

Week 1 (Aug. 30 – Sept. 2)
Welcome to Kindergarten

Literacy Objectives	Benchmark Testing, intervention group organization, creation of classroom foundation.
Teaching Procedures	Benchmark Testing, intervention group organization, creation of classroom foundation.
Key Characters	Benchmark Testing, intervention group organization, creation of classroom foundation.
Content Objective(s):	Benchmark Testing, intervention group organization, creation of classroom foundation.
Language Objective(s):	Benchmark Testing, intervention group organization, creation of classroom foundation.
Academic Vocabulary	Benchmark Testing, intervention group organization, creation of classroom foundation.
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)	Benchmark Testing, intervention group organization, creation of classroom foundation.
Notes/Reflection	

Week 2 (Sept. 5 – Sept. 9)
Rules, Routines, Procedures

Literacy Objectives	Students can understand and follow classroom procedures, rules, and routines.
Teaching Procedures	Students can understand and follow classroom procedures, rules, and routines.
Key Characters	Students can understand and follow classroom procedures, rules, and routines.
Content Objective(s):	Students can understand and follow classroom procedures, rules, and routines.
Language Objective(s):	Students can understand and follow classroom procedures, rules, and routines.
Academic Vocabulary	Students can understand and follow classroom procedures, rules, and routines.
Science (10 min. daily, or 1 hour a week)	Students can understand and follow classroom procedures, rules, and routines.
Math (60 minutes daily)	Students can understand and follow classroom procedures, rules, and routines.
Notes/Reflection	

Week 3 (Sept. 12 – Sept. 16)
我爱我的家 (I Love My Family)

Literacy Objectives	Students can identify and communicate the members of the family in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 自己 Additional: 你好, 再见, 老师, 同学们, 好, 你, 好, 再, 见, 吗, ?
Content Objective(s):	Students understand how to respectfully greet others. Students answer each other's greetings.
Language Objective(s):	Students can proactively say hello and goodbye to each other. Students say hello and goodbye to the teacher. Students politely answer to other's greetings.
Academic Vocabulary	Listen: 请站起来, 请坐下, 到前面, 谢谢, 谁, 好棒, 你好, 换, 说, 快, 安静, 帮, 找, 看, 这里, 剪, 纸, 写, 什么, 黑色的线, 放, 画, 喜欢, 分钟, 开始, 男 / 女生, 老师, 一起, 哪里, 知道, 看到, 今天, 手, 对, 1,2,3, 不要, 准备好了, 撇, 竖, 横, 折, 钩, 点, 地毯, 本子, 游戏, 糟糕, 几个 Speak: 你好, 我, 是, 很好, 谢谢, 好棒, 男生, 女生, 看到 Read: 你, 好, 见, 再, 同, 学, 们, 老, 师, 吗, 我, 很, 谢, 名字

	<p>Write: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 自己</p> <p>Sentence Frames: ___好。 ___好吗? ___好棒 谢谢___。 ___再见。 我看到___.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Animal Secrets Lesson 1</p> <p>Animal Needs: Food</p> <p>K Why do woodpeckers peck wood?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 1 (1.1-1.11)</p> <p>Numbers 0 to 5</p> <p>Students can count, recognize, read, and write numbers 0 to 5.</p>
<p>Notes/Reflection</p>	

Week 4 (Sept. 19 - Sept. 23)

这是谁? (Who is this?)

Literacy Objectives	Students can identify and communicate the additional members of the family in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	爷爷, 奶奶, 小猫, 小狗, 我 Additional: 你好, 再见, 老师, 同学们, 好, 你, 好, 再, 见, 吗, ?
Content Objective(s):	Students understand how to respectfully greet others. Students answer each other's greetings.
Language Objective(s):	Students can proactively say hello and goodbye to each other. Students say hello and goodbye to the teacher. Students politely answer to other's greetings.
Academic Vocabulary	Listen: 请站起来, 请坐下, 到前面, 谢谢, 谁, 好棒, 你好, 换, 说, 快, 安静, 帮, 找, 看, 这里, 剪, 纸, 写, 什么, 黑色的线, 放, 画, 喜欢, 分钟, 开始, 男 / 女生, 老师, 一起, 哪里, 知道, 看到, 今天, 手, 对, 1,2,3, 不要, 准备好了, 撇, 竖, 横, 折, 钩, 点, 地毯, 本子, 游戏, 糟糕, 几个 Speak: 你好, 我, 是, 很好, 谢谢, 好棒, 男生, 女生, 看到

	<p>Read: 你, 好, 见, 再, 同, 学, 们, 老, 师, 吗, 我, 很, 谢, 名字</p> <p>Write: 爷爷, 奶奶, 小猫, 小狗, 我</p> <p>Sentence Frames: ___好。 ___好吗? ___好棒 谢谢___。 ___再见。 我看到___.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Animal Secrets Lesson 2</p> <p>Animal Needs: Shelter</p> <p>K Where do animals live?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 1 (1.1-1.11)</p> <p>Numbers 0 to 5</p> <p>Students can count, recognize, read, and write numbers 0 to 5.</p>
<p>Notes/Reflection</p>	

Week 5 (Sept. 26 – Sept. 30)
你叫什么名字? (What is your name?)

