

5th Grade

Week 1 (Aug. 30 – Sept. 2)

Review

Literacy Objectives	Classroom procedures, community building, self-identity/ self-introductions. Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners. Oral Language from Picture Walks (看图说话) of review books. You can look at Novice 3 Curriculum Map for all oral language goals.
Teaching Procedures	Recommended Activities: Sentence puzzles, go to strategies
Key Characters	买, 块, 钱, 找, 百, 真, 数, 现, 请, 旁, 问, 公, 从, 园, 远, 只, 近, 行, 跑, 车, 慢, 飞, 更, 机, 最
ACTFL Can Do: Interpretive (Reading/ Listening)	[Intermediate low] I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Intermediate low] I can present personal information about my life, activities and events, using simple sentences.
Science (40 minutes, 3 times a week)	Time capsule. Ask students to measure their height, 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 (20-30 minutes daily)	See what your partner teacher is teaching.

<p style="text-align: center;">Week 2 (Sept 5th – Sept 9th)</p> <p style="text-align: center;">Review</p>	
Literacy Objectives	<p>Classroom procedures, community building, self identity/ self introductions. Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners.</p> <p>Oral Language from Picture Walks (看图说话) of review books. You can look at Novice 3 Curriculum Map for all oral language goals.</p>
Teaching Procedures	<p>Recommended Activities:</p> <p>Sentence puzzles, go to strategies</p>
Key Characters	<p>用, 东, 多, 西, 谢, 少, 点, 边, 就, 所, 如, 那, 还, 地, 果, 方, 夏, 假, 热, 做, 阳, 过, 比, 得</p>
ACTFL Can Do: Interpretive (Reading/ Listening)	[Intermediate low] I can identify the topic and related information from simple sentences in short fictional texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	[Intermediate low] I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Intermediate low] I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
Science (40 minutes, 3 times a week)	<p>Objective: I can identify matter and its properties.</p> <p>Lesson Vocabulary: matter, volume, state, particle, liquid, solid, gas.</p>
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 3 (Sept 12th – Sept 16th) Review	
Literacy Objectives	Classroom procedures, community building, self identity/ self introductions. Spend time setting expectations for and practicing reading procedures for whole group, small group, and partners. Oral Language from Picture Walks (看图说话) of review books. You can look at Novice 3 Curriculum Map for all oral language goals.
Teaching Procedures	Recommended Activities: Sentence puzzles, go to strategies
Key Characters	买, 块, 钱, 找, 百, 真, 数, 现, 请, 旁, 问, 公, 从, 园, 远, 只, 近, 行, 跑, 车, 慢, 飞, 更, 机, 最
ACTFL Can Do: Interpretive (Reading/ Listening)	[Intermediate low] I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	[Intermediate low] I can present personal information about my life, activities and events, using simple sentences.
Science (40 minutes, 3 times a week)	Objective: I can identify and measure matter. Lesson Vocabulary: height, width, length
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 4 (Sept 19 th – Sept 23 rd)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: What would you like to buy for the first day of school? The usage of the connecting phrases: 然后, 最后
Teaching Procedures	Unit 1:1 买开学用品 Recommended Activities: <ul style="list-style-type: none"> · Take turns to share with the class in Chinese about who is your best friend and what do you usually do together · Discuss in class: do you prefer to shop with your family or friends and why · Use vocabulary 漂亮, 卖, 商 to create a sentence · Choose the most appropriate phrase that matches the supporting visual · Write 迎, 漂, 商, 裤 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	商, 裤, 裙, 鞋, 卖, 漂, 亮, 条, 半, 迎
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can identify and measure matter. Lesson Vocabulary: Review the vocabulary from the previous weeks Review of the lesson
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 5 (Sept 26 th – Sept 30 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: What would you chat about if you bumped into a friend who you haven't seen for a while? Usage of connectives 因为.....所以, 一边.....一边
Teaching Procedures	Unit 1:2 好久不见 Recommended Activities: <ul style="list-style-type: none"> · Take turns to share with the class in Chinese about who is your best friend and what do you usually do together · Discuss in class: do you prefer to shop with your family or friends and why · Use vocabulary 漂, 亮, 卖, 商 to create a sentence · Choose the most appropriate phrase that matches the supporting visual · Write 迎, 漂, 商, 裤 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	商, 裤, 裙, 鞋, 卖, 漂, 亮, 条, 半, 迎
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Review of lesson and conduct the test.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 6 (Oct 3 rd – Oct 7 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: What do you excited about on the first day of school? New classmates or new teachers? Why? The usage of 从.....开始
