠, 照顾, 食物</p> <p>Grammar pattern: Identify the usage of the negative command 不要 (e.g. 不要忘记给仓鼠吃东西。)</p>	
Interpretive (Reading/ Listening)	I can identify the main idea in short conversations.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 5: Animal Structure and Function (动物的结构和功能)</p> <p>Lesson 3: 感官有什么作用?</p> <p>(Exploration 2) 我想吃那个?</p> <p>(Exploration 3) 景象和声音</p> <p>Standards: LS1-4-2</p>	<p>Objective: I can construct an argument that animals have internal structures that support survival and behavior.</p> <p>Unit Vocabulary: External structures, internal structures, organs, receptors, organ systems (外部结构、内部结构、器官、受体、器官系统)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 23 (Feb. 20 - 24)

Unit 7:2

<p>Literacy Objectives</p>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	
<p>Teaching Procedures</p>	<p>带什么去学校 What Should I Bring To School? Recommended Activities: · Share with your class something that you often forget to bring or do using the adverb 常常 · Match 网球, 狗, 手, 牛奶 to the supporting visuals · Complete each sentence to match the supporting visual · Write the words 忘 and 记 in the correct stroke order · Match the correct text to the supporting audio</p>	
<p>Key Characters</p>	<p>送, 己, 住, 奶, 饭, 爷, 自, 房 Oral language: 问, 回答, 写, 出汗, 雪糕 Grammar pattern: Recognize the meaning and usage of the adverb 常常 to express frequency (e.g. 我常常忘记老师说的话。)</p>	
<p>Interpersonal (Listening, Speaking, Reading, Writing)</p>	<p>I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p>	
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 6: Changes to Earth's surface (地球表面的变化) Lesson 1: 水是如何塑造地球表面的? (Exploration 1) 地球表面的变化 Standard: ESS-24-1</p>	<p>Objective: I can identify, explain, and record evidence about how water shapes Earth's surface, and describe ways in which water causes weathering, erosion, and deposition to take place; identify how the speed and volume of water affect these processes. Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p>
<p>Math (60 minutes daily)</p>	<p>Refer to English math curriculum guide for math review.</p>	

Week 24 (Feb. 27 – March 3)

Unit 7:3

Literacy Objectives	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
Teaching Procedures	<p>参观海洋馆 Visiting the Aquarium</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Recount in Chinese the sea animals that were mentioned in the story and the facts about them · Discuss the important rules to follow when children go on a school trip using words like (e.g. 记住, 听话, 不可以) · Match 数数, 玩球, 坐车, 举手 to the supporting visuals · Choose the appropriate phrase that matches the supporting visual · Write the words 听 and 记 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 海洋动物, 鱼, 龟, 章鱼</p> <p>Grammar pattern: Learn to negate 可以 sentences by inserting 不 before 可以 (e.g. 你们不可以自己走来走去)</p>	
Presentational (Speaking/Writing)	I can present personal information about my life, activities and events, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 1: 水是如何塑造地球表面的?</p> <p>Standard: ESS2-4-1</p>	<p>Objective: I can identify, explain, and record evidence about factors that shape Earth's surface, such as rainfall, organisms, wind, ice, and gravity.</p> <p>Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Week 25 (March 6 - 10)

Unit 8:1

Literacy Objectives	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
Teaching Procedures	<p>爸爸的生日 Dad's Birthday</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Learn to sing the birthday song in Chinese · Retell the things that the sisters went out to buy together. State what kind of cake you will get for your family for their birthday · In groups, take turns to roleplay the sisters, dad, mom and the dog · Match 书店, 面包, 衣服店, 一些水果 to the supporting visual · Choose the appropriate phrase that matches to the supporting visuals · Write the words 店 and 开 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 蛋糕, 巧克力, 草莓, 美味</p> <p>Grammar pattern: Using 给 to indicate the target of a verb (e.g. 给爸爸买蛋糕; 给爸爸唱歌)</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short fictional texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth's surface (地球表面的变化)</p> <p>Lesson 1: 水是如何塑造地球表面的?</p> <p>Standard: ESS2-4-1</p>	<p>Objective: I can identify, explain, and record evidence about how water shapes Earth's surface , and describe ways in which water causes weathering, erosion, and deposition to take place; identify how the speed and volume of water affect these processes.</p> <p>Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 26 (March 13 - 17)