Literacy Objectives	Students can ask and reply to the question “What is your name?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	小猫, 小狗, 小鸟, 小鸡, 小兔, 小鱼, 名字 Additional: 你好, 再见, 老师, 同学们, 好, 你, 好, 再, 见, 吗, ?
Content Objective(s):	Students understand how to respectfully greet others. Students answer each other’s greetings.
Language Objective(s):	Students can proactively say hello and goodbye to each other. Students say hello and goodbye to the teacher. Students politely answer to other’s greetings.
Academic Vocabulary	Listen: 请站起来, 请坐下, 到前面, 谢谢, 谁, 好棒, 你好, 换, 说, 快, 安静, 帮, 找, 看, 这里, 剪, 纸, 写, 什么, 黑色的线, 放, 画, 喜欢, 分钟, 开始, 男 / 女生, 老师, 一起, 哪里, 知道, 看到, 今天, 手, 对, 1,2,3, 不要, 准备好了, 撇, 竖, 横, 折, 钩, 点, 地毯, 本子, 游戏, 糟糕, 几个 Speak: 你好, 我, 是, 很好, 谢谢, 好棒, 男生, 女生, 看到 Read: 你, 好, 见, 再, 同, 学, 们, 老, 师, 吗, 我, 很, 谢, 名字

	<p>Write: 小猫, 小狗, 小鸟, 小鸡, 小兔, 小鱼, 名字</p> <p>Sentence Frames: ___好。 ___好吗? ___好棒 谢谢___。 ___再见。 我看到___.</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Animal Secrets Lesson 3</p> <p>Animal Needs: Safety</p> <p>K How can you find animals in the woods?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 2 (2.1-2.6)</p> <p>Compare numbers 0 to 5</p> <p>Students can compare numbers 0 to 5.</p>
<p>Notes/Reflection</p>	

Week 6 (Oct. 3 – Oct. 7)
你几岁? (How old are you?)

Literacy Objectives	Students can ask and reply to the question “How old are you?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	岁, 一, 二, 两, 三, 四, 五, 六, 几 Additional: 叫, 什么, 名字, 他, 她, 我, 文, 白, 玛丽, 你, 同学, 老师, 再见,
Content Objective(s):	Students understand how to ask other’s names. Students can answer properly when they are asked what their names are.
Language Objective(s):	Students can proactively ask other what his/her name is. Students politely answer to other’s question regarding to name.
Academic Vocabulary	Listen: 那一个, 不客气, 写, 手, 地, 地毯, 看到, 什么, 这是, 好棒, 准备好了, 吗, 来, 换, 句子, 画, 有, 没有, 一起, 告诉, 眼睛闭起来, 不对, 知道, 课本, 游戏, 在这里, 懂, 不懂 Speak: 我, 她, 他, 叫, 什么名字, Read: 我, 她, 他, 老师, 你同学,

	<p>Write: 岁, 一, 二, 两, 三, 四, 五, 六, 几</p> <p>Sentence Frames: 你 (她, 他) ____叫什么名字? 我 (她, 他) 叫____。</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Animal Secrets Lesson 4</p> <p>Animals & Changing the Environment</p> <p>K How do animals make their homes in the forest?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 2 (2.1-2.6)</p> <p>Compare numbers 0 to 5</p> <p>Students can compare numbers 0 to 5.</p>
<p>Notes/Reflection</p>	

Week 7 (Oct. 10 – Oct. 14)
气球飞了 (Balloon Flew)

Literacy Objectives	Students can identify and say the names of colors in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	气球, 红色, 绿色, 黄色, 蓝色, 橙色, 白色 Additional: 叫, 什么, 名字, 他, 她, 我, 文, 白, 玛丽, 你, 同学, 老师, 再见,
Content Objective(s):	Students understand how to ask about colors. Students can answer properly when they are asked about colors.
Language Objective(s):	Students can proactively use the name of colors. Students politely answer to other's question regarding colors.
Academic Vocabulary	Listen: 那一个, 不客气, 写, 手, 地, 地毯, 看到, 什么, 这是, 好棒, 准备好了, 吗, 来, 换, 句子, 画, 有, 没有, 一起, 告诉, 眼睛闭起来, 不对, 知道, 课本, 游戏, 在这里, 懂, 不懂 Speak: 我, 她, 他, 叫, 什么名字, Read: 我, 她, 他, 老师, 你同学,

	<p>Write: 气球, 红色, 绿色, 黄色, 蓝色, 橙色, 白色</p> <p>Sentence Frames: 你 (她, 他) ____叫什么名字? 我 (她, 他) 叫____。</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Plant Secrets Lesson 1</p> <p>Living & Nonliving</p> <p>K Coming soon! (October 2022)</p>
<p>Math (60 minutes daily)</p>	<p>Topic 3 (3.1-3.8)</p> <p>Numbers 6 to 10</p> <p>Students can count, recognize, read, and write numbers 6 to 10.</p>
<p>Notes/Reflection</p>	

Week 8 (Oct. 17 – Oct. 21)

书包里有什么? (What is in the backpack?)

Literacy Objectives	Students can identify and say the names of common school tools/items in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	书, 纸, 铅笔, 橡皮, 本子, 剪刀 Additional: 叫, 什么, 名字, 他, 她, 我, 文, 白, 玛丽, 你, 同学, 老师, 再见
Content Objective(s):	Students understand how to ask what is inside an object. Students can answer properly when they are asked about school items.
Language Objective(s):	Students can proactively ask other about school items. Students politely answer to other's question regarding school items.
Academic Vocabulary	Listen: 那一个, 不客气, 写, 手, 地, 地毯, 看到, 什么, 这是, 好棒, 准备好了, 吗, 来, 换, 句子, 画, 有, 没有, 一起, 告诉, 眼睛闭起来, 不对, 知道, 课本, 游戏, 在这里, 懂, 不懂 Speak: 我, 她, 他, 叫, 什么名字, Read: 我, 她, 他, 老师, 你同学,

	<p>Write: 书, 纸, 铅笔, 橡皮, 本子, 剪刀</p> <p>Sentence Frames: 你 (她, 他) ____叫什么名字? 我 (她, 他) 叫____。</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Plant Secrets Lesson 2</p> <p>Plant Needs: Water & Light</p> <p>K How do plants and trees grow?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 3 (3.1-3.8)</p> <p>Numbers 6 to 10</p> <p>Students can count, recognize, read, and write numbers 6 to 10.</p>
<p>Notes/Reflection</p>	

Week 9 (Oct. 24 – Oct. 28)

你是哪国人? (Which country are you from?)

