

Chinese New Year!

Grade Level: Grade One

Unit Theme: The Chinese New Year

Ohio Standards Connection: Foreign Language

Standard: Cultures: Gain knowledge and understanding of other cultures

Benchmark B: Identify and imitate gestures and oral expressions to participate in age-appropriate cultural activities.

Indicator 2: Sing/sign songs, plays games and celebrate events from the target culture.

Standard: Connections: Connect with other disciplines and acquire information.

Benchmark B: Identify viewpoints of the target culture through authentic sources and expressive products.

Indicator 7: Identify and demonstrate use of realia (e.g., simple musical instruments, craft materials, cooking/eating utensils).

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

Students will be able to recognize, say out loud, rhyme, and sing songs. Students will interact with teachers and classmates by engaging in activities related to the Chinese New Year.

Performance Outcomes

Students will be able to:

- Say and sing *Happy New Year*, and recognize the Chinese characters 新年好! xīn nián hǎo!
- Make a lantern and recognize the Chinese characters – 灯笼 dēnglong
- Understand Chinese Zodiac, 鼠 shǔ rat, 牛 niú ox, 虎 hǔ tiger, 兔 tù rabbit, 龙 lóng dragon, 蛇 shé snake, 马 mǎ horse, 羊 yáng sheep/goat, 猴 hóu monkey, 鸡 jī rooster, 狗 gǒu dog, 猪 zhū pig
- Make a tangram for Chinese New Year

Time Frame/Estimated Duration: *Four classes/two hours*

General Tips from the Writers

Modify the time needed for this unit based on class size and time it takes to move through the activities sequence.

Feedback from Pilot Teachers

- My students like the Happy New Year song. I added the Chinese hand shapes and bowing to the song. I asked my students to stand up to sing together and they like it and will teach their parents the song.
- I combined storytelling of the four Chinese New Year theme storybooks with each theme (e.g., zodiac animals, chopsticks, red envelop, and lanterns activities).
- My students are very interested in Chinese zodiac animals. They love to see the pictures of Chinese New Year and learn everything about Chinese New Year. They enjoyed this unit very much.
- The kids enjoyed the unit. I adapt the activities. I showed the pictures how people celebrate Chinese New Year and some cards and ecards for Chinese New Year. I introduce Chinese Zodiac Animals to them by using Chinese paper cuttings. They like the song "Xin Nian Hao ". The unit is a good topic to introduce Chinese culture and the kids enjoyed it very much.
- I teach them to write a few simple words like months and the question word for number (which month ji yue?). We only use Happy New Year and the Red Lantern. We made a red lantern and we have the Chinese New Year gathering singing a Chinese New Year song holding their lanterns. Students greeted their parents and siblings using "Happy New Year" in Chinese.

Pre-Assessment

- Introduce students to China and the Chinese New Year with a lesson on continents. Use Attachment A, Pre-Assessment Activity Sheet, if you find it useful.
- Have students write the correct name of the continent on each land mass. Have them locate Asia and outline the country of China and label it. Have students lightly color in the continents.

Pre-Assessment Scoring Guidelines

The Pre-Assessment shall not be scored. Use it to guide your instruction.

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Students will demonstrate their recognition of the culture products and how they are related to Chinese New Year.

Interpretive Assessment Scoring Guidelines

8-10	strong understanding of topic
5-7	adequate understanding of topic
2-4	poor understanding of topic
0-1	Insufficient understanding of topic

Presentational Assessment

At the end of the unit, students will be given the opportunity to present their final products to the class.

Presentational Assessment Scoring Guidelines

- 8-10 neatly completed with details that enrich the theme
- 5- 7 neatly completed with details that enrich some of the theme
- 2- 4 completed with details that enrich the theme
- 0- 1 completed with details that do not enrich the theme

Vocabulary and Structures

新年好, xīn nián hǎo! Happy New Year

红灯笼, hóng dēnglong Red lantern

福, Fú blessing, happiness

龙 lóng dragon

筷子 kuàizi Chopsticks

Materials, Resources and Useful Web Sites

- <http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/chinese.html>
- <http://www.enchantedlearning.com/crafts/chinesenewyear/tangram/>

- Big poster board
- Glue
- Markers, crayons, or paint
- Scissors
- World map or globe

Sequence of Activities

Day One:

- Conduct the pre-assessment activity. Students will take a pre-test on what they know about China and the Chinese New Year (differentiate the pretest according to students' language level or ability)
- Briefly introduce students to China and the Chinese New Year with a lesson on the map of the world.
- Have students write the correct name of the continent on each land mass in English. Have them locate Asia and outline the country of China and label it. Have students lightly color in the continents.
- See Attachment A, Pre-Assessment Activity Sheet for the map of the world

Day Two:

- Share information about the origins of the Chinese New Year with the children. Include the legend of the Lantern Festival and the legend of the torches. Explain the lighting of lanterns on the night of the full moon to find spirits.
- Chant the rhyme/sing the song called “新年好! xīn nián hǎo! Happy New Year”.

新年好!

新年好呀,

新年好呀，
祝福大家新年好，
我们唱歌我们跳舞，
祝福大家新年好！

xīn nián hǎo!

xīn nián hǎo ya, xīn nián hǎo ya, zhùfú dàjiā xīn nián hǎo, Wǒ mén chànggē
wǒ mén tiàowǔ, zhùfú dàjiā xīn nián hǎo!

Happy New Year!

Happy new year, happy new year, happy new year to you all, We are singing, we are
dancing, happy new year to you all!

Day Three:

- Review the legend of the Lantern Festival with the children.
- Have students pretend that they are going to go looking for spirits on the night of the full moon. To make lanterns, have them decorate their lantern paper in a way that they think would be likely to attract those spirits for whom they are looking. After they have decorated the paper show them how to fold and cut the paper to make a "Chinese Lantern". See Attachment B for instructions. Hang the finished lanterns from the ceiling of the classroom for display.
- Let the children share their work with others.
- Have students practice writing the characters of lantern: 红灯 hóng dēng

Day Four:

- Provide brief information about the lunar calendar. Explain to children how the years on a Chinese calendar are grouped into sets of twelve with each year represented by a different animal, and that the animals are called zodiac signs. Remind the children that as part of the New Year celebration, the Chinese people welcome in the new animal for the year. Tell them that people believed that the characteristics of people were like those of the animal of the year they were born.
- Give students the Chinese Zodiac Chart. Have them figure out the years for each animal (based on the example of the rabbit). Then have them find out in what year they were born, and in what year members of their family were born. (This may need to be a homework activity.) Let them match up these dates and determine if they think the characteristics of the animal accurately represent the people born in that year. See Attachment C for the Chinese Zodiac Chart.
- If time permits, have them illustrate their charts.
- Have students learn to write the animal of the year they were born. See Attachment D. Chinese Zodiac with Characters for clues.

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).

Extensions and Home Connections

- Encourage students to make a dragon puppet. Discuss the significance of the dragon in the Chinese culture. Have the students look up different kinds of dragons before completing their own puppet. See Attachment E, Dragons and Attachment F, Extension Activity 1 for instructions.
- Encourage the students to learn how to use chopsticks. See Attachment G, Extension Activity 2 for instructions.

Technology Connections:

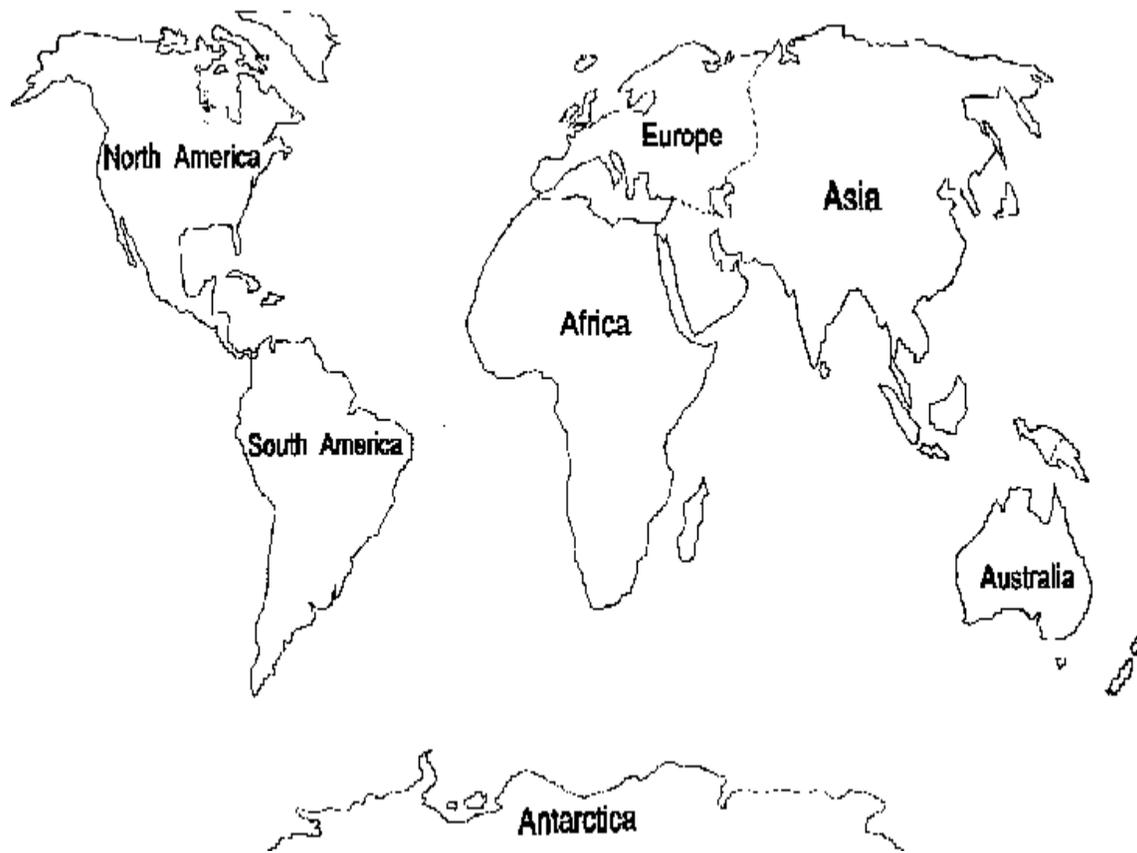
- <http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/johnkjar.html>
- <http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/chinese.html>
- http://www.reacheverychild.com/feature/chinese_ny.html#2
- <http://www.newton.mec.edu/Angier/DimSum/Dragon%20Pictures.html>
- <http://www.newton.mec.edu/Angier/DimSum/Using%20Chopsticks%20Lesson.html>
- <http://lessons.ctaponline.org/~kambrogi/>
- <http://www.newton.mec.edu/Angier/DimSum/Continent%20Lesson.html>
- <http://www.kckpl.lib.ks.us/ys/crafts/dragon.htm>
- <http://www.kckpl.lib.ks.us/ys/images/dragon2.gif>

List of Attachments:

Attachment A, Pre-Assessment Activity Sheet
Attachment B, Instructions for making a paper lantern
Attachment C, Chinese Zodiac Signs
Attachment D, Chinese Zodiac with Characters
Attachment E, Dragons
Attachment F, Extension Activity 1
Attachment G, Extension Activity 2

