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| **Weekly plan for Chinese (week 1)** | |
| **Time period**: Aug. 26 - Aug. 30, 45 minutes  **Teaching material**: Profile writing <https://tliuedu.weebly.com/profile-writing.html>  **Mandarin resource throughout the school year:** <https://tliuedu.weebly.com/mandarin-chinese-course.html>  **Extra Mandarin learning resource:** <https://tliuedu.weebly.com/mandarin-chinese-learning-resources.html>  \*\* Homework due on 9/5(next Thursday).  \*\* Classwork should be completed by 8/30 (this Friday) in class. | |
| **Dates** | **Structure of the lesson** |
| **Aug. 26** | 1. Introduce the Chinese class and the yearly goal |
|  | 2. routine: calendar and weather (whole class) |
|  | 3. **explore the concept of “personal profile”** |
|  | 4. **Read: Profile Writing** |
|  | (1) silent reading, circle the words they don’t know (individual) |
|  | (2) whole class read-aloud |
|  | (3) whole class discussion about the article meaning |
|  | (4) elaboration on the wording and sentence structures (teacher-directed) |
|  | (5) Quizlet review +pinyin |
|  | (6) Note-taking, if needed |
|  | 5. Copy vocabularies and strokes, write sentences or a daily journal |
|  | 6. **Classwork: Concept map of personal profile** |
|  | 7. Homework |
|  | 8. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 27** | 1. routine: calendar and weather (whole class) |
|  | 2. **explore the concept of “personal profile”** |
|  | 3. **Read: Profile Writing** |
|  | (1) silent reading, circle the words they don’t know (individual) |
|  | (2) whole class read-aloud and discussion |
|  | (3) elaboration on the wording and sentence structures (teacher-directed) |
|  | (4) Quizlet review +pinyin |
|  | (5) Note-taking, if needed |
|  | 4. Copy vocabularies and strokes, write sentences or a daily journal |
|  | 5. **Classwork: Concept map of personal profile** |
|  | 6. Homework |
|  | 7. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 28** | 1. routine: calendar and weather (whole class) |
|  | 2. **explore the concept of “personal profile”** |
|  | 3. **Read: Profile Writing** |
|  | (1) silent reading, circle the words they don’t know (individual) |
|  | (2) whole class read-aloud and discussion |
|  | (3) elaboration on the wording and sentence structures (teacher-directed) |
|  | (4) Quizlet review +pinyin |
|  | (5) Note-taking, if needed |
|  | 4. Copy vocabularies and strokes, write sentences or a daily journal |
|  | 5. **Classwork: Concept map of personal profile** |
|  | 6. Homework |
|  | 7. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 29** | 1. routine: calendar and weather (whole class) |
|  | 2. **explore the concept of “personal profile”** |
|  | 3. **Read: Profile Writing** |
|  | (1) silent reading, circle the words they don’t know (individual) |
|  | (2) whole class read-aloud and discussion |
|  | (3) elaboration on the wording and sentence structures (teacher-directed) |
|  | (4) Quizlet review +pinyin |
|  | (5) Note-taking, if needed |
|  | 4. Copy vocabularies and strokes, write sentences or a daily journal |
|  | 5. **Classwork: Concept map of personal profile** |
|  | 6. Homework |
|  | 7. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 30** | 1. routine: calendar and weather (whole class) |
|  | 2. **explore the concept of “personal profile”** |
|  | 3. **Read: Profile Writing** |
|  | (1) silent reading, circle the words they don’t know (individual) |
|  | (2) whole class read-aloud and discussion |
|  | (3) elaboration on the wording and sentence structures (teacher-directed) |
|  | (4) Quizlet review +pinyin |
|  | (5) Note-taking, if needed |
|  | 4. Copy vocabularies and strokes, write sentences or a daily journal |
|  | 5. **Classwork: Concept map of personal profile** |
|  | 6. Homework |
|  | 7. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |

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| **Special Education/504 modifications:**   1. **physical environment:** Preferential seating; proximity to teacher; allow for breaks 2. **instructional materials and methods:** extended work time; one-on-one w/teacher; buddy friends; visual aids; frequent checking for understanding; teacher helper privilege, ask students to paraphrase concepts; anchor charts for modeling and step-by-step direction; chunking content; graphic organizer is needed 3. **Assignments:** explain individually or in a small group; check for understanding; frequently check understanding and chunk assignments if need; graphic organizer is needed 4. **Testing**: review vocabularies and concept; extended time; test questions read aloud and other text as appropriate; graphic organizer is needed. |
| **GT Differentiation:**  **1.** Higher Order Thinking and open-ended Questions  2. plan and make their project on a weekly basis after they finish all the routine practice  3. different ways to solve a problem  4.little teacher and buddy friend.  **5. Advanced learning such as previewing future contents in both math and Chinese, small group or one-on-one instruction if needed**  6. Abilities grouping if applied |

