

Chinese New Year Curriculum **Designed by Mengdi Zhu**

Established Goals:

Grade 2 G4 Human Systems

2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Big Idea: Cultural Diversity

Prerequisite Knowledge and Skill:

- Students will already know that Chinese is written in characters/symbols
- Students will already know that the pinyin system is a phonetic system that transcribes Chinese characters
- Students will already know that Mandarin has four basic intonations

Enduring Understandings:

1. Students will understand that learning about practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.
2. Students will understand that learning a second language will open doors for them both professionally and personally because we live in a globalized society.
3. Students will understand that picking up a language is an on-going process that requires consistent practice.
4. Students will understand that making mistakes is a natural part of the learning process that will allow you to identify and improve your weaknesses.
5. Students will understand that celebrating cultural traditions and holidays enriches the diversity of local communities.

Essential Questions:

- Why is it important to learn about the customs and practices of other cultures? (Application)
- What are the benefits of being able to communicate in another language? (Application)
- Why do people celebrate and develop different holidays and traditions? (Perspective)
- How might learning a new language enhance your life? (Self-knowledge)

- How do the food, holidays, and practices of a place reflect its culture? (Empathy)
- How does celebrating the traditions and holidays of another culture enhance the local community? (Empathy)

Key Knowledge and Skills Objectives:

Students will be able to...

- Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
- Name the significant products and customs of the Chinese New Year holiday in Mandarin
- Explain the importance of the Chinese New Year celebrations
- Retell the historical significance behind the Chinese New Year
- Define vocabulary related to the Chinese New Year holiday
- Recognize the ways in which Chinese traditions are celebrated in the local community

Chinese New Year Test

Let's match the characters to the correct pictures!

1. 鞭炮 Biānpào _____

2. 汤圆 tāngyuán _____

3. 饺子 jiǎo zi _____

4. 灯笼 Dēnglóng _____

5. 春卷 Chūnjuǎn _____

a.



b.



c.



d.

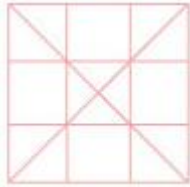


e.

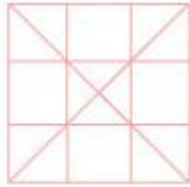


Let's write some Chinese characters! In each of the boxes you must write the correct character.

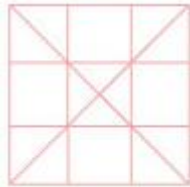
xīn



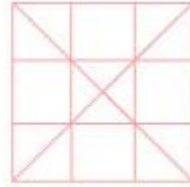
nián



kuài



lè



What does xīn nián kuài lè mean?

Complete the sentences by circling the correct picture.

Wǒ xǐ huān Chī _____
我 喜 欢 吃 _____



Objectives

1. Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
2. Name the significant products and customs of the Chinese New Year holiday in Mandarin
3. Explain the importance of the Chinese New Year celebrations among Chinese communities around the world
4. Write the characters of vocabulary related to the Chinese New Year holiday
5. Define/recognize vocabulary related to the Chinese New Year holiday
6. Recognize the ways in which Chinese traditions are celebrated in the local community

Pre-Assessment

Draw a Venn Diagram that all students can see. Label one circle as “China” 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 holidays 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 Chinese New Year and American holidays (e.g., Christmas, Halloween, etc.). Ask student in Mandarin, “Is this an image from the Chinese New Year in China or a holiday 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. This pre-assessment will gauge the students’ understandings of holiday customs and cultural differences between China and America.

Test

The test is an objective test. Students will demonstrate their recognition of at least 15 vocabulary terms. The test is out of 20 points. Each test item is scored independently. Certain test questions are weighted and partial credit may be given. For the matching portion, each item is worth 1 point (5 points total). For the character writing section, students are required to write four characters. Each character is worth 3 points. Full points are awarded for a correctly written character. 2 points are given for a character with one missing or incorrectly written stroke. 1 point is given for a character with two missing or incorrectly written stroke. For characters with more than 2 errors, no points are given. The written portion is worth 2 points. Students are given a point for being able to read the phrase and a point for being able to translate the phrase into English. The fill-in-the-blank question is worth 1 point.

The objectives tested are:

1. Name the significant products and customs of the Chinese New Year holiday in Mandarin
2. Write the characters of vocabulary related to the Chinese New Year holiday
3. Memorize vocabulary related to the Chinese New Year holiday

Performance Assessment

My performance assessment measures the following objectives:

1. Name the significant products and customs of the Chinese New Year holiday in Mandarin
2. Write the characters of vocabulary related to the Chinese New Year holiday
3. Memorize vocabulary related to the Chinese New Year holiday

Students will create an informational brochure on the Chinese New Year holiday. Each student will write a description of the traditional foods, activities, and events along with illustrations. This activity will allow students to demonstrate their understanding of the products and customs of the holiday as well as provide students with an opportunity to exercise their Chinese speaking, writing, and reading skills. The brochure format provides an authentic context for the students to present information about the Chinese New Year.

Time: 3 Lessons (2 lessons for preparation, 1 lesson for presentations)

Materials Needed: Brochure template, construction paper, glue, scissors, pencils, colored pencils, lined paper, access to computer (optional)

Self-Assessment

The self-assessment is a questionnaire. Students will be able to identify their weaknesses and strengths in this unit. Students will evaluate their grasp of the knowledge and skills taught in this unit such as reading, writing, and speaking Chinese.

As a teacher, I will self-assess the validity and reliability of my performance assessment and scoring tool using the guidelines listed in the Stage II Assignment page. The format would be a check-list.

The questions I will ask for my self-assessment would be:

- Does the assessment measure one of my higher level objectives?
- Are the directions clear for the students?
- Does the assessment measure individual work?
- Does the assessment reflect a real world context?
- Does the scoring tool measure the skills and knowledge used in the assessment?
- Are the levels