Attachment A
Pre-Assessment Activity Sheet



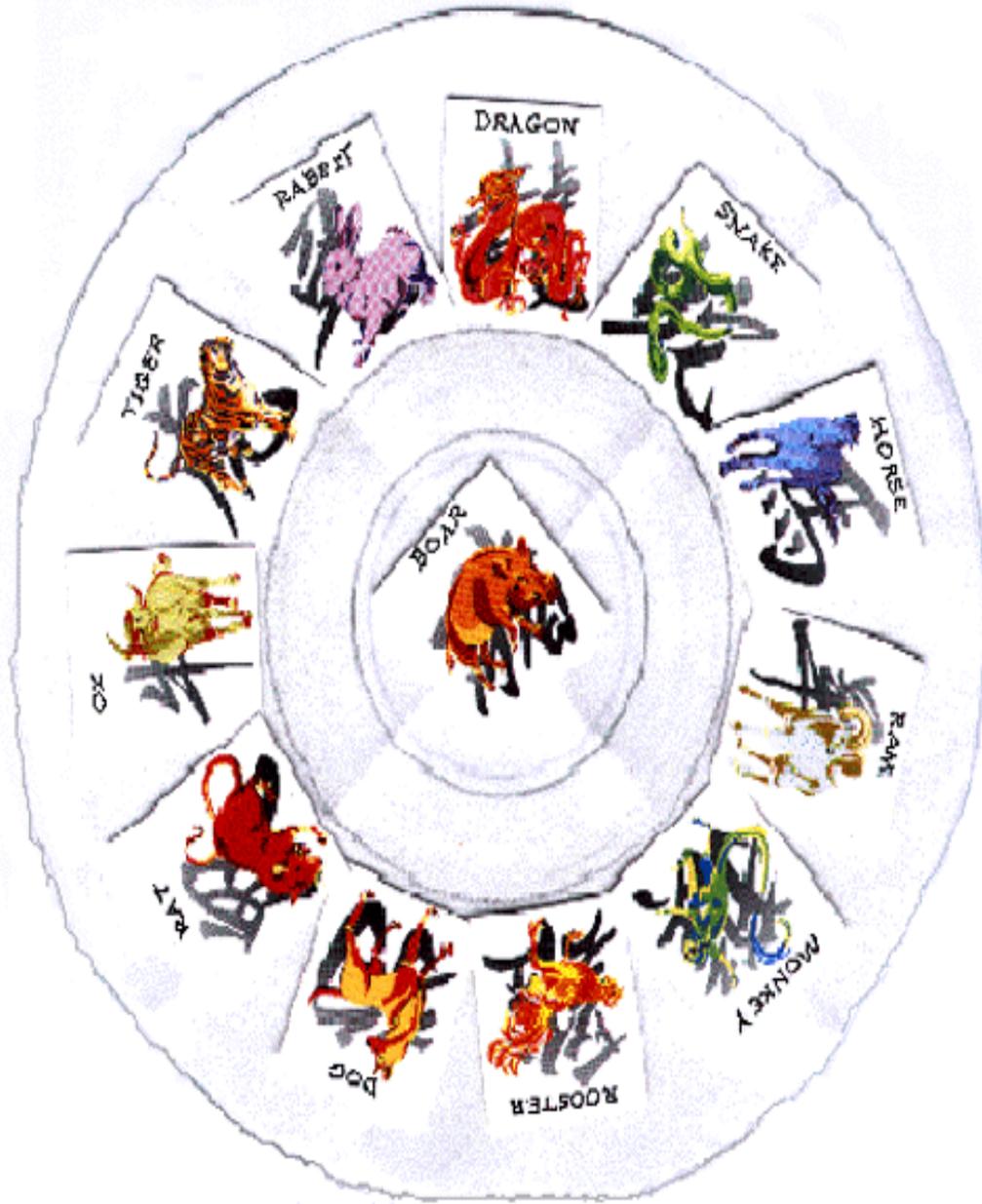


Attachment B

Instructions for making a paper lantern

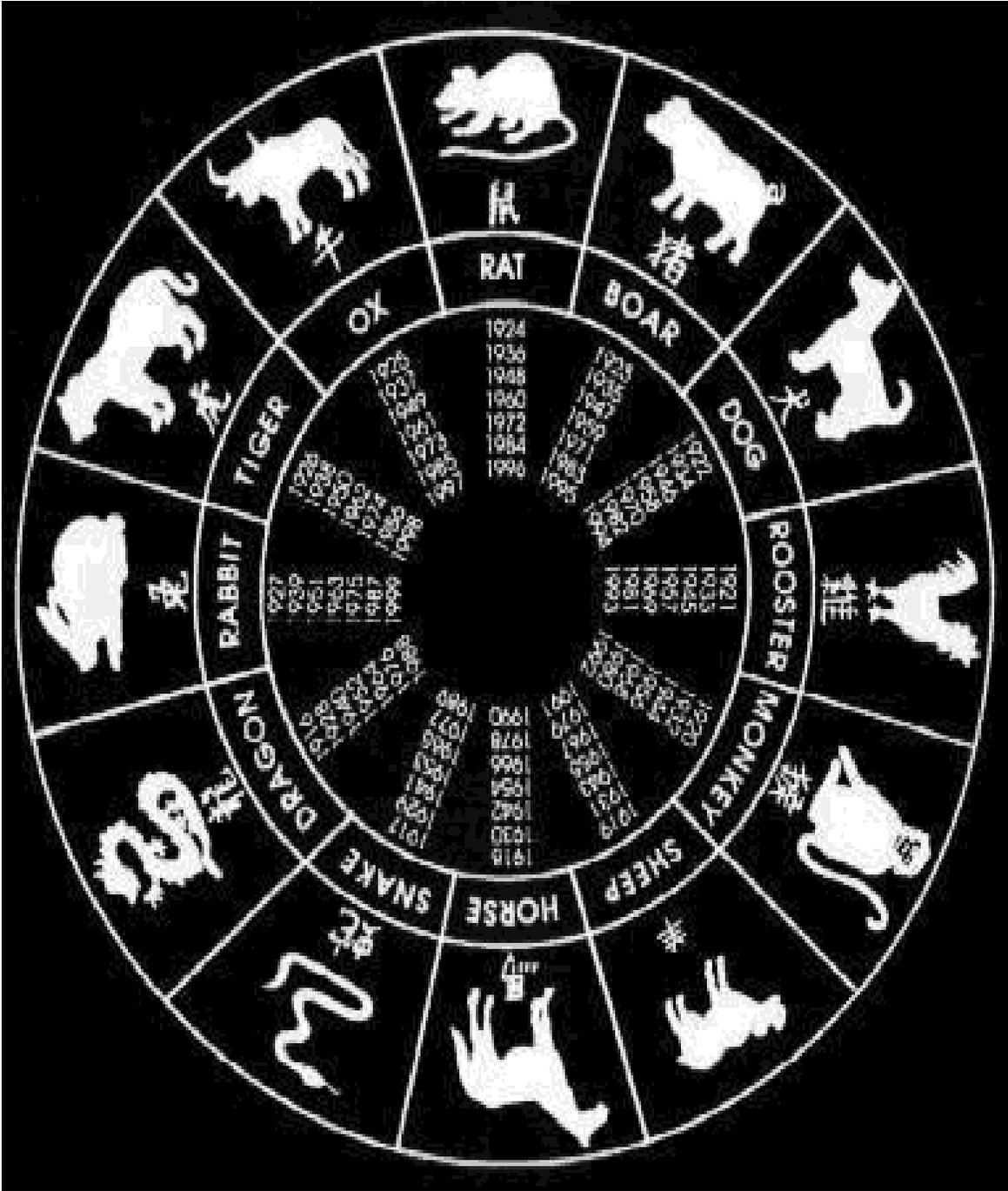
1. Take a square piece of paper.
2. Decorate it in any way desired.
3. Fold diagonally once to create a triangle.
4. Fold diagonally again forming a smaller triangle.
5. Fold diagonally again forming an even smaller triangle. (The paper should have been folded in half diagonally 3 times.)
