

# Dragon Boat Festival

**Grade Level:** Grade Two

**Unit Theme:** Dragon Boat Festival

**Ohio Standards Connection:** Foreign Language

**Standard:** Communication: Communicate in languages other than English

**Benchmark A.:** Ask and answer questions and share preferences on familiar topics.

**Indicator 1:** Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cuál es tu color favorito? What fruit don't you like?/Welche Frucht hast du nicht gern?)

**Benchmark G:** Decode words, phrases, and sentences using knowledge of letter/symbol-sound correspondence and contextual clues.

**Indicator 8:** Read high-frequency sight words using visual cues (e.g., diacritical marks, tone marks).

**Benchmark H:** Identify the main idea and describe characters and setting in oral, signed, or written narratives.

**Indicator 10:** Create and describe illustrations to demonstrate comprehension of texts (e.g., draw or cut out pictures, select computer graphics).

**Benchmark I:** Dramatize songs, short stories, poetry or activities.

**Indicator 12:** Recite a poem or rhyme with body movements.

**Indicator 14:** Present readings of short, familiar texts containing memorized or highly practiced phrases.

**Benchmark L:** Apply age-appropriate writing process strategies to write short, guided paragraphs on various topics.

**Indicator 16:** Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing) to simple sentences.

**Standard:** Cultures: Gain knowledge and understanding of other cultures.

**Benchmark C:** Observe, identify, describe and reproduce objects, images and symbols of the target culture.

**Indicator 4:** Make a tangible cultural product (e.g., a craft, toy, food, flag).

**Indicator 5:** Identify characteristics of cultural items (e.g., toys, clothing, foods).

**Standard:** Comparisons: Develop insight into the nature of language and culture.

**Benchmark D:** Identify and describe products of the target culture and students' own culture.

**Indicator 4:** Identify similarities and differences between tangible products of the target culture and students' own culture (e.g., school supplies, toys).

**Unit Mode(s) of Focus:** Interpersonal, Interpretive and Presentational

### Unit Description

This unit reviews and expands upon vocabulary for festivals, namely the Dragon Boat Festival. The teacher may recycle the vocabulary from previous units, such as months of the year (May 5), counting, shapes and colors, the calendar, sports, and the animals of the zodiac. Consider providing glutinous rice (zòngzi). Students will read books and stories, and watch videos regarding the festival, especially on the Dragon Boat Race, so that they might become familiar with cultural traditions. Bring fragrant silk pouches (xiāngbāo) to further enhance the unit and appreciation of Chinese handicrafts. Finally, students will also participate in class activities that simulate real-world situations.

### Performance Outcomes

Students will be able to:

- Identify and recognize Chinese characters of foods and characteristic items, such as 香包 xiāngbao, 龙船 lóngchúan, 粽子 zòngzi, etc.
- Understand and repeat stories regarding the festival
- Make a tangible cultural product, e.g., fragrant silk pouches (香包 xiāngbāo)
- Imitate Chinese cultural activities, e.g., dragon boat rowing
- Identify similarities and differences between products of other cultures
- Communicate orally with teachers and classmates in discussions
- Use words and sentence patterns from past topics, including colors, animals, dates, numbers, foods, etc.

**Time Frame / Estimated Duration:** *Six classes / Three hours*

### General Tips from the Writers

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequence.
- Be sure to verify any food allergies before serving foods.

### Feedback from Pilot Teachers

My students enjoyed a lot the activity of imitating rowing the dragon boat. After telling the origin of the story of the Festival, and the teaching of the following sentence: "我会\_\_\_\_。 Wǒ huì \_\_\_\_\_. (I can \_\_\_\_\_), the blank can be replaced with any sport or activity.

### **Pre-Assessment**

- Have available two hula-hoops, or draw two large overlapping circles on the chalkboard or on a large piece of paper to create a Venn Diagram that all students can see.
- Label one circle or hoop with the word for a target language country, and label the other U.S.A.
- Explain that you will ask the students to place pictures (or words if you feel they are ready to do so) related to festivals in the appropriate circle or hoop. Explain that the overlapping area is for things that might be seen in both countries.
- Hold up individual pictures of scenes from both the Dragon Boat Festival and American festivals or holidays (e.g., St. Patrick’s Day, Fourth of July). Make sure that you have an adhesive on the back of the pictures or labels if you are attaching them to the chalkboard or to a piece of paper. Ask student in Mandarin, “Is this an image from the Dragon Boat Festival in China or a festival in America?” Depending upon the picture shown, they should answer appropriately. Then, attach or place the picture where they direct you to do so.
- Continue in this way until all the pictures or labels you have are sorted. Then review the answers as a class. Make any corrections necessary and clarify any questions the students might have.

### **Pre-Assessment Scoring Guidelines**

- Look at the percentage that the class got right, and, from that, decide the amount of remedial work necessary.
- The pre-assessment should not come out with very favorable results, but, because of the vast differences in cultures, just with logic, it is possible to get many of them correct. Remember to keep that in mind.