Teaching Procedures	Unit 1:3 开学欢迎会 Recommended Activities: <ul style="list-style-type: none"> · Take turns to share with the class in Chinese about who is your best friend and what do you usually do together · Discuss in class: do you prefer to shop with your family or friends and why · Use vocabulary 漂, 亮, 卖, 商 to create a sentence · Choose the most appropriate phrase that matches the supporting visual · Write 迎, 漂, 商, 裤 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	商, 裤, 裙, 鞋, 卖, 漂, 亮, 条, 半, 迎
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 sentence.
Science (40 minutes, 3 times a week)	Objective: I can provide evidence to prove that matter changes but doesn't vanish. I can know the difference between mixture and solution. Lesson vocabulary: Mixture and solution
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 7 (Oct 10 th – Oct 14 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you have any neighbors you don't know or are different from you? How do you feel about these neighbors? Why do you think the woman had so many cats. The usage of 不停地....., 不要.....也不要.....
Teaching Procedures	Unit 2:1 可怕的邻居 Recommended Activities: In groups of two, use different adjectives to describe each other's facial appearance · Practice using imperative to give orders (e.g. 不要说话! 走! 不要站起来!) · Choose the most appropriate phrase that matches the supporting visual · Write 朵, 猫, 睛, 鼻 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	猫, 眼, 睛, 胖, 鼻, 间, 物, 耳, 朵, 站
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can provide evidence to prove that matter changes but doesn't vanish. I can know the difference between mixture and solution. Lesson vocabulary: Mixture and solution
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 8 (Oct 17 th – Oct 21 st)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever taken something from a family member without asking? What Happened? What would have been other ways for the kids to get the drone from their neighbor? The usage of 还好....., 于是....., 同一时间....., 一.....就.....
Teaching Procedures	Unit 2:2 神秘行动 Recommended Activities: In groups of two, use different adjectives to describe each other's facial appearance · Practice using imperative to give orders (e.g. 不要说话! 走! 不要站起来!) · Choose the most appropriate phrase that matches the supporting visual · Write 朵, 猫, 睛, 鼻 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	猫, 眼, 睛, 胖, 鼻, 间, 物, 耳, 朵, 站
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Experiment, review and conduct the test
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 9 (Oct 24 th – Oct 28 th)	
Literacy Objectives	<p>Students should be able to orally use all grey pinyin words in the story.</p> <p>Oral Discussion: Have you ever been scared of someone until you get to know them and find they are really different than you thought? What are ways you can better get to know your neighbors?</p> <p>The usage of (副词)地(动词), (动词)得(对); different usage of 得, 地, and 的</p>
Teaching Procedures	<p>Unit 2:3 新朋友</p> <p>Recommended Activities:</p> <p>In groups of two, use different adjectives to describe each other's facial appearance · Practice using imperative to give orders (e.g. 不要说话! 走! 不要站起来!) · Choose the most appropriate phrase that matches the supporting visual · Write 朵, 猫, 睛, 鼻 in the correct stroke order · Match the correct text to the supporting audio</p>
Key Characters	猫, 眼, 睛, 胖, 鼻, 间, 物, 耳, 朵, 站
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.
Science (40 minutes, 3 times a week)	<p>Objection: Identify what is a physical change.</p> <p>Lesson Objective: physical change and chemical change.</p>
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 10 (Oct 31 st – Nov 4 th)	
Literacy Objectives	<p>Students should be able to orally use all grey pinyin words in the story.</p> <p>Oral Discussion: Has your mom ever asked you to buy something for her from the supermarket, but you are not sure whether that products (e.g. bananas) are good enough to satisfy her?</p> <p>Understand the meaning and using of the aspect particle 着 when expressing an ongoing action (e.g. 数着; 看着)</p>
Teaching Procedures	<p>Unit 3:1 买东西</p> <p>Recommended Activities:</p> <ul style="list-style-type: none"> · Identify and separate duplicated words in a sentence and understand their meaning (e.g. 香香; 唱美国/国歌) · Create sentences with 先……, 然后…… to show sequence · List the steps of making or cooking a dish (e.g. how to make a sandwich) · Match 鸡蛋, 蛋糕, 饺子, 玉米, 菜, 肉 to the supporting visual · Choose the most appropriate answer that matches the supporting visual · Write 客, 鸡, 舒, 饿 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	米, 菜, 鸡, 蛋, 饺, 饿, 香, 蕉, 黄, 绿, 舒, 客, 儿
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	<p>Objection: Identify what is a physical change.</p> <p>Lesson Objective: physical change and chemical change.</p>
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 11 (Nov 7 th – Nov 11 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you know any other culture that celebrates baby's 100-day birthday? Create sentences with 先....., 然后..... to show sequence