6. With folded edge on left, make a cut $\frac{1}{4}$ inch from bottom cutting to within $\frac{1}{4}$ inch of diagonal edge.
7. Turn so diagonal edge is on left, repeat cut $\frac{1}{4}$ inch from last cut to within $\frac{1}{4}$ inch of straight edge.
8. Repeat cuts in this manner until you reach the top.
9. Unfold.
10. Hang.

Attachment C
Chinese Zodiac Signs





Attachment D
 Chinese Zodiac with Characters



Attachment E
Dragons



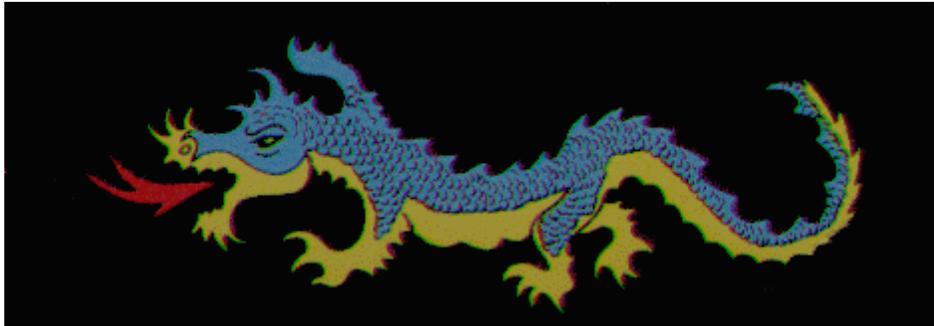
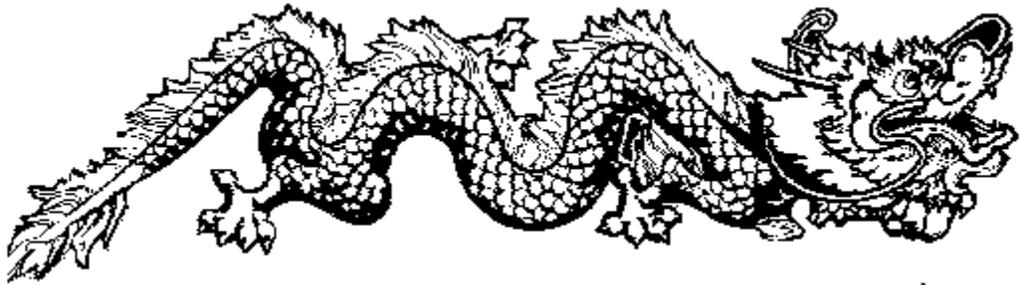