Unit 8:2

Literacy Objectives	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Teaching Procedures	<p>逛商场 Go Shopping</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In small groups, act out the story again but changing the shops and items into your own ideas · In small groups, make a shopping list in Chinese and state where you can buy these items · Match 书店, 饭店, 水果店, 面包店 to the supporting visuals · Identify the appropriate phrase to the supporting visual · Write the words 关 and 开 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>加, 于, 冷, 喝, 秋, 知, 等, 道</p> <p>Oral language: 商场, 不同的商店, 购物</p> <p>Grammar pattern: Recognize the sentence structure 先.....然后.....</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth's surface (地球表面的变化)</p> <p>Lesson 2: 还有哪些其他因素塑造了地球表面?</p> <p>Standard: ESS2-4-1</p>	<p>Objective: can identify, explain, and record evidence about factors that shape Earth's surface, such as rainfall, organisms, wind, ice, and gravity.</p> <p>Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 27 (March 27 - 31)

Unit 8:3

Literacy Objectives	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Teaching Procedures	<p>不听话的玩具 Crazy Toys</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with your classmates, what you normally do when you go shopping with your family using the sentence structures like 先……然后…… · Practice using the negative command 别 (e.g. 别跑) · Match 手机, 开关, 面包, 一些书 to the supporting visuals · Choose the appropriate phrase that matches to the supporting visual · Write the words 别 and 些 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 书店, 玩具店, 跑, 抓住</p> <p>Recognize negative commands with 别 (e.g. 别买它了)</p>	
Presentational (Speaking/Writing)	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 2: 还有哪些其他因素塑造了地球表面?</p> <p>Standard: ESS2-4-1</p>	<p>Objective: I can identify, explain, and record evidence about factors that shape Earth's surface, such as rainfall, organisms, wind, ice, and gravity.</p> <p>Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 28 (April 3 – 7)

Unit 9:1

Literacy Objectives	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
Teaching Procedures	<p>手影游戏 Hand Shadows</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with your class something that you were afraid of when you were little using the noun 怕 and how you have overcome it and are no longer afraid of it using 再也 · Recount the different images that the big brother created in the story and think of other things you can make using your hands with lights and shadows · Match 热, 笑, 冷, 哭 to the supporting visuals · Identify the appropriate phrase to the supporting visuals · Write the words 怕 and 但 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 怕黑, 影子, 光, 故事</p> <p>Grammar pattern: Understand the meaning and usage of 再也不 to express when something will never be done again (e.g. 我再也不怕黑了)</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 2: 还有哪些其他因素塑造了地球表面?</p> <p>Standard: ESS2-4-1</p>	<p>Objective: I can identify, explain, and record evidence about factors that shape Earth's surface, such as rainfall, organisms, wind, ice, and gravity.</p> <p>Unit Vocabulary: weathering, erosion, deposition, desert, rain forest, (风化, 侵蚀, 沉积, 沙漠, 雨林)</p> <p>*Quiz/Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 29 (April 10 – 14)

Unit 9:2

Literacy Objectives	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
Teaching Procedures	<p>做披萨 Making Pizza</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In pairs, take turns to roleplay the dad and daughter then make your own version of the story with different ingredients · Match 白色的云, 图画, 红色的爱心, 黑色的书包 to the supporting visuals · Choose the appropriate phrase that matches the supporting visual · Write the words 哭 and 笑 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>早, 累, 午, 睡, 晚, 觉, 着, 床</p> <p>Oral language: 做菜, 切, 洋葱, 焦</p> <p>Grammar pattern: Identify the usage of 看起来 to express “it looks like” (e.g. 图上的披萨看起来真好吃)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 3: 当我们看地图时, 我们对地球表面有什么了解?</p> <p>Standard: ESS2-4-2</p>	<p>Objective: I can interpret map contents that illustrate topographic features and use maps as sources of data about Earth's features.</p> <p>Unit Vocabulary: continent, scale, elevation, ocean trench (大陆, 规模, 海拔, 海沟)</p> <p>Student Pages: 404-409</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 30 (April 17 - 21)