### **Unit Assessments and Scoring Guidelines**

#### **Interpretive Assessment**

Students will demonstrate their recognition of at least fifteen (15) target vocabulary words by identifying many different pictures of the Dragon Boat Festival.

#### **Interpretive Assessment Scoring Guidelines**

Use a point scale similar to the following to evaluate an individual student’s results. The evaluation should be based on the number of correct identifications.

13-15 of 15	strong understanding of topic
9-12 of 15	adequate understanding of topic
5-8 of 15	poor understanding of topic / need remediation
0-4 of 15	insufficient understanding of topic / needs remediation

#### **Interpersonal Assessment**

Pairs of students will create dialogs in a question and answer format, with the learned vocabulary, e.g., “你喜欢吃什么？我喜欢吃... Nǐ xǐhuān chī shénme? Wǒ xǐhuān chī... What do you like to eat? I like to eat ...(insert food or drink).” The teacher should be nearby to evaluate the conversations.

### Interpersonal Assessment Scoring Guidelines

Use a holistic rubric similar to the following to evaluate an individual student's results. The evaluation should be based on the fluency, pronunciation, correctness of vocabulary, and accurate usage in the correct sentence structures.

8-10 of 10	strong interpersonal skills
6-7 of 10	adequate interpersonal skills
3-5 of 10	poor interpersonal skills/ need remediation
0-2 of 10	insufficient interpersonal skills/ needs remediation

### Presentational Assessment

Students will make a small project as described in Day 6 and present it to the class in a descriptive presentation. The presentation should be in Chinese, using expressions mentioned in the vocabulary list. The project will consist of Chinese characters.

### Presentational Assessment Scoring Guidelines

Use a point scale similar to the following to evaluate an individual student's results. The evaluation should be based on both the presentation and the project created. Thus, the evaluation should not only be on fluency, pronunciation, accurate usage, sentence structure, and vocabulary of the presentation, but also on the correctness and presentation of the written portion. The two evaluative topics should be equally weighted, taking up half of the total points in the following scale:

16-20 of 20	strong understanding of topic
11-15 of 20	adequate understanding of topic
6-10 of 20	poor understanding of topic /need remediation
0-5 of 20	insufficient understanding of topic /needs remediation

### Vocabulary and Structures

#### Vocabulary

端午节 duān wǔ jié	Dragon Boat Festival
五 wǔ (and other "Numbers" vocabulary)	five
日 rì (and other "Dates" vocabulary)	day
月 yuè (and other "Months" vocabulary)	month
龙船 lóng chuán	dragon boat
划 huá	to row
香包 xiāng bāo	fragrant silk pouches
米 mǐ	rice
肉 ròu	meat
红豆 hóng dòu	red bean
粽子 zòng zi	dumplings
屈原 qū yuán	Qū Yuán
喜欢 xǐ huān	to like
不喜欢 bù xǐ huān	to dislike
会 huì	to be able to

中秋节 zhōng qiū jié	Mid-Autumn Festival
月饼 yuè bǐng	moon cake
新年 xīn nián	New Year
红包 hóng bāo	red envelope
年糕 nián gāo	rice cake
饺子 jiǎo zi	dumpling

### Sentence Structures

五月五日 是 端午节 Wǔ yuè wǔ rì (shì) duān wǔ jié. May 5<sup>th</sup> (is) the Dragon Boat Festival.  
 我喜欢/不喜欢吃 \_\_\_\_。 Wǒ xǐ huān / bù xǐ huān chī \_\_\_\_。 I like / dislike to eat \_\_\_\_.  
 我会 \_\_\_\_。 Wǒ huì \_\_\_\_。 I can \_\_\_\_.

### **Materials, Resources, and Useful Web Sites**

- There are many informational sites under google.com. Simply search for “Dragon Boat Festival” (include the quotation marks).
- Picture cards that depict vocabulary words and phrases
- Video of Dragon Boat Festival (both instructional and real-life recordings)
- You may also choose to use the American Song, “Row, Row, Row Your Boat,” as part of your education. If so, prepare a recording.
- Second grade level picture books with related illustrations may also be beneficial

### **Sequence of Activities**

#### **Day One**

- Conduct the Pre-Assessment (as shown under the heading “Pre-Assessment”) by bringing the pictures of various holiday related objects and asking the students to try to identify them as being related to either the American holidays or the Dragon Boat Festival. Try to use at least ten pictures, five for each category. Evaluate the knowledge of the class; it is not necessary to actually use a point scale system, as mentioned under “Pre-Assessment Scoring Guidelines.”
- Begin by reviewing how to say dates, such as May 5th, 五月五日 wǔ yuè wǔ rì.
- Review other main holidays in China leading to the discussion of the Dragon Boat Festival.