Literacy Objectives	Students can ask and reply to the question “Which country are you from?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	美国人, 中国人, 韩国人, 英国人, 巴西人, 加拿大人 Additional: '1-10 罗马数字, 和中文字。
Content Objective(s):	Students understand how to ask someone their ethnicity. Students understand how to tell someone their ethnicity.
Language Objective(s):	Students can proactively ask someone their ethnicity and answer the question when asked.
Academic Vocabulary	Listen: 你几岁? 他几岁? 我几岁? Speak: 你几岁? 他几岁? 我几岁? Read: 几, 岁, 呢 Write: 美国人, 中国人, 韩国人, 英国人, 巴西人, 加拿大人 Sentence Frames: 你几岁? 我 () 岁, 他 () 岁

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Plant Secrets Lesson 3 Animal Needs & Changing the Environment K Why would you want an old log in your backyard?
Math (60 minutes daily)	Topic 4 (4.1-4.6) Compare numbers 0 to 10 Students can compare numbers 0 to 10.
Notes/Reflection	

Week 10 (Oct. 31 – Nov. 4)

我饿了 (I am Hungry)

Literacy Objectives	Students can identify and say the names of fruits in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	苹果, 香蕉, 梨, 草莓, 葡萄, 西瓜 Additional: 1-10 罗马数字, 和中文字。
Content Objective(s):	Students understand how to express hunger. Students understand how tell people what fruits they want to eat.
Language Objective(s):	Students can proactively tell people they are hungry and what they like to it.
Academic Vocabulary	Listen: 你几岁? 他几岁? 我几岁? Speak: 你几岁? 他几岁? 我几岁? Read: 几, 岁, 呢 Write: 苹果, 香蕉, 梨, 草莓, 葡萄, 西瓜 Sentence Frames: 你几岁? 我 () 岁, 他 () 岁

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Wild Weather Lesson 1 Severe Weather & Preparation K How can you get ready for a big storm?
Math (60 minutes daily)	Topic 5 (5.1-5.4) Classify and Count Data Students can classify and count data.
Notes/Reflection	

Week 11 (Nov. 7 – Nov. 11)

买东西(Buy Items)

Literacy Objectives	Students can identify and purchase food items in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	蛋糕, 面包, 牛奶, 巧克力, 水果, 冰淇淋, 果汁 Additional: 1-10 罗马数字, 和中文字。
Content Objective(s):	Students understand how to purchase items at a store. Students understand how tell people what they would like to buy.
Language Objective(s):	Students can proactively tell people items they would like to purchase.
Academic Vocabulary	Listen: 你几岁? 他几岁? 我几岁? Speak: 你几岁? 他几岁? 我几岁? Read: 几, 岁, 呢 Write: 蛋糕, 面包, 牛奶, 巧克力, 水果, 冰淇淋, 果汁 Sentence Frames: 你几岁? 我 () 岁, 他 () 岁

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Wild Weather Lesson 2 Wind & Storms K Have you ever watched a storm?
Math (60 minutes daily)	Topic 6 (6.1-6.10) Understand Addition Students can represent addition with plus sign to solve addition word problems.
Notes/Reflection	

Week 12 (Nov. 14 – Nov. 18)

在学校(In the School)

Literacy Objectives	Students can express different activities they enjoy doing in the school in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	看书, 画画, 跳舞, 唱歌, 游泳, 打球, 爬上爬下 Additional: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 哪, 不, 是, 人, 大, 中, 日本
Content Objective(s):	Students understand what activities they can do in school. Students understand how to tell people what they would like to do in school.
Language Objective(s):	Students can proactively tell people activities they like to do in school.
Academic Vocabulary	Listen: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Speak: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Read: 是, 不, 人, 大, 中

	<p>Write: 看书, 画画, 跳舞, 唱歌, 游泳, 打球, 爬上爬下</p> <p>Sentence Frames: “你是哪国人” “你是...人吗? ” “他 (她) 是哪国人” “我是...人” “是, 我是...人” “不是, 我不是...人” “他 (她) 是...人”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Wild Weather Lesson 3 Weather Conditions K How many different kinds of weather are there?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 6 (6.1-6.10) Understand Addition Students can represent addition with plus sign to solve addition word problems.</p>
Notes/Reflection	

Week 13 (Nov. 28 – Dec. 2)
穿上衣服(Put on Clothes)

Literacy Objectives	Students can identify and say the names of clothing in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	衣服, 裤子, 袜子, 鞋子, 手套, 帽子, 夹克, 摔倒 Additional: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 哪, 不, 是, 人, 大, 中, 日本
Content Objective(s):	Students understand what clothing he/she wears. Students understand how tell people what they are wearing.
Language Objective(s):	Students can proactively tell people clothing they are wearing.
Academic Vocabulary	Listen: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Speak: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Read: 是, 不, 人, 大, 中

	<p>Write: 看书, 画画, 跳舞, 唱歌, 游泳, 打球, 爬上爬下</p> <p>Sentence Frames: “你是哪国人” “你是...人吗? ” “他 (她) 是哪国人” “我是...人” “是, 我是...人” “不是, 我不是...人” “他 (她) 是...人”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Circle of Seasons Lesson 1 Local Weather & Daily Patterns K How do you know what to wear for the weather?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 7 (7.1-7.9) Understand Subtraction Students can represent subtraction with minus sign to solve subtraction word problems.</p>
<p>Notes/Reflection</p>	

Week 14 (Dec. 5 – Dec. 9)
那是什么? (What is that?)

