

New Year

Grade Level: Grade Three

Unit Theme: Chinese New Year

Ohio Standards Connection: Foreign Language

Standard: Communication: Communicate in languages other than English.

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

Indicator 10: Dramatize songs, poetry, short personal stories or dialogues.

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

Indicator 4: Demonstrate formal and informal manners of communication.

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

Indicator 5: Identify and describe characteristics of products and symbols of the target culture (e.g., kinds of food, styles of clothing, types of dwellings, modes of transportation, types of monuments, colors of flags).

Indicator 6: Discuss and reproduce a product from the target culture (e.g., flags, foods, monuments)

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

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

Indicator 6: Create replicas of cultural objects (e.g., origami, piñata, Mardi Gras masks, Christmas shoe, bulla).

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

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

Indicator 6: Identify similarities and differences between basic products of students' own culture and the target culture (e.g., food, shelter, transportation).

Unit mode(s) of focus: Interpretive and Presentational

Unit Description

Through this unit, students will understand and recognize that the traditions and values in the celebration of the Chinese New Year are unique and valid. Students will review vocabulary, rhymes, and songs learned in the first grade New Year unit. Students will learn new vocabulary, rhymes, songs and riddles related to Chinese New Year. Students will be able to recite and perform rhymes and songs in front of the class, for school, or for community New Year celebrations.

Performance Outcomes

Students will be able to:

- Retell the stories of 年 nián
- Recognize the symbols of 鱼 yú fish, 饺子 jiǎozi dumpling, 年糕 nián gāo new year cake, 汤圆 tāngyuán sweet rice ball in soup, 子 zǐ seeds, 八宝饭 bā bǎo fàn eight treasure pudding;
- Say and recognize 春节 chūnjié (spring festival), , 恭喜 gōng xǐ (May you prosper), , 红包/压岁钱 hóng bāo/ (ya sui qian) (lucky money), 饺子 jiǎozi (dumpling), 年糕 nián gāo (growing every year), 年年有余 Nián nián yǒu yú (every year with abundance) , 窗花 chuānghuā (window flower), 年画 nián huà (new year printings) 春联 chūnlián (poetic couplet), 元宵节 yuán xiāo jié (lantern's festival), 汤圆 tāngyuán (sweet rice ball in the soup), 除夕 Chúxi New Year's Eve.
- Write the characters for the phrases of 春节 chūnjié, 恭喜 gōng xǐ (May you prosper), 红包/压岁钱 hóng bāo/ (yā suì qián) (lucky money), 饺子 jiǎozi (dumpling);
- Recite the songs “恭喜 gōngxǐ and the rhyme “新年到 xīn nián dào New Year Is Coming”;
- Make the ornament of the Chinese character of spring; and
- Make a Chinese New Year greeting card.

Time Frame/Estimated Duration: *Seven classes / Three and one half hours*

General Tips from the Writers

- There are many activities in this unit. Pick those you have time and resources for and save others for reinforcement or enrichment.
- Modify the time needed for this unit based on class size and time it takes to move through the activities sequence.
- Prepare the template for the spring symbol paper cut ahead of time. This template can be found at <http://www.childbook.com/Chinese-Spring-Symbol-Paper-Cut-s/100.htm>

Pre-Assessment

- Distribute Attachment A, Pre-Assessment Response Sheet.
- Ask students to circle the picture that does not represent a Chinese New Year custom or activity.
- Review the answers as a class.

Pre-Assessment Scoring Guidelines

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

Unit Assessments and Scoring Guidelines

Interpretive Assessment

Use Attachment B, Post-Assessment to make an evaluation form. Ask students to draw a line between the picture and matching character or picture. Students will demonstrate their recognition of the culture products.

Interpretive Assessment Scoring Guidelines

10-12	strong understanding of topic
7-9	adequate understanding of topic
4-6	poor understanding of topic, and
0-3	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

4	neatly completed with many details that enrich the theme
3	neatly completed with some details that enrich the theme
2	completed with few details that only partially enrich the theme
1	completed with inappropriate details that do not enrich the theme

Vocabulary and Structures

spring festival	chūnjié	春节
New Year's Eve	Chúxì	除夕
May you prosper	gōng xǐ	恭喜
lucky money	hōng bāo/ (yā suì qián)	红包/压岁钱
dumpling	jiǎozi	饺子
New Year cake	nián gāo	年糕
window flower	chuānghuā	窗花
New Year printings	nián huà	年画
poetic couplet	chūnlián	春联
lantern's festival	yuán xiāo jié	元宵节
sweet rice ball in the soup	tāngyuán	汤圆
Firecrackers	biān pào	鞭炮