Teaching Procedures	Unit 3:2 饺子和红鸡蛋 Recommended Activities: <ul style="list-style-type: none"> · Identify and separate duplicated words in a sentence and understand their meaning (e.g. 香香; 唱美国/国歌) · Create sentences with 先....., 然后..... to show sequence · List the steps of making or cooking a dish (e.g. how to make a sandwich) · Match 鸡蛋, 蛋糕, 饺子, 玉米, 菜, 肉 to the supporting visual · Choose the most appropriate answer that matches the supporting visual · Write 客, 鸡, 舒, 饿 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	米, 菜, 鸡, 蛋, 饺, 饿, 香, 蕉, 黄, 绿, 舒, 客, 儿
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: Identify the difference between chemical change and physical change. 剪贴 Lesson Objective: physical change and chemical change.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 12 (Nov 14 th – Nov 18 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you have any younger siblings or friends that behaves similar to Xiaoxiao? What would you do to make them happy? Identify and separate duplicated words in a sentence and understand their meaning (e.g. 想让笑笑/笑一笑; 唱美国/国歌)
Teaching Procedures	Unit 3:3 百日宴 Recommended Activities: <ul style="list-style-type: none"> · Identify and separate duplicated words in a sentence and understand their meaning (e.g. 香香; 唱美国/国歌) · Create sentences with 先……, 然后…… to show sequence · List the steps of making or cooking a dish (e.g. how to make a sandwich) · Match 鸡蛋, 蛋糕, 饺子, 玉米, 菜, 肉 to the supporting visual · Choose the most appropriate answer that matches the supporting visual · Write 客, 鸡, 舒, 饿 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	米, 菜, 鸡, 蛋, 饺, 饿, 香, 蕉, 黄, 绿, 舒, 客, 儿
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 and explain why I feel that way, using simple sentences.
Science (40 minutes, 3 times a week)	Review lesson and conduct the test.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 13 (Nov 28 th – Dec 2 nd)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever got a cold because of not wearing enough clothes? Understand the word 让 in “马可让妈妈把音乐开大声点” has the meaning of 要, 叫 and 请, and understand the usage of the word
Teaching Procedures	Unit 4:1 多穿点一点 Recommended Activities: · Use comparative word 更 to make sentences · Share with the class how many and what kind of clothes you will wear during winter or when it’s snowing · Choose the most appropriate answer that matches the supporting visual · Write 刮, 感, 冒, 停 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	刮, 风, 北, 停, 件, 声, 音, 始, 感, 冒, 药, 病, 滑
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can support the argument that plants get the materials they need for growth from air and water. Lesson Vocabulary: air, nutrients
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 14 (Dec 5 th – Dec 9 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: How do you react when your friend is teasing at you? Will you be angry? Or will you react in a fun way? Comparative word 更
Teaching Procedures	Unit 4:2 我要做第一名 Recommended Activities: · Use comparative word 更 to make sentences · Share with the class how many and what kind of clothes you will wear during winter or when it's snowing · Choose the most appropriate answer that matches the supporting visual · Write 刮, 感, 冒, 停 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	刮, 风, 北, 停, 件, 声, 音, 始, 感, 冒, 药, 病, 滑
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Prepare the Experiment: Ask students to put 6 beans on a wet paper towel and put it inside of a gallon Ziploc bag. Ask them to take it home and keep it humid but not wet.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 15 (Dec 12 th – Dec 16 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: How do you feel when you win a competition? And what if you lose and your friend won? The usage of 没有.....只是.....
Teaching Procedures	Unit 4:3 他们都感冒了 Recommended Activities: <ul style="list-style-type: none"> · Use comparative word 更 to make sentences · Share with the class how many and what kind of clothes you will wear during winter or when it's snowing · Choose the most appropriate answer that matches the supporting visual · Write 刮, 感, 冒, 停 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	刮, 风, 北, 停, 件, 声, 音, 始, 感, 冒, 药, 病, 滑
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.
Science (40 minutes, 3 times a week)	Prepare the Experiment: Ask students to put 6 beans on a wet paper towel and put it inside of a gallon Ziploc bag. Ask them to take it home and keep it humid but not wet. They will see over the vacation how the bean will become a plant without having soil.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 16 (Jan 2 nd – Jan 6 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever joined any Chinese cultural activity? Such as performing the lion dance? The usage of 越来越.....+(adj)