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| **Weekly plan for Math** | |
| Time period: **Aug. 26- Aug. 30, 65 mins**  Weekly content: **TX Go Math 1.1-1.6**  **Online math resource:** [**https://tliuedu.weebly.com/math-course.html**](https://tliuedu.weebly.com/math-course.html)  \*\* Homework due on 9/5(next Thursday).  \*\* Classwork should be completed by 8/30 (this Friday) in class. | |
| **Dates** | **Structure of the lesson** |
| **Aug. 26** | 1. Do now : 9 place value questions to understand students’ entry level. |
|  | 2. **check do now**  (only show answers, ask students if they need further explanation from you) |
|  | 3. Today’s objective: Students understand properties of addition and multiplication/ students know the definition of “thousandth” |
|  | 4. Introduce properties p.5  I do: p. 6 example and P. 6 share and show Question 1  We do: p. 6 Share and show 2-4,  You do: p. 7 Problem solving 8-10, 11  **Classwork: P.8**  Check answers |
|  | 5. Introduce “Thousandths” by showing the model  I do: use 10 by 10 grid to describe decimal. share and show question 1 and 2 (go math page 12 share and show 1-2)  We do: students use 10 by 10 grid to draw certain decimal numbers  You do: Go math page 12 share and show 3-5 |
|  | 6. **Homework: Go math page 10** |
|  | 7. wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 27** | 1. Do now: p. 15 |
|  | 2. **check do now and homework**  (only show answers, ask students if they need further explanation from you) |
|  | 3. Introduce today’s objective: students will be able to write decimal in standard form, word form and expanded form. |
|  | 4. Review terms, such as standard form, word form, expanded notation and expanded form.  I do : page 17 |
|  | 5. We do : p.18 share and show question 1 |
|  | 6. You do: p.19 question 9-11 |
|  | 7. **Classwork: p. 20** For those who finish quickly, p.12-13 |
|  | 8. **Homework: p. 16 & 22** |
|  | 9. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 28** | 1. Do now: p.21 |
|  | 2. **check do now and homework**  (only show answers, ask students if they need further explanation from you) and re-teach |
|  | 3. Introduce today’s objective: students will be able to use place value to compare and order decimal. I can round decimals to tenths or hundredths. |
|  | 4. I do: Page 23 one way and another. (combine it with page 29) |
|  | 5. We do: Page 24 share and show 1 and 4, page 25 question 8. (combine the knowledge with 5.2C round decimal) |
|  | 6. You do: Go math page 31 question 15-18 |
|  | 7. **Classwork page 32** |
|  | 8. **Homework: Go math page 28** |
|  | 8. Wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 29** | 1. Do now: Problem solving journal from HISD (half of the questions) |
|  | 2. **check do now and homework**  (only show answers, ask students if they need further explanation from you) and re-teach |
|  | 3. Today’s objective: Students are able to estimate decimal sums and differences to determine reasonableness of real-world problem. |
|  | 4. Vocabulary: estimate, round, sum, difference |
|  | 5. Activity: give students a grocery adverting page with prices, ask them if you give them a certain amount of money, what are the estimation strategies they might use |
|  | 6. I do. 1. Unlock the problem Go math Page 35. I do: 2. Go math page 36 Example Use benchmarks to estimate |
|  | 7. We do: 3. share and show question. We do: Share and show question 5. |
|  | 8. You do: share and show 1, 4 |
|  | 9. **Classwork: Go math page 38**  \*Extra work: p.16,p.18,p.20 (independent work) |
|  | 10. **Homework: Go math page 34** |
|  | 11. wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |
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| **Aug. 30** | 1. Do now: Problem solving journal HISD provides (The other half) |
|  | 2. **check do now and homework**  (only show answers, ask students if they need further explanation from you) and re-teach |
|  | 3. Today’s objective: review Monday-Thursday content and reteach |
|  | 4. Review contents: p.10, p.13, p.17, p.37 |
|  | 5. Finish classwork. For those who finish earlier, they can follow the activity chart I provide to do their own individual practice. |
|  | 6. Homework: Go math 39-40 |
|  | 7. wrap up |
|  | \*\*\* If students finish the lesson prior to the set schedule, they’ll start to do workstations. |

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