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| **Weekly plan for Chinese (Week 3)** |
| **Time period**: Sep. 9 - Sep. 13, 45 minutes **Teaching material**: My school day <https://tliuedu.weebly.com/my-school-day.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>\*\* Week 2-3 Homework due on 9/12 (this Thursday).\*\* Chinese quiz: Profile writing on 9/12 (this Thursday)\*\* Classwork should be completed by 9/13 (this Friday) in class. |
| **Dates** | **Structure of the lesson** |
| **Sep. 9** | 1. routine: calendar and weather (whole class) |
|  | 2. **review the concept of “school day”** |
|  | 3. **Read: My school day** |
|  |  (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: Write a short paragraph about your school day** |
|  | 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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| **Sep. 10** | 1. routine: calendar and weather (whole class) |
|  | 2. **review the concept of “school day”** |
|  | 3. **Read: My school day** |
|  |  (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: Write a short paragraph about your school day** |
|  | 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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| **Sep. 11**  | 1. routine: calendar and weather (whole class) |
|  | 2. **review the concept of “school day”** |
|  | 3. **Read: My school day** |
|  |  (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: Write a short paragraph about your school day** |
|  | 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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| **Sep. 12** | 1. review the expectation of the quiz |
|  | 2. review “Profile writing” vocabularies and its content |
|  | 3. quiz |
|  | 4. workstations |
|  | 5. Homework |
|  | 6. Wrap up |
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| **Sep. 13** | 1. routine: calendar and weather (whole class) |
|  | 2. **Introduce the new article “My school”**  |
|  | 3. **Read: My school**  |
|  |  (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: complete the short paragraph of the school day** |
|  | 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.
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| **GT Differentiation:** **1.** Higher Order Thinking and open-ended Questions2. plan and make their project on a weekly basis after they finish all the routine practice3. 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 (Week 3)** |
| **Time period**: Sep. 9 - Sep. 13, 45 minutes Weekly content: **TX Go Math 5.1-5.4****Online math resource:** [**https://tliuedu.weebly.com/math-course.html**](https://tliuedu.weebly.com/math-course.html)\*\* Week 2-3 Homework due on 9/12 (this Thursday).\*\* Math quiz: decimals on 9/12 (this Thursday)\*\* Classwork should be completed by 9/13 (this Friday) in class. |
| **Dates** | **Structure of the lesson** |
| **Sep. 9** | 1. Do now: 5-10 fraction questions on the notebook |
|  | 2. check do now  |
|  | 3. Today’s objective: students understand how to use model to add fractions with unequal denominators. |
|  | 4. I do: p. 195 investigate and draw conclusions |
|  | 5. We do: p.196 make connections and share and show 1-2 |
|  | 6. You do: p. 197 4-5, 6, 8 |
|  | 7. **Classwork: p. 198** |
|  | 8. **Homework: p. 200** |
|  | 9. Wrap up |
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| **Sep. 10** | 1. Do now: p.199 1-5, 12 |
|  | 2. check do now  |
|  | 3. Today’s objective: students understand how to use model to subtract fractions with unequal denominators. |
|  | 4. I do: p. 201 investigate and draw conclusions 1 |
|  | 5. We do: p.202 make connections and share and show 1-2 |
|  | 6. You do: p. 202 Q3-5, p.203 6 |
|  | 7. **Classwork: p. 204** |
|  | 8. **Homework: p. 206** |
|  | 9. Wrap up |
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| **Sep. 11**  | 1. Do now: p. 205 1-5, 12 |
|  | 2. check do now  |
|  | 3. Introduce today’s objective: students understand how to estimate fractions sums and differences  |
|  | 4. I do: p. 207-208 unlock the problem |
|  | 5. We do: p.208 share and show 1, 3, 4 |
|  | 6. You do: p. 208 share and show 2, 5, 7 |
|  | 7. **Classwork: p. 210** |
|  | 8. **Homework: p. 212** |
|  | 9. Wrap up |
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| **Sep. 12** | 1. review the expectation of the quiz |
|  | 2. review concepts of decimals |
|  | 3. quiz |
|  | 4. workstations |
|  | 5. Homework |
|  | 6. Wrap up |
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| **Sep. 13** | 1. Do now: p. 211 1-5, 13 |
|  | 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 understand how to find out the common denominator |
|  | 4. I do: p. 210 unlock the problem |
|  | 5. We do: p.211 share and show 1, 2, 4, 7 |
|  | 6. You do: p. 212 unlock the problem |
|  | 7. **Classwork: p. 216** |
|  | 8. **Homework: p. 218** |
|  | 9. Wrap up |
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