Literacy Objectives	Students can ask and reply to the question “What is that?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	汽车, 火车, 自行车, 出租车, 飞机, 轮船 Additional: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 哪, 不, 是, 人, 大, 中, 日本
Content Objective(s):	Students understand what modes of transportation is available. Students understand how to ask others what something is.
Language Objective(s):	Students can proactively ask and tell people what something over there is.
Academic Vocabulary	Listen: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Speak: 中国, 美国, 英国, 法国, 加拿大, 澳洲, 日本, 人, 哪, 是, 不, 人, 大, 中 Read: 是, 不, 人, 大, 中

	<p>Write: 汽车, 火车, 自行车, 出租车, 飞机, 轮船</p> <p>Sentence Frames: “你是哪国人” “你是...人吗? ” “他（她）是哪国人” “我是...人” “是, 我是...人” “不是, 我不是...人” “他（她）是...人”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Circle of Seasons Lesson 2 Seasonal Patterns K What will the weather be like on your birthday?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 7 (7.1-7.9) Understand Subtraction Students can represent subtraction with minus sign to solve subtraction word problems.</p>
Notes/Reflection	

Week 15 (Dec. 12 – Dec. 16)
里面有什么? (What's Inside?)

Literacy Objectives	Students can ask and answer the question “What’s inside?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	手, 脚, 腿, 鼻子, 耳朵, 眼睛, 娃娃 Additional: 学校, 小学
Content Objective(s):	Students identify each part of their body. Students understand how to ask others what is inside.
Language Objective(s):	Students can proactively identify and tell people parts of the body.
Academic Vocabulary	Listen: 校, 年级, 上, 个, 也, 华 Speak: 校, 年, 上, 个, 也, 华 Read: 上, 个, 也, 华 Write: 手, 脚, 腿, 鼻子, 耳朵, 眼睛, 娃娃 Sentence Frames: “你上哪个学校?” “我上...小学” “他（她）上哪个学校” 回答 “他（她）也上...学校”

	<p>“你上几年级” 回答 “我上... 级”</p> <p>“他（她）上几年级” 回答 “他（她）上几年级”</p> <p>“也”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Circle of Seasons Lesson 3</p> <p>Animals Changing Their Environment</p> <p>K Why do birds lay eggs in the spring?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 8 (8.1-8.10)</p> <p>More Addition and Subtraction</p> <p>Students can decompose and represent numbers 0 to 10.</p>
<p>Notes/Reflection</p>	

Week 16 (Jan. 2 – Jan. 6)

运动会(Sports)

Literacy Objectives	Students can listen and speak action verbs in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	预备, 走, 爬, 跳, 跑, 飞, 停 Additional: 学校, 小学
Content Objective(s):	Students understand and respond to different verbs. Students understand how to ask others to action.
Language Objective(s):	Students can proactively listen and express different action verbs.
Academic Vocabulary	Listen: 校, 年级, 上, 个, 也, 华 Speak: 校, 年, 上, 个, 也, 华 Read: 上, 个, 也, 华 Write: 预备, 走, 爬, 跳, 跑, 飞, 停 Sentence Frames: “你上哪个学校?” “我上...小学” “他（她）上哪个学校” 回答 “他（她）也上...学校”

	<p>“你上几年级” 回答 “我上... 级”</p> <p>“他（她）上几年级” 回答 “他（她）上几年级”</p> <p>“也”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Sunny Skies Lesson 1</p> <p>Sunlight, Heat, & Earth's Surface</p> <p>K How could you walk barefoot across hot pavement without burning your feet?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 8 (8.1-8.10)</p> <p>More Addition and Subtraction</p> <p>Students can decompose and represent numbers 0 to 10.</p>
<p>Notes/Reflection</p>	

Week 17 (Jan. 9 – Jan. 13)

老狼老狼几点子? ("What's the time Mr. Wolf?")

Literacy Objectives	Students can tell time by the hour and answer to “What time is it?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	1-7 点 Additional: 学校, 小学
Content Objective(s):	Students understand and respond to the question “What time is it?” Students understand how to ask others for time.
Language Objective(s):	Students can proactively ask and answer to “What time is it?”
Academic Vocabulary	Listen: 校, 年级, 上, 个, 也, 华 Speak: 校, 年, 上, 个, 也, 华 Read: 上, 个, 也, 华 Write: 1-7 点 Sentence Frames: “你上哪个学校?” “我上...小学” “他（她）上哪个学校” 回答 “他（她）也上...学校”

	<p>“你上几年级” 回答 “我上... 级”</p> <p>“他（她）上几年级” 回答 “他（她）上几年级”</p> <p>“也”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Sunny Skies Lesson 2</p> <p>Sunlight, Warming, & Engineering</p> <p>K How could you warm up a frozen playground?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 9 (9.1-9.7)</p> <p>Count Numbers to 20</p> <p>Students can count, recognize, read, and write numbers 11-20.</p>
<p>Notes/Reflection</p>	

Week 18 (Jan. 16 – Jan. 20)

红花 红花几月开? (Red Flower How Many Months till Bloom?)