Materials, Resources and Useful Web Sites

- http://en.wikipedia.org/wiki/Chinese_New_Year
- <http://www.childbook.com/Chinese-Spring-Symbol-Paper-Cut-s/100.htm> (spring symbol paper cut instructions)
- Moonbeams, Dumplings & Dragon Boats written by Nina Simonds, Leslie Swartz & The Children's Museum, Boston, illustrated by Meilo So, published by Gulliver Books Harcourt, Inc. (about Lantern riddles activity)

Sequence of Activities

Day One

- Conduct the Pre-Assessment activity. Distribute Attachment A to students to have a pre-test on what they know about the Chinese New Year. You may need to differentiate the pretest according to students' language level or ability.
- Introduce students to the Chinese New Year. Engage them in discussion around the topics here and ask them to make comparisons to their own customs:
 - Chinese New Year is the biggest holiday.
 - There are many traditional customs and activities. Before the day of Chinese New year the family will clean the house. They like to welcome the New Year with a clean slate. Houses are cleaned from top to bottom to remove all traces of the old year and its misfortunes, and to bring good luck for the coming year. The family will decorate the house. Paper decorations state wishes of prosperity, good luck, happiness, good fortune, wealth, and longevity for the coming year. The colors red and gold represent power, happiness, vitality (and scares away beasts), wealth and good fortune.
- Show and tell students about 年画 nián huà, 剪纸 jiǎn zhǐ Paper cutting art, 春联 chūnlián (see Attachment C, Spring Symbol Paper Cut Activity). Begin construction of ornament if time allow.

Day Two

- Make the ornament of the Chinese character of spring. (See Attachment C).
- 春节 chūnjié (Spring festival). Explain: Chinese Spring Festival traditionally starts on the day of Chinese New Year (the first day of the first month of the lunar calendar) and ends at Lantern Festival (the fifteen day of the first month of the lunar calendar)
- Trace 春节 chūnjié spring festival character.

Day Three

- Explain to students the popular customs and activities of Chinese New Year's Eve:
 - Explain New Year's Eve (Chúxì) and the New Year's Eve Dinner. Chinese New Year's Eve is known as *Chúxì* (除夕). *Chú* literally means "change" and *xì* means "Eve". New Year's Eve is celebrated as a family affair, a time of reunion and thanksgiving. The celebration is traditionally highlighted with a religious ceremony given in honor of Heaven and Earth, the gods of the household and the

family ancestors. The gathering of family members this special feast on New Year's Eve is believed to bring good fortune and togetherness for the coming year. A Chinese banquet with foods of special meaning is prepared. Often ten courses are served as "ten" stands for perfection (十全十美 shí quán shí měi).

- Discuss the most popular New Year foods and their special meanings:
 - Fish 鱼 yú means completeness and plenteousness. In Chinese, fish has the same sound as “余” yú (“surplus” and “abundance”). 年年有余 Nián nián yǒu yú (May abundance with you every year). A whole fish is served on Chinese New Year's eve for the reunion dinner.
 - Year-cake (年糕 nián gāo) means growing every year (年年高 nián nián gāo).
 - Dumpling (饺子 jiǎozi) means togetherness and wealth
 - Eight treasure pudding(八宝饭 bā bǎo fàn) means wealth
 - Seeds (子 zǐ/多子多福 duō zǐ duō fú) mean blessing for continuous generations
- Show students the characters and phrases: 饺子 jiǎozi (dumpling), 年糕 nián gāo (new year cake), 年年有余 Nián nián yǒu yú (May abundance with you every year).
- For a culture comparison, ask students what their families eat for good luck. For example, some Americans believe they should eat black-eyed peas on New Year's Day for good luck.
- Chant the rhyme of “新年到 xīn nián dào New Year is here” (See Attachment D, Rhyme “New Year is here”).
- As an extension activity give students the optional assignment to make a dish of Chinese food to present during the next class (See Attachment F, Extension Activity).

Day Four

- Review the rhyme “新年到 xīn nián dào New Year Is Here”.
- Have students present and share the Chinese food they brought.
Tell students about the Chinese New Year Firecrackers 鞭炮 biān pào. By midnight of New Year's Eve, firecrackers light up the sky to scare away the monster and welcome the New Year.
- Explain to students the early morning greetings. After getting up, the first thing the young generation does is to greet their parents/grandparents by saying 新年好 xīn nián hǎo happy new year and then making and serving the special tea (by the daughter in law). Parents/grandparents/relatives/friends will give 红包/压岁钱 hóng bāo lucky money to the children for good fortune.
- Present to students the characters of 红包 hóngbāo.