Unit 9:3

Literacy Objectives	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Teaching Procedures	<p>日食 Solar Eclipse</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · In small groups, discuss what makes you laugh, cry or scared by using the verbs 哭, 笑, 怕 · Practices making sentences with the structure 当……的时候 (e.g. 当我小的时候) · Match 星星, 月, 日, 地球 to the supporting visuals · Complete the sentences according to the supporting visuals · Write the words 怕 and 哭 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 日食, 太阳, 地球, 转</p> <p>Grammar pattern: Recognize the sentence structure 当……的时候 when expressing “when...” (e.g. 当月球在太阳前面的时候)</p>	
Presentational (Speaking/Writing)	I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 3: 当我们看地图时，我们对地球表面有什么了解？</p> <p>Standard: ESS2-4-2</p>	<p>Objective: I can interpret map contents that illustrate topographic features and use maps as sources of data about Earth's features.</p> <p>Unit Vocabulary: continent, scale, elevation, ocean trench (大陆, 规模, 海拔, 海沟)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 31 (April 24 – 28)

Unit 10:1

Literacy Objectives	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Teaching Procedures	<p>给小狗洗澡 Washing The Dog</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Practice using the auxiliary verb 应该 and its negated form 不应该 · Practice making “neither...nor...” expressions with 不……也不…… (e.g. 不好也不坏; 不大也不小) · Match 哭, 头, 手, 笑 to the supporting visuals · Complete the sentences according to the supporting visuals · Write the words 洗 and 头 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 泥, 洗澡, 肥皂</p> <p>Grammar pattern: Identify the expression “neither...nor...” with 不……也…… (e.g. 不冷也不热)</p>	
Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short fictional texts.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 3: 当我们看地图时，我们对地球表面有什么了解?</p> <p>Standard: ESS2-4-2</p>	<p>Objective: I can interpret map contents that illustrate topographic features and use maps as sources of data about Earth's features.</p> <p>Unit Vocabulary: continent, scale, elevation, ocean trench (大陆, 规模, 海拔, 海沟)</p> <p>*Quiz/ Assessment</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 32 (May 1 – 5)

Unit 10:2

Literacy Objectives	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
Teaching Procedures	<p>苹果派 Apple Pie</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Share with your classmates, something delicious that you have made with your family before. Try and recall the steps and ingredients used · Practice expressing “more” with 更 (e.g. 更好吃) · Practice using the expression “only” with 只 · Match 车, 水果, 头, 手 to the supporting visuals · Identify the appropriate phrase that matches to the supporting visual · Write the words 才 and 动 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>画, 把, 红, 又, 白, 色, 云, 心, 拿</p> <p>Oral language: 苹果, 牛奶, 面粉</p> <p>Grammar pattern: Identify the use of 只 to express “only” (e.g. 我只拿到两个苹果)</p>	
Interpersonal (Listening, Speaking, Reading, Writing)	I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 6: Changes to Earth’s surface (地球表面的变化)</p> <p>Lesson 4: 地图上出现了哪些模式?</p> <p>Standard: ESS2-4-2</p>	<p>Objective: I can interpret map contents that illustrate topographic features and use maps as sources of data about Earth's features. I can identify and explain where on Earth's surface earthquakes, volcanoes, mountains, and ocean trenches can be found; to use maps to describe the patterns they observe in the locations of those land- and water forms.</p> <p>Unit Vocabulary: continent, scale, elevation, ocean trench (大陆, 规模, 海拔, 海沟)</p> <p>*Quiz/ Assessment</p>