Literacy Objectives	Students can communicate the months of the year and ask/answer to “What month is it?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	1-8 月 Additional: 学校, 小学
Content Objective(s):	Students understand and respond to the question “What time is it?” Students understand how to ask others for time.
Language Objective(s):	Students can proactively ask and answer to “What time is it?”
Academic Vocabulary	Listen: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Speak: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Read: 谁, 的, 有, 爸, 妈, 和, 家 Write: 1-8 月 Sentence Frames: 这是谁? 这是...

	<p>“他（她）是谁” 回答：他（她）是...</p> <p>我爱我的...</p> <p>“你家有几口人？”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Sunny Skies Lesson 3 Sunlight & Warmth K Why does it get cold in winter?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 9 (9.1-9.7) Count Numbers to 20 Students can count, recognize, read, and write numbers 11-20.</p>
<p>Notes/Reflection</p>	

Week 19 (Jan. 23 – Jan. 27)

我的一家人

Literacy Objectives	Students can communicate the names and age of members of their family in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 岁 Additional: 学校, 小学
Content Objective(s):	Students understand and respond to the question “What time is it?” Students understand how to ask others for time.
Language Objective(s):	Students can proactively ask and answer to “What time is it?”
Academic Vocabulary	Listen: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Speak: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Read: 谁, 的, 有, 爸, 妈, 和, 家 Write: 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 岁 Sentence Frames: 这是谁? 这是...

	<p>“他（她）是谁” 回答：他（她）是...</p> <p>我爱我的...</p> <p>“你家有几口人？ ”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Force Olympics Lesson 1 Pushes & Pulls</p> <p>K What is the biggest excavator?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 10 (10.1-10.7)</p> <p>Compose and Decompose Numbers 11 to 19. Students can compose and decompose numbers 11 to 19.</p>
<p>Notes/Reflection</p>	

Week 20 (Jan. 30 – Feb. 3)
我的家 (My Family)

Literacy Objectives	Students can communicate the names of different rooms in the household in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	厨房, 卫生间, 客厅, 饭厅, 书房, 卧室 Additional: 学校, 小学
Content Objective(s):	Students understand how to communicate different rooms in the household. Students understand how to ask, “Who’s there?”
Language Objective(s):	Students can proactively ask and answer to “Who’s there?”
Academic Vocabulary	Listen: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Speak: 哥, 弟, 姐, 妹, 两, 爱, 这, 谁, 的, 有, 爸, 妈, 和, 家 Read: 谁, 的, 有, 爸, 妈, 和, 家 Write: 厨房, 卫生间, 客厅, 饭厅, 书房, 卧室 Sentence Frames: 这是谁? 这是...

	<p>“他（她）是谁” 回答：他（她）是...</p> <p>我爱我的...</p> <p>“你家有几口人？ ”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Force Olympics Lesson 2</p> <p>Pushes, Pulls, & “Work Words”</p> <p>K Why do builders need so many big machines?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 10 (10.1-10.7)</p> <p>Compose and Decompose Numbers 11 to 19.</p> <p>Students can compose and decompose numbers 11 to 19.</p>
<p>Notes/Reflection</p>	

Week 21 (Feb. 6 – Feb. 10)
动物的家(Animal Family)

Literacy Objectives	Students can communicate the names of animals in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	动物, 小鸟, 小猫, 小狗, 小兔, 老鼠, 小鸡, 蜗牛
Content Objective(s):	Students understand how to communicate names of different animals. Students understand how to tell people the animals they like.
Language Objective(s):	Students can say the names of animals. Students can proactively express their love for something or someone.
Academic Vocabulary	Listen: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Speak: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Read: 在, 哪里, 住, 老 Write: 动物, 小鸟, 小猫, 小狗, 小兔, 老鼠, 小鸡, 蜗牛 Sentence Frame: “是或不是” “你住在哪里” 我知道如何回答 “我住在...”

	“李老师也住在...吗”
Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Force Olympics Lesson 3 Motion, Speed, & Strength K How can you knock down a wall made of concrete?
Math (60 minutes daily)	Topic 11 (11.1-11.7) Count Numbers to 100 Students can use patterns to count by ones and tens to 100.
Notes/Reflection	

Week 22 (Feb. 13 – Feb. 17)
你住在哪里? (Do you live there?)

Literacy Objectives	Students can ask and reply to the question “Do you live there?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	小鸟, 小狗, 小兔, 小鱼, 小鸡, 小马, 小朋友, 哪里, 那里
Content Objective(s):	Students understand how to communicate names of different animals. Students understand how to ask and answer, “Do you live there?”
Language Objective(s):	Students can say the names of animals. Students can proactively ask “Do you live there?”
Academic Vocabulary	Listen: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Speak: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Read: 在, 哪里, 住, 老 Write: 动物, 小鸟, 小狗, 小兔, 小鱼, 小鸡, 小马, 小朋友, 哪里, 那里 Sentence Frame: “是或不是” “你住在哪里” 我知道如何回答 “我住在...”

	“李老师也住在...吗”
Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Force Olympics Lesson 4 Speed & Direction of Force K How can you knock down the most bowling pins?
Math (60 minutes daily)	Topic 11 (11.1-11.7) Count Numbers to 100 Students can use patterns to count by ones and tens to 100.
Notes/Reflection	

Week 23 (Feb. 20 – Feb. 24)
你从哪里来? (Where are you from?)