Day Five

- Review the rhyme “新年到 xīn nián dào New Year is here”.
- Tell students about the greeting cards. New Year greeting cards (贺年卡 hè nián kǎ) are sent out before the Chinese New Year. Show students different kinds of Chinese greeting cards.
- Tell students about Call a New Year Visiting (拜年 bǎi nián). Starting from the second day of the New Year, people go to visit relatives and friends. They greet each

other "新年好" xīn nián hǎo! (Happy New Year) or "恭喜 gōng xǐ" (May you prosper) and exchange gifts.

- Write the characters of “恭喜 gōng xǐ” and “年年有余” Nián nián Nián nián yǒu yú” on the board.
- Have students make a New Year greeting card with one of Chinese phrases of “恭喜 gōng xǐ” and “年年有余” Nián nián Nián nián yǒu yú” .
- Learn the song called “恭喜，恭喜 gōng xǐ, gōng xǐ.”(See Attachment E.)

Day Six

- Review the rhyme “新年到 xīn nián dào New Year is here” and the song “恭喜，恭喜 gōng xǐ, gōng xǐ”
- Explain to students the Chinese New Year customs of lantern’s festival yuán xiāo jié 元宵节, including Dragon parade, 汤圆 tāngyuán, and the lantern riddle.
- Show students the characters of 元宵节 yuán xiāo jié lantern festival
- Arrange a lantern riddle activity (for instruction see Moonbeams, Dumplings & Dragon Boats written by Nina Simonds, Leslie Swartz & The Children’s Museum, Boston, illustrated by Meilo So, published by Gulliver Books Harcourt, Inc.) You may divide students into 6 groups with each group making two lanterns with the riddle hanging on it. Score as a presentational assessment.
- Play a matching game. Play a matching game. On the left side of the board, place pictures of 拜年 bǎi nián, 鞭炮 biān pào firecrackers, 红包 hóng bāo lucky money, 鱼 yú, 年糕 nián gāo New Year cake, 饺子 jiǎozi, 子 zǐ seeds, 八宝饭 bā bǎo fàn eight treasure pudding. On the right side place pictures of Moster Nian and the characters of 红包 hóng bāo, 多子多福 duō zǐ duō fú, 年年高 nián nián gāo, 年年有余 nián nián yǒu yú, 饺子 jiǎo zi, 恭喜 gōng xǐ. Ask students to draw a line between the matching pair. Allow students to come forward one at a time as they volunteer.

Day Seven

- Review the rhyme ““新年到 xīn nián dào New Year Is here”, and the songs “恭喜 gōng xǐ”.
- Review the meanings of the pictures in Attachment B.
- Have a post test using the contents of Attachment B.
- Perform the rhymes and songs on the stage. This activity may be carried out later during the Chinese New Year celebration.

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).

- Encourage heritage students and more able students to write the characters instead of matching the character and the picture.
- Have more able students work with those who are struggling to provide them with help and support.

- Encourage heritage students to share with the class their families' experiences of celebrating Chinese New Year.

Extensions and Home Connections

Encourage students to read and sing to family members the rhymes and songs they have learned at school. See Attachment I, Extension Activity 2.

Technology Connections

- <http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/johnkjar.html>
- http://www.reacheverychild.com/feature/chinese_ny.html#2
- <http://www.childbook.com/Chinese-Spring-Symbol-Paper-Cut-s/100.htm>

List of Attachments

Attachment A, Pre-Assessment Response Sheet

Attachment B, Post- Assessment

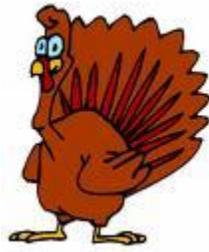
Attachment C, Spring Symbol Paper Cut Activity

Attachment D, Rhyme “New Year is here”

Attachment E, Song “Gōng xǐ”

Attachment F, Extension Activity

6



Attachment B Post-Assessment



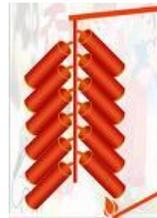
门神 (door god)



窗花、年画 (for best wishes)



恭喜 (New Year greeting)



鞭炮迎新去鬼邪



汤圆 (tāngyuán 团圆 reunion)



6.