Teaching Procedures	Unit 5:1 他们都感冒了 Recommended Activities: · Use the “动词”+不+“动词” structure when repeating a question someone asked (e.g. 老师 问朵朵想不想舞狮) · Use the duplicated verbs “动词”+一+“动词” structure when expressing an action with short time duration · Choose the most appropriate answer that matches the supporting visual · Write 跳, 舞, 步, 丢 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	唱, 歌, 跳, 舞, 花, 左, 右, 步, 丢, 桌, 椅, 伞, 呢
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can support the argument that plants get the materials they need for growth from air and water. Lesson vocabulary: cultivate, sprinkler, gather, root, stem, leaves, evaporation. Prepare the Experiment If students made the bean grow during Christmas break, they will need to plant the plant using soil for at least the control plant. Students who were not able to make the bean grow will have to try again. The whole class will have to start the experiment together, so if there are groups without plants, the ones who do have plants will have to wait until everyone is ready to start the experiment, which could take two weeks. Ask students to work in groups of 3 people to define an experiment to test one of the following factors: using or not using soil, having or not having light, using different kinds of liquids as water; soda, juice, etc, different amount of water, etc. Each group should have at least 3 plants to do the experiment, this week they can use one day to plan their experiment.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 17 (Jan 9 th – Jan 13 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever encountered what Duoduo experienced of not know what you can do during an important group activity? The usage of “动词”+不+“动词” structure when repeating a question someone asked (e.g. 老师问朵朵想不想舞狮)
Teaching Procedures	Unit 5:2 我们要做什么? Recommended Activities: · Use the “动词”+不+“动词” structure when repeating a question someone asked (e.g. 老师问朵朵想不想舞狮) · Use the duplicated verbs “动词”+一+“动词” structure when expressing an action with short time duration · Choose the most appropriate answer that matches the supporting visual · Write 跳, 舞, 步, 丢 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	唱, 歌, 跳, 舞, 花, 左, 右, 步, 丢, 桌, 椅, 伞, 呢
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can support the argument that plants get the materials they need for growth from air and water. Lesson Vocabulary: photosynthesis, carbon dioxide, oxygen, sugar, light energy
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 18 (Jan 16 th – Jan 20 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever encountered what Duoduo experienced of not know what you can do during an important group activity? The usage of “动词”+不+“动词” structure when repeating a question someone asked (e.g. 老师问朵朵想不想舞狮)
Teaching Procedures	Unit 5:3 晚会开始了 Recommended Activities: · Use the “动词”+不+“动词” structure when repeating a question someone asked (e.g. 老师问朵朵想不想舞狮) · Use the duplicated verbs “动词”+一+“动词” structure when expressing an action with short time duration · Choose the most appropriate answer that matches the supporting visual · Write 跳, 舞, 步, 丢 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	唱, 歌, 跳, 舞, 花, 左, 右, 步, 丢, 桌, 椅, 伞, 呢
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 and explain why I feel that way, using simple sentences.
Science (40 minutes, 3 times a week)	Objective: I can explain how organisms use matter and energy. Lesson Vocabulary: environment, population, ecosystem, community.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 19 (Jan 23 rd - Jan 27 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you play any sports? Share to your class what kind of sports you do. The usage of 脚 and 足
Teaching Procedures	Unit 6:1 一起去练习 Recommended Activities: · Imitate the dialogue style used in the story to rewrite or create a new story about playing soccer · Choose the most appropriate answer that matches the supporting visual · Write 踢, 急, 脚, 疼 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	医, 院, 身, 体, 休, 息, 踢, 足, 疼, 脚, 系, 急
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can explain how organisms use matter and energy. Lesson Vocabulary: consumer, producer, decomposer, predator, prey
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 20 (Jan 30 th – Feb 3 rd)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you play any sports? Share to your class what kind of sports you do. The usage of 脚 and 足
Teaching Procedures	Unit 6:2 小班的脚受伤了! Recommended Activities: <ul style="list-style-type: none"> · Imitate the dialogue style used in the story to rewrite or create a new story about playing soccer · Choose the most appropriate answer that matches the supporting visual · Write 踢, 急, 脚, 疼 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	医, 院, 身, 体, 休, 息, 踢, 足, 疼, 脚, 系, 急
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can explain how organisms move energy into an ecosystem Lesson Vocabulary: ecosystem, food chain, scavenger, decomposer, invasive species. Draw food chain. For example: Human's food chain.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 21 (Feb 13th – Feb 17th)