#### **Day Two**

- Begin by telling the mythical story of the origin of the Dragon Boat Festival. Use visuals and sentence strips as well as exaggerated gestures to get meaning across.
- Remember to have more focus on the culture of China and how this story affects or gives meaning to the customs today in the Dragon Boat Festival. This should take approximately ten to fifteen minutes. These customs include the reason for “dragon” boats. You should show pictures of dragon boats, and show how the words are composed of “dragon” and “boat.”
- Teach the following sentence: 我会 \_\_\_\_。 Wǒ huì \_\_\_\_。 (I can \_\_\_\_). The blank can be replaced with any sport or activity.

- Take this opportunity to incorporate dates into sentences, e.g., 五月五日是端午节 Wǔ yuè wǔ rì (shì) duān wǔ jié. May 5th (is) the Dragon Boat Festival.
- Present the following vocabulary: 端午节, 五, 日, 月, 龙船, 会 duān wǔ jié (Dragon Boat Festival), wǔ (five), rì (day), yuè (month), lóng chuán (dragon boat), and huá (to row). To teach the vocabulary, utilize flash cards and pictures, making sure the students trace the characters in the air when they are learning. Have students read each word from the card.
- If a computer is available, you may use it to find pictures, videos, and other forms of media. Students should be free to explore sites; some of them even have animations. If no computer is available, bring slides and a projector to display images. This is in preparation for the presentation to come.

### Day Three

- Introduce students to the food that is typical during the Dragon Boat Festival, specifically zòng zi (A pyramid-shaped dumpling made of glutinous rice wrapped in bamboo leaves). Bring real samples of them or show pictures.
- Teach students the following sentence structure: \_\_节吃\_\_ In \_\_\_\_, one eats \_\_\_\_. For example: 端午节吃粽子。Duān wǔ jié chī zòng zi. (In the Dragon Boat Festival, one eats glutinous rice.)
- Relate the above sentence to previous holidays and their respective foods.
- Tell the story and meaning behind glutinous rice. Remember to mention what the glutinous rice is composed of and how to make it.
- Review the sentence: 我喜欢/不喜欢吃 Wǒ xǐ huān / bù xǐ huān chī \_\_\_\_. (I like / dislike to eat \_\_\_\_). Replace the blank with any food utilizing the first-grade food vocabulary. Have students ask a partner “你喜欢吃...吗? Do you like to eat . . .?) taking turns asking and answering.
- Review the two different types of glutinous rice (sweet and meat). Remember that there are different colors of glutinous rice as well. Review colors from kindergarten. For example, the sweet glutinous rice is made of red bean.

### Day Four

- Introduce xiāng bāo, fragrant silk pouches. Bring a few real cloth or silk samples to show students.
- Tell the meaning behind utilizing fragrant silk pouches, along with the story and history. Again, use sentence strips, visuals, and exaggerated gestures to get your meaning across. Remember to emphasize why it must be worn on the day of the Dragon Boat Festival.
- Make sure students are able to describe the pouches. These pouches should be cut into the shapes of animals, so review animal words. Also, students should be able to identify the colors of the pouches.
- Have students make their own fragrant silk pouches. Use construction paper or cloth to draw and cut out two identical animals. They may place two sheets of paper or cloth on top of each other before cutting to make sure they are identical. Then, put some pleasant smelling materials, such as potpourri or herbs in between the two animals and staple. Hang some string on either end, so they can wear it around their neck.

### **Day Five**

- Play a recording of “Row, Row, Row Your Boat,” and teach the children lyrics that have been modified into Mandarin.
- Have students complete a project on the Dragon Boat Festival. It would be nice to reserve a computer lab to allow them to research. Be sure to identify the sites they should visit beforehand so as not to waste time.
- Split the children into groups of 2 or 3.
- Each group will write a short paragraph about what they would do during the Dragon Boat Festival. Show an example and give requirements about what is necessary in the paragraph, such as date, time, food, etc.
- Students should illustrate their project. A dragon boat is required that fits the requirements for all dragon boats (the front of the boat is a dragon head, the back is a tail). The students may not print a picture off the Internet.
- Students need days five and six to work on their project. They should be prepared to give an oral presentation (possibly wearing their 香包 xiāng bāo) about the Dragon Boat Festival on Day Seven.

### **Day Six**

- Continue work on projects.
- The presentations should describe their project and what they wrote. They should use as much of the vocabulary and sentence structures as possible that they have learned. Naturally, the presentation should be largely in Mandarin.
- Presentations will probably be around three minutes long.

### **Day Seven**

- Allow the students to give their presentations in their groups. This should last the entire class.
- If time permits, sing “Row, Row, Row Your Boat” a few more times.

### **Differentiated Instructional Support**

*Instruction is differentiated according to learner needs to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).*

- Allow students who are initially hesitant in responding to the questions with complete sentences to use word utterances that correctly respond to the questions.
- Partner these students in subsequent activities with students who you have identified that can provide a strong model.

### **Extensions and Home Connections**

- If the school has an appropriate environment, and time permits, you may sing the song while the students pretend to be sitting in a boat and rowing.
- The students can have their parents come to the exercise or their presentations.

### **Technology Connections**

The most useful resource is simply google.com with the phrase “Dragon Boat Festival” (include the quotation marks).