Literacy Objectives	Students can ask and reply to the question “Where are you from?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	来, 日本, 印度, 德国, 美国, 中非, 澳大利亚, 际学校
Content Objective(s):	Students understand how to ask someone where they are from. Students understand how to tell someone where they are from.
Language Objective(s):	Students can proactively ask and answer where someone is from.
Academic Vocabulary	Listen: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Speak: 路, 号, 长, 公园, 在, 哪里, 住, 老师 Read: 在, 哪里, 住, 老 Write: 来, 日本, 印度, 德国, 美国, 中非, 澳大利亚, 际学校 Sentence Frame: “是或不是” “你住在哪里” 我知道如何回答 “我住在...”

	“李老师也住在...吗”
Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Force Olympics Lesson 5 Direction of Motion & Engineering K How can we protect a mountain town from falling rocks?
Math (60 minutes daily)	Topic 12 (12.1-12.8) Identify and Describe Shapes Students can identify and describe shapes.
Notes/Reflection	

Week 24 (Feb. 27 – Mar. 3)

画画(Drawing)

Literacy Objectives	Students can communicate color words with an object in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	画画, 红色, 黄色, 蓝色, 绿色, 白色, 花色, 破, 气球
Content Objective(s):	Students understand how to ask someone color of objects. Students understand how to tell someone color of objects.
Language Objective(s):	Students can proactively ask and answer what color objects are.
Academic Vocabulary	Listen: 年, 今天, 月, 日, 祝, 生日, 快乐 Speak: 年, 今天, 月, 日, 祝, 生日, 快乐 Read: 年, 今, 祝, 生日, 快乐 Write: 画画, 红色, 黄色, 蓝色, 绿色, 白色, 花色, 破, 气球 Sentence Frames: “今天是几月几日” 回答 “今天是...” “今天是...年...月...日, 星期...”

	<p>“你的生日是几月几日” 回答 “我的生日是几月几日”</p> <p>“祝你生日快乐” 的意思</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Force Olympics Lesson 6</p> <p>Forces & Engineering</p> <p>K How could you invent a trap?</p>
<p>Math (60 minutes daily)</p>	<p>Topic 12 (12.1-12.8)</p> <p>Identify and Describe Shapes</p> <p>Students can identify and describe shapes.</p>
<p>Notes/Reflection</p>	

Week 25 (Mar. 6 – Mar. 10)
这是你的吗? (Is This Yours?)

Literacy Objectives	Students can ask and reply to the question “Is This Yours?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	铅笔, 橡皮, 剪刀, 蜡笔, 书, 纸, 书包
Content Objective(s):	Students understand how to ask someone “Is this yours?” Students understand how to tell if something is/is not theirs.
Language Objective(s):	Students can proactively ask and answer “Is this yours?”
Academic Vocabulary	<p>Listen: 年, 今天, 月, 日, 祝, 生日, 快乐</p> <p>Speak: 年, 今天, 月, 日, 祝, 生日, 快乐</p> <p>Read: 年, 今, 祝, 生日, 快乐</p> <p>Write: 铅笔, 橡皮, 剪刀, 蜡笔, 书, 纸, 书包</p> <p>Sentence Frames: “今天是几月几日” 回答 “今天是...” “今天是...年...月...日, 星期...”</p>

	<p>“你的生日是几月几日” 回答 “我的生日是几月几日”</p> <p>“祝你生日快乐” 的意思</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic 13 (13.1-13.7)</p> <p>Analyze, Compare, and Create Shapes</p> <p>Students can analyze, compare, and create shapes.</p>
<p>Notes/Reflection</p>	

Week 26 (Mar. 13 – Mar. 17)
香蕉在哪里? (Where is the banana?)

Literacy Objectives	Students can ask and reply to the question “Where (something) is?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	苹果, 香蕉, 葡萄, 梨, 橘子, 草莓, 西瓜
Content Objective(s):	Students understand how to ask someone “Where (something) is?” Students understand how to tell someone where (something) is.
Language Objective(s):	Students can proactively ask and answer “Where (something) is?”
Academic Vocabulary	Listen: 年, 今天, 月, 日, 祝, 生日, 快乐 Speak: 年, 今天, 月, 日, 祝, 生日, 快乐 Read: 年, 今, 祝, 生日, 快乐 Write: 苹果, 香蕉, 葡萄, 梨, 橘子, 草莓, 西瓜 Sentence Frames: “今天是几月几日” 回答 “今天是...” “今天是...年...月...日, 星期...”

	<p>“你的生日是几月几日” 回答 “我的生日是几月几日”</p> <p>“祝你生日快乐” 的意思</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic 13 (13.1-13.7)</p> <p>Analyze, Compare, and Create Shapes</p> <p>Students can analyze, compare, and create shapes.</p>
<p>Notes/Reflection</p>	

Week 27 (Mar. 27 – Mar. 31)
你在做什么？(What are you doing?)