龙 (strength, super power and goodness)



7.

春联 (Put on the door for new year wishes)



8.

饺子 (togetherness)



9.

八宝饭 (eight treasures means wealth)



10.

鱼 (Nián nián yǒu yú 年年有余) completeness and plenteousness



11.

年糕 (growing every year)



12.

子 (seeds 多子多福) (blessing for continuous generation)

Attachment C Spring Symbol Paper Cut Activity

This paper cut is the symbol of spring.



Materials needed for each paper cut:

- 1 sheet of 8 ½ w 11 colored paper
- 1 piece of double sided tape, 1" long
- 12 inches of red ribbon, 1" or so wide

Tools needed:

Scissors

Instructions:

1. Get the red (or other colored) 8 ½ x 11 sheet of paper.
2. Cut the paper so it is a square 8 ½ x 8 ½ (an option is to print out the square on the colored paper to make it easier or to pre-cut the paper into the square).
3. Fold the paper in half from corner to corner to make a triangle.



4. Repeat, folding the paper in half to make a smaller triangle.



5. Fold again.



6. Cut using the template found on the website:

<http://www.childbook.com/Chinese-Spring-Symbol-Paper-Cut-s/100.htm>

7. Cut the tip of the cutting to create a hole for the ribbon on the bottom.

8. Using the edge of the scissors shred the bottom 10" of the ribbon to create strings.



9. Create a loop at the top of the ribbon and tie a knot 1" below the top of the loop.

10. Thread string through center of paper cut (hint, using some type of hook such as a pen cap, thread the shredded part through the hole).

11. Attach a double side tape to the bottom of the paper cut inside and to the shredded red ribbon.

12. Hang in your house.

Attachment D
Rhyme “New Year is here”

xīn nián dào , xīn nián dào , jiā jiā guò nián zhēn

新 年 到 ， 新 年 到 ， 家 家 过 年 真
rè n à o
热 闹 。

tiē duì lián , sòng hè kǎ , bāo jiǎo zi , q ò ng tu án
y u án
贴 对 联 ， 送 贺 卡 ， 包 饺 子 ， 庆 团
圆 。

wǒ gěi dà jiā bài gè nián , zhù nǐ kuài lè yòu píng ān
我 给 大 家 拜 个 年 ， 祝 你 快 乐 又 平
安 。

New Year is here, New Year is here, every family is bustling with noise and excitement.
Paste the poetic couplet on the doorway, send out the greeting card, making dumpling,
celebrating the reunion. Greeting to everybody, I wish you have a happy and peace new
year!

Attachment E
Song “Gōng Xǐ”

gōng xǐ , gōng xǐ

恭 喜 , 恭 喜

měi tiáo dà jiē xiǎo xiàng , měi gè rén de zuǐ lǐ , 每
条 大 街 小 巷 , 每 个 人 的 嘴 里 ,

jiàn miàn dì yī jù huà , jiù shì gōng xǐ gōng xǐ 。
见 面 第 一 句 话 , 就 是 恭 喜 恭 喜 。

见 面 第 一 句 话 , 就 是 恭 喜 恭 喜 。

gōng xǐ gōng xǐ gōng xǐ nǐ ya , gōng xǐ gōng xǐ gōng
恭 喜 恭 喜 恭 喜 你 呀 , 恭 喜 恭 喜 恭 喜

gōng xǐ nǐ 。
恭 喜 你 。

恭 喜 你 。

No matter is in big street or small court, the first word everybody says is “gōng xǐ,”
gōng xǐ (New Year’s greeting).

Attachment F

Extension Activity

As an extension of his or her learning in Chinese class, your child has been given the opportunity to get to know some Chinese food. As an optional activity, assist your child in making a dish of Chinese food. Have them bring in that food with the recipe for our students presentation on ___/___/___.

Parent Signature _____ Date _____

Xi èxie!
(Thank you!)

Attachment I
Extension Activity 2

As an extension of his or her learning in Chinese class, your child has the opportunity to perform rhymes and songs for family members. (See the attached sheet)

Once you have verified that your child has performed these, sign this form and have your child return it to me.

Please trust that your child's pronunciation of the vocabulary is accurate. Young children have an amazing ability to hear words and phrases and then pronounce them with great accuracy.

Parent Signature _____ Date _____

Remember, the more opportunities your child has to practice his or her Chinese outside of class, the better the chance that he or she will retain the language.

Xi èxie!
(Thank you!)