Math (60 minutes daily)	Refer to English math curriculum guide for math review.
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Notes

Week 33 (May 8 – 12)

Unit 10:3

Literacy Objectives	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Teaching Procedures	<p>小妹妹 Little Sister</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Discuss in class who is your favorite person in your family and make a card that says “I love you” in Chinese for that special person · Talk about your experience about taking care of a baby sibling · Match 牛奶, 洗头, 怕黑, 数星星 to the supporting visuals · Choose the appropriate phrase that matches to the supporting visual · Write 动 and 头 in the correct stroke order · Match the correct text to the supporting audio 	
Key Characters	<p>Oral language: 出生, 照顾, 洗澡, 爱</p> <p>Grammar pattern: Recognize the meaning and usage of 刚才 as “just now”</p>	
Presentational (Speaking/Writing)	I can present on familiar and everyday topics, using simple sentences.	
Science (10 min. daily, or 1 hour a week)	<p>Unit 7: Rocks and fossils (岩石和化石)</p> <p>Lesson 1: 岩石层如何变化?</p> <p>Standard: ESS1-4-1</p>	<p>Objective: I can construct explanation for the ways in which rock layers reveal patterns and reflect the history of planet Earth.</p> <p>Unit Vocabulary: relative age, fossil, extinct, aquatic fossil, terrestrial fossil, formation (相对年龄、灭绝、化石、水生化石、陆生化石、形成)</p>
Math (60 minutes daily)	Refer to English math curriculum guide for math review.	

Notes

Week 34 (May 15 –19)

Review

Literacy Objectives	Review vocabulary list	
Teaching Procedures		
Key Characters		
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 7: Rocks and fossils (岩石和化石) Lesson 1: 岩石层如何变化? Standard: ESS1-4-1</p>	<p>Objective: I can construct explanation for the ways in which rock layers reveal patterns and reflect the history of planet Earth. Unit Vocabulary: relative age, fossil, extinct, aquatic fossil, terrestrial fossil, formation (相对年龄、灭绝、化石、水生化石、陆生化石、形成) *Quiz/ Assessment</p>
<p>Math (60 minutes daily)</p>	Refer to English math curriculum guide for math review.	

Notes

Week 35 (May 22 – 26) Review

Literacy Objectives	Review vocabulary list	
Teaching Procedures		
Key Characters		
<p align="center">Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 7: Rocks and fossils (岩石和化石)</p> <p>Lesson 2: 化石对过去的环境有什么启示?</p> <p>Standard: ESS1-4-1</p>	<p>Objective: I can examine fossil evidence to determine how and in what environments organisms of the past lived, based on their physical traits and similarities to living organisms.</p> <p>I can examine fossils and other geologic evidence to understand what past environments were like, how they have changed over time, and how changes to Earth's surface have affected them.</p> <p>Unit Vocabulary: relative age, fossil, extinct, aquatic fossil, terrestrial fossil, formation (相对年龄、灭绝、化石、水生化石、陆生化石、形成)</p> <p>*Quiz/ Assessment</p>
<p align="center">Math (60 minutes daily)</p>	Refer to English math curriculum guide for math review.	

Notes

Week 36 (May 29 – June 2)

Review

Literacy Objectives	Review vocabulary list	
Teaching Procedures		
Key Characters		
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Unit 7: Rocks and fossils (岩石和化石) Lesson 3: 我们在化石中看到了什么模式? Standard: ESS1-4-1</p>	<p>Objective: I can examine fossil evidence to determine how and in what environments organisms of the past lived, based on their physical traits and similarities to living organisms. I can examine fossils and other geologic evidence to understand what past environments were like, how they have changed over time, and how changes to Earth's surface have affected them. Unit Vocabulary: relative age, fossil, extinct, aquatic fossil, terrestrial fossil, formation (相对年龄、灭绝、化石、水生化石、陆生化石、形成)</p>
<p>Math (60 minutes daily)</p>	Refer to English math curriculum guide for math review.	

Notes