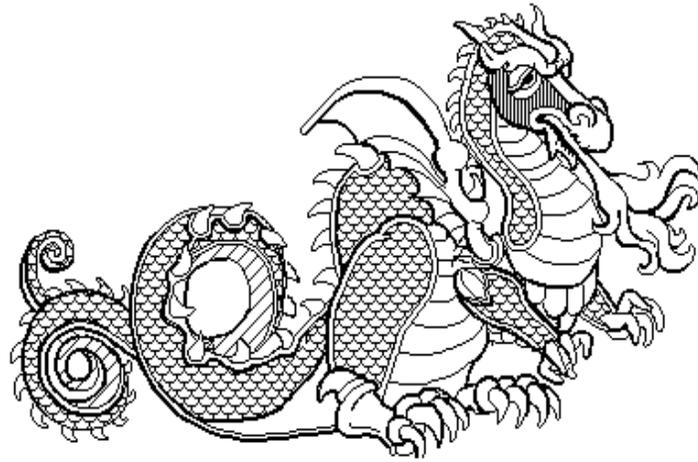


The Chinese Dragon is a product of imagination; a mystical creature that has been worshipped by the Chinese for centuries. Also in modern Chinese art the dragon is depicted in many appearances. Ethnic and cultural minorities depicted it in many forms, from a fish to an alligator or human.

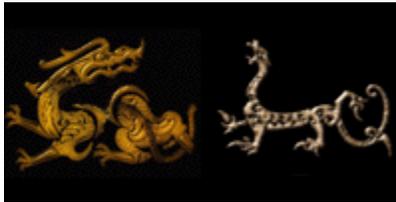
Credit: Zhou Guoxin







Graphic credit: Jayson Wechter





Attachment F
Extension Activity 1

PARADE DRAGON PUPPET

Supplies:

- 2 - 9" paper plates
- Dragon face coloring sheet
- Construction paper - bright colors
- Craft stick
- Scissors
- Glue
- Stapler
- Markers
- Dragon face pattern



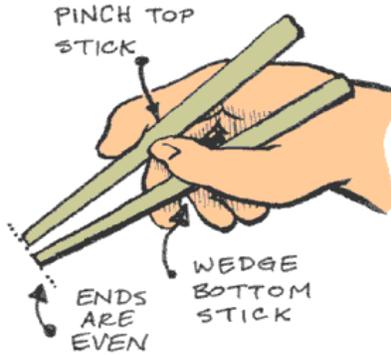
Directions:

1. Cut construction paper strips, one-inch wide and approximately 12" long. Fan fold strips for added effect.
2. Glue paper strips around the edges of the front of one plate.
3. Glue the second paper plate to the first plate with the craft stick, handle in between. Staple for reinforcement
4. Cut out "ruffly" part of head (to hide the plate) and glue to back of paper plates which are stuck together.
5. Color dragon face coloring sheet with bright colored markers. Cut out and glue to center of back of paper plates, on top of "ruffly" part.
6. Add horns or bells or noise makers to the dragon puppet.

In most cultures, dragons are considered to be evil or bad. In China, a dragon is considered to bring good luck.

Attachment G
Extension Activity 2

Using Chopsticks



In this activity, students try to pick up various items from bowls using chopsticks.

Materials

5 pair of chop sticks

5 bowls

assorted items to be picked up using the chopsticks

chart

chart paper

marker

Procedure

Explain that the Chinese (as well as other Asian cultures) use chopsticks as westerners use forks. Place assorted items in the bowls and have students try to pick the items up using chop sticks. Put progressively harder items in each bowl, the hardest being small beans or marbles.