Literacy Objectives	Students can communicate their five senses and their uses in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	眼睛，看一看，鼻子，闻一闻，嘴巴，尝一尝，耳朵，听一听，手，拍一拍，脚，跳一跳
Content Objective(s):	Students understand how to ask someone “What are you doing?” Students understand how to tell someone what they are doing.
Language Objective(s):	Students can proactively ask and answer “What are you doing?”
Academic Vocabulary	<p>Listen: 今天，昨天，明天，星期，是，几，星期一，星期二，星期三，星期四，星期五，星期六，星期天，吗</p> <p>Speak: 今天，昨天，明天，星期，是，几，星期一，星期二，星期三，星期四，星期五，星期六，星期天，吗</p> <p>Read: 今天，昨天，明天，星期，星期一，星期二，星期三，星期四，星期五，星期六，星期天，吗</p>

	<p>Write: 眼睛, 看一看, 鼻子, 闻一闻, 嘴巴, 尝一尝, 耳朵, 听一听, 手, 拍一拍, 脚, 跳一跳</p> <p>Sentence Frames: “今天是星期几” 回答 “今天是...” “昨天是星期几” 回答 “昨天是...” “明天是星期几” 回答 “明天是...” “今天是星期五吗? ”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic 14 (14.1-14.6) Describe and Compare Measurable Attributes Students can describe and compare measurable attributes.</p>
<p style="text-align: center;">Notes/Reflection</p>	

Week 28 (Apr. 3 – Apr. 7)

我会爬 (I Will Climb)

Literacy Objectives	Students can communicate animal names and the way they move in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	青蛙跳, 小鸟飞, 小兔跑, 婴儿走, 蜗牛爬
Content Objective(s):	Students understand how animals move. Students understand how to answer questions about movement.
Language Objective(s):	Students can proactively tell others what they are doing. Students say animal names and how they move.
Academic Vocabulary	Listen: 今天, 昨天, 明天, 星期, 是, 几, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗 Speak: 今天, 昨天, 明天, 星期, 是, 几, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗 Read: 今天, 昨天, 明天, 星期, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗

	<p>Write: 青蛙跳, 小鸟飞, 小兔跑, 婴儿走, 蜗牛爬</p> <p>Sentence Frames: “今天是星期几” 回答 “今天是...” “昨天是星期几” 回答 “昨天是...” “明天是星期几” 回答 “明天是...” “今天是星期五吗? ”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic 14 (14.1-14.6)</p> <p>Describe and Compare Measurable Attributes</p> <p>Students can describe and compare measurable attributes.</p>
<p>Notes/Reflection</p>	

Week 29 (Apr. 10 – Apr. 14)

镜子(Mirror)

Literacy Objectives	Students can communicate emotions and expressions in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	笑, 哭, 走, 跑, 跳, 拍, 踢, 破
Content Objective(s):	Students understand how convey emotions and expressions. Students understand how to answer questions about feelings.
Language Objective(s):	Students can proactively tell others how they are feeling. Students say names of emotions and expressions.
Academic Vocabulary	Listen: 今天, 昨天, 明天, 星期, 是, 几, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗 Speak: 今天, 昨天, 明天, 星期, 是, 几, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗 Read: 今天, 昨天, 明天, 星期, 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 吗

	<p>Write: 笑, 哭, 走, 跑, 跳, 拍, 踢, 破</p> <p>Sentence Frames: “今天是星期几” 回答 “今天是...” “昨天是星期几” 回答 “昨天是...” “明天是星期几” 回答 “明天是...” “今天是星期五吗? ”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic Extension</p> <p>Step Up to Grade 1</p> <p>Students can understand addition expressions and equations.</p>
<p>Notes/Reflection</p>	

Week 30 (Apr. 17 – Apr. 21)
这是谁的手套? (Whose glove is this?)

Literacy Objectives	Students can ask and answer the question “Whose (item) is this?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	谁, 上衣, 裤子, 袜子, 鞋, 帽子, 夹克, 手套, family members
Content Objective(s):	Students understand how to ask someone “Whose is this?” Students understand how to tell someone whose it is.
Language Objective(s):	Students can proactively ask and answer “Whose is this?”
Academic Vocabulary	Listen: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板 Speak: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板 Read: 这, 那, 白, 书包 Write: 谁, 上衣, 裤子, 袜子, 鞋, 帽子, 夹克, 手套, family members Sentence Frames: “这是什么” “那是什么” 回答 “这是...” “那是...” “书包里有什么” “教室里有什么” 回答 “书包里有...” “教室里有...”

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Mini-Lesson exploration
Math (60 minutes daily)	Topic Extension Step Up to Grade 1 Students can understand facts with 5 on a Ten-Frame.
Notes/Reflection	

Week 31 (Apr. 24 – Apr. 28)
我去上学(I go to School)

Literacy Objectives	Students can communicate different modes of transportation to go to school in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	坐, 骑, 滑, 上学, 飞机, 火车, 轮船, 校车, 自行车, 滑板, 校长
Content Objective(s):	Students understand how to travel to school. Students understand the diverse ways to travel to school.
Language Objective(s):	Students can proactively tell others how they travel to school. Students say names of different modes of transportation.
Academic Vocabulary	<p>Listen: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板</p> <p>Speak: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板</p> <p>Read: 这, 那, 白, 书包</p> <p>Write: 坐, 骑, 滑, 上学, 飞机, 火车, 轮船, 校车, 自行车, 滑板, 校长</p> <p>Sentence Frames: “这是什么” “那是什么” 回答 “这是...” “那是...” “书包里有什么” “教室里有什么” 回答 “书包里有...” “ 教室里有...”</p>

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Mini-Lesson exploration
Math (60 minutes daily)	Topic Extension Step Up to Grade 1 Students can add in any order.
Notes/Reflection	

Week 32 (May 1 – May 5)
我要朋友 (I Need Friends)

Literacy Objectives	Students can ask and answer the question “Do you need...?” in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	朋友, 蛋糕, 饼干, 水果, 巧克力, 冰淇淋, 要不要
Content Objective(s):	Students understand how to ask someone “Do you need...?” Students understand how to tell someone if they need/not need something.
Language Objective(s):	Students can proactively ask and answer “Do you need...?”
Academic Vocabulary	Listen: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板 Speak: 那, 这, 书包, 铅笔, 橡皮, 本子, 教室, 桌子, 椅子, 白板 Read: 这, 那, 白, 书包 Write: 朋友, 蛋糕, 饼干, 水果, 巧克力, 冰淇淋, 要不要 Sentence Frames: “这是什么” “那是什么” 回答 “这是...” “那是...” “书包里有什么” “教室里有什么” 回答 “书包里有...” “教室里有...” “你想要什么” 回答 “我要...”

Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Mini-Lesson exploration
Math (60 minutes daily)	Topic Extension Step Up to Grade 1 Students can understand subtraction expressions and equations.
Notes/Reflection	

Week 33 (May 8 – May 12)
在学校真快乐(Happy at School)

Literacy Objectives	Students can communicate different activities they do in school in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	一起, 看书, 画画, 唱歌, 打球, 跳舞, 游泳, 快乐
Content Objective(s):	Students understand how to perform each activity in school. Students understand what activities they can do in school.
Language Objective(s):	Students can proactively tell others what they do in school. Students say names of different activities in school.
Academic Vocabulary	Listen: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓 Speak: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓 Read: 吃, 水果, 多, 很, 喜欢 Write: 一起, 看书, 画画, 唱歌, 打球, 跳舞, 游泳, 快乐 Sentence Frames: “吃水果, 吃...”

	<p>“你喜欢不喜欢吃...” 回答 “我喜欢吃...” “我很喜欢吃...”</p> <p>“你喜欢吃...吗？” 回答 “我喜欢吃...” “我不喜欢吃...”</p> <p>“...多, ...少”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic Extension</p> <p>Step Up to Grade 1</p> <p>Students can think addition to subtract.</p>
<p>Notes/Reflection</p>	

Week 34 (May 15 – May 19)

猴子做什么？(What is the Monkey Doing?)

Literacy Objectives	Students can communicate different activities they do on each day of the week in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 新衣, 画画, 爬高山, 学写字, 去跳舞, 上街遛, 笑嘻嘻
Content Objective(s):	Students understand how to explain activities they do each day. Students understand how to communicate the days of the week.
Language Objective(s):	Students can proactively tell others what they do each day of the week. Students say names of different activities they like to do outside.
Academic Vocabulary	<p>Listen: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓</p> <p>Speak: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓</p> <p>Read: 吃, 水果, 多, 很, 喜欢</p> <p>Write: 星期一, 星期二, 星期三, 星期四, 星期五, 星期六, 星期天, 新衣, 画画, 爬高山, 学写字, 去跳舞, 上街遛, 笑嘻嘻</p>

	<p>Sentence Frames: “吃水果, 吃...”</p> <p>“你喜欢不喜欢吃...” 回答 “我喜欢吃...” “我很喜欢吃...”</p> <p>“你喜欢吃...吗?” 回答 “我喜欢吃...” “我不喜欢吃...”</p> <p>“...多, ...少”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic Extension</p> <p>Step Up to Grade 1</p> <p>Students can add three numbers.</p>
<p>Notes/Reflection</p>	

Week 35 (May 22 – May 26)
大和小 (Big and Small)

Literacy Objectives	Students can communicate measurements of distinct characteristics of people or things in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	太, 大, 小, 肥, 瘦, 长, 短, 正好
Content Objective(s):	Students understand how to describe a person or thing. Students understand how to communicate the characteristics of person or thing.
Language Objective(s):	Students can proactively describe the characteristics of others. Students say names of distinct characteristics.
Academic Vocabulary	Listen: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓 Speak: 吃, 水果, 喜欢, 西瓜, 葡萄, 橘子, 多, 喜欢, 吃, 水果, 苹果, 梨, 香蕉, 草莓 Read: 吃, 水果, 多, 很, 喜欢 Write: 太, 大, 小, 肥, 瘦, 长, 短, 正好

	<p>Sentence Frames: “吃水果, 吃...”</p> <p>“你喜欢不喜欢吃...” 回答 “我喜欢吃...” “我很喜欢吃...”</p> <p>“你喜欢吃...吗?” 回答 “我喜欢吃...” “我不喜欢吃...”</p> <p>“...多, ...少”</p>
<p>Science (10 min. daily, or 1 hour a week)</p>	<p>Mystery Science Kindergarten Curriculum</p> <p>Mini-Lesson exploration</p>
<p>Math (60 minutes daily)</p>	<p>Topic Extension</p> <p>Step Up to Grade 1</p> <p>Students can count by 10s to 120.</p>
<p>Notes/Reflection</p>	

Week 36 (May 29 – June 2)

下雨了 (It's Raining)

Literacy Objectives	Students can communicate the types of weather conditions in Chinese.
Teaching Procedures	Activities: Role-playing, think-pair-share, dialogue, centers.
Key Characters	刮风, 天阴, 下雨, 下雪, 天晴, 太阳, 月亮, 彩虹
Content Objective(s):	Students understand how to describe weather.
Language Objective(s):	Students can proactively describe the weather conditions to others. Students say names of different weather conditions.
Academic Vocabulary	复习
Science (10 min. daily, or 1 hour a week)	Mystery Science Kindergarten Curriculum Mini-Lesson exploration
Math (60 minutes daily)	Topic Extension Step Up to Grade 1 Students can count by 1s to 120.
Notes/Reflection	