<p>Literacy Objectives</p>	<p>Students should be able to orally use all grey pinyin words in the story. Oral Discussion Have you ever feel depressed and gave up on doing something you used to really like? The usage of the adverb 太</p>
<p>Teaching Procedures</p>	<p>Unit 6:3 少年足球比赛 Recommended Activities:</p> <ul style="list-style-type: none"> · Imitate the dialogue style used in the story to rewrite or create a new story about playing soccer · Choose the most appropriate answer that matches the supporting visual · Write 踢, 急, 脚, 疼 in the correct stroke order · Match the correct text to the supporting audio
<p>Key Characters</p>	<p>医, 院, 身, 体, 休, 息, 踢, 足, 疼, 脚, 系, 急</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p>
<p>Science (40 minutes, 3 times a week)</p>	<p>Objective: I can construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Lesson vocabulary: 适者生存</p>
<p>Math (20-30 minutes daily)</p>	<p>See what your partner teacher is teaching.</p>

Week 22 (Feb 13 th – Feb 17 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Can you tell what you've learned in the previous Chinese lesson? Different meanings of 共 (e.g. 一共 means altogether; 共同 means common)
Teaching Procedures	Unit 7:1 消防演习 Recommended Activities: · With two in a group, describe each other's appearance and body shape with different adjectives · Talk about the process of conducting a fire drill at your school and how you feel at that moment · Talk about what you should do when you encounter a fire · Choose the most appropriate answer that matches the supporting visual · Write 事, 情, 瘦, 铅 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	事, 情, 铅, 笔, 室, 瘦, 钟, 习, 汉, 语, 共, 同
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Review lesson and conduct the test
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 23 (Feb 20 th – Feb 24 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Is there a newcomer in your class? How do you get to know him/her? The sentence pattern of也.....
Teaching Procedures	Unit 7:2 新同学 Recommended Activities: <ul style="list-style-type: none"> · With two in a group, describe each other's appearance and body shape with different adjectives · Talk about the process of conducting a fire drill at your school and how you feel at that moment · Talk about what you should do when you encounter a fire · Choose the most appropriate answer that matches the supporting visual · Write 事, 情, 瘦, 铅 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	事, 情, 铅, 笔, 室, 瘦, 钟, 习, 汉, 语, 共, 同
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can identify and describe given evidence, data and or models that support the claim that there is a gravitational force exerted by the earth on objects and it's directed down toward the center of the Earth. Lesson Vocabulary: gravity, sphere
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 24 (Feb 27 th – March 3 rd)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever encountered a fire? What should you do when you see there's a fire? Language to use when talking about a fire drill
Teaching Procedures	Unit 7:3 房子冒烟了! Recommended Activities: <ul style="list-style-type: none"> · With two in a group, describe each other's appearance and body shape with different adjectives · Talk about the process of conducting a fire drill at your school and how you feel at that moment · Talk about what you should do when you encounter a fire · Choose the most appropriate answer that matches the supporting visual · Write 事, 情, 瘦, 铅 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	事, 情, 铅, 笔, 室, 瘦, 钟, 习, 汉, 语, 共, 同
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.
Science (40 minutes, 3 times a week)	Objective: I can compare the difference in gravity between the earth and the moon. Lesson Vocabulary: gravity, sphere, moon
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 25 (March 6 th – March 10 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you like sports? Share with your classmates what kind of sports do you play. Recognize terms related to basketball (e.g. 身后运球, 三步上篮, 投球 etc.)
Teaching Procedures	Unit 8:1 传说中的高手 Recommended Activities: <ul style="list-style-type: none"> · Explain the meaning of 眼前一亮, and share with your classmates what you have done to impress or surprise others · Make sentences with 篮, 赛, 练, 运 · Choose the most appropriate answer that matches the supporting visual · Write 视, 号, 零, 杯 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	赛, 练, 队, 员, 杯, 认, 识, 篮, 号, 运, 视, 零
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Review lesson and conduct the test.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 26 (March 13 th – March 17 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever joined a basketball competition? What do you usually do before the match? Meaning of 眼前一亮 and share with classmates what students have done to impress or surprise others.
Teaching Procedures	Unit 8:2 让人眼前一亮 Recommended Activities: <ul style="list-style-type: none"> · Explain the meaning of 眼前一亮, and share with your classmates what you have done to impress or surprise others · Make sentences with 篮, 赛, 练, 运 · Choose the most appropriate answer that matches the supporting visual · Write 视, 号, 零, 杯 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	赛, 练, 队, 员, 杯, 认, 识, 篮, 号, 运, 视, 零
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can represent data in graphs to show daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Lesson Vocabulary: axis, rotation, angle, words for every season
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 27 (March 27 th – March 31 st)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Do you have any teacher or senior you respect a lot? Why do you respect him/her? The usage of the connective: “动词” 完.....后 to state the sequence of actions.
Teaching Procedures	Unit 8:3 热爱篮球 Recommended Activities: · Explain the meaning of 眼前一亮, and share with your classmates what you have done to impress or surprise others · Make sentences with 篮, 赛, 练, 运 · Choose the most appropriate answer that matches the supporting visual · Write 视, 号, 零, 杯 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	赛, 练, 队, 员, 杯, 认, 识, 篮, 号, 运, 视, 零
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 and explain why I feel that way, using simple sentences.
Science (40 minutes, 3 times a week)	Objective: I can represent data in graphs to show daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Lesson Vocabulary: axis, rotation, angle, words for every season
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 28 (April 3 rd – April 7 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Is there anything you should pay attention to when doing an experiment in the lab? Understand 有意思 and 有趣, 有意义 are synonyms
Teaching Procedures	Unit 9:1 科学课 Recommended Activities: · Use 懂 to raise and answer questions (e.g. 你懂得 怎么做这实验吗? 我不懂。) · Find an experiment online and share it to the class in Chinese · Choose the most appropriate answer that matches the supporting visual · Write 懂, 号, 脑, 题 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	意, 思, 本, 题, 礼, 电, 脑, 科, 懂, 忙, 茶, 汽
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can represent data in graphs to show daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Lesson Vocabulary: axis, rotation, angle, words for every season
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 29 (April 10 th – April 14 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Share with your classmates how you can find an experiment online. Words related to physics (e.g. 水, 汽, 气, 压, 轻, 重 etc.)
Teaching Procedures	Unit 9:2 动手做实验 Recommended Activities: <ul style="list-style-type: none"> · Use 懂 to raise and answer questions (e.g. 你懂得 怎么做这实验吗? 我不懂。) · Find an experiment online and share it to the class in Chinese · Choose the most appropriate answer that matches the supporting visual · Write 懂, 号, 脑, 题 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	意, 思, 本, 题, 礼, 电, 脑, 科, 懂, 忙, 茶, 汽
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Review the lesson and conduct the test.
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 30 (April 17 th – April 21 st)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Share with your classmates your favorite science experiment. Use 懂 to raise and answer questions (e.g. 你懂得怎么做这实验吗? 我不懂。)
Teaching Procedures	Unit 9:3 我们的实验 Recommended Activities: · Use 懂 to raise and answer questions (e.g. 你懂得怎么做这实验吗? 我不懂。) · Find an experiment online and share it to the class in Chinese · Choose the most appropriate answer that matches the supporting visual · Write 懂, 号, 脑, 题 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	意, 思, 本, 题, 礼, 电, 脑, 科, 懂, 忙, 茶, 汽
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 and explain why I feel that way, using simple sentences.
Science (40 minutes, 3 times a week)	Objective: I can support the idea that the brightness of the stars in comparison to the sun is due to their relative distances from earth. Lesson Vocabulary: perspective, telescope, constellation, distance
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 31 (April 24 th – April 28 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever been to Canada? Do you know where is the country located? To describe animals' habits (e.g. 黑熊是游泳和爬树高手)
Teaching Procedures	Unit 10:1 黑熊 Recommended Activities: <ul style="list-style-type: none"> · Identify the meaning and usage differences between 抓 and 刮, learned in unit 4 · Use 如果……就…… to create sentences · Choose the most appropriate answer that matches the supporting visual · Write 熊, 蓝, 抓, 影 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	鱼, 熊, 游, 泳, 影, 气, 抓, 蓝, 糕, 萍, 汁, 瓜
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)	
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Objective: I can support the idea that the brightness of the stars in comparison to the sun is due to their relative distances from earth. Lesson Vocabulary: perspective, telescope, constellation, distance
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 32 (May 1 st – May 5 th)	
Literacy Objectives	Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Can you describe your country's flag? Understand the meaning of 可是, 不过
Teaching Procedures	Unit 10:2 出发去加拿大! Recommended Activities: · Identify the meaning and usage differences between 抓 and 刮, learned in unit 4 · Use 如果……就…… to create sentences · Choose the most appropriate answer that matches the supporting visual · Write 熊, 蓝, 抓, 影 in the correct stroke order · Match the correct text to the supporting audio
Key Characters	鱼, 熊, 游, 泳, 影, 气, 抓, 蓝, 糕, 萍, 汁, 瓜
ACTFL Can Do: Interpretive (Reading/ Listening)	
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	
Science (40 minutes, 3 times a week)	Review the lesson and conduct the test
Math (20-30 minutes daily)	See what your partner teacher is teaching.

Week 33 (May 8th – May 12th)

<p style="text-align: center;">Literacy Objectives</p>	<p>Students should be able to orally use all grey pinyin words in the story. Oral Discussion: Have you ever encountered a bear or animals that you are scared of? What should you do when you see them? Identify the meaning and usage differences between 抓 and 刮</p>
<p>Teaching Procedures</p>	<p>Unit 10:3 看见黑熊了 Recommended Activities:</p> <ul style="list-style-type: none"> · Identify the meaning and usage differences between 抓 and 刮, learned in unit 4 · Use 如果……就…… to create sentences · Choose the most appropriate answer that matches the supporting visual · Write 熊, 蓝, 抓, 影 in the correct stroke order · Match the correct text to the supporting audio
<p>Key Characters</p>	<p>鱼, 熊, 游, 泳, 影, 气, 抓, 蓝, 糕, 萍, 汁, 瓜</p>
<p>ACTFL Can Do: Interpretive (Reading/ Listening)</p>	
<p>ACTFL Can Do: Interpersonal (Listening, Speaking, Reading, Writing)</p>	
<p>ACTFL Can Do: Presentational (Speaking/ Writing)</p>	<p>I can present on familiar and everyday topics, using simple sentences.</p>
<p style="text-align: center;">Science (40 minutes, 3 times a week)</p>	<p>Objective: I can describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Lesson Vocabulary: lakes, ocean, rivers, high tide</p>
<p style="text-align: center;">Math (20-30 minutes daily)</p>	<p>See what your partner teacher is teaching.</p>

Week 34 (May 15th – May 19th)

REVIEW

Literacy Objectives	Review
Teaching Procedures	Recommended Activities:
Key Characters	Review
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences.
Science (40 minutes, 3 times a week)	Objective: I can describe how hurricanes form and what to do to reduce the risks. Lesson Vocabulary: Hurricane, Altitude, Flooding
Math (20-30 minutes daily)	Work on whatever they need

Week 35 (May 22nd – May 26th)

REVIEW

Literacy Objectives	Review
Teaching Procedures	Recommended Activities:
Key Characters	Review
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences.
Science (40 minutes, 3 times a week)	Review lesson and conduct the test. Mystery science
Math (20-30 minutes daily)	Work on whatever they need

Week 36 (May 29th – June 2nd)

REVIEW

Literacy Objectives	Review
Teaching Procedures	Recommended Activities:
Key Characters	Review
ACTFL Can Do: Interpretive (Reading/ Listening)	I can identify the topic and related information from simple sentences in short informational texts.
ACTFL Can Do: 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.
ACTFL Can Do: Presentational (Speaking/ Writing)	I can present on familiar and everyday topics, using simple sentences.
Science (40 minutes, 3 times a week)	Mystery science
Math (20-30 minutes daily)	Work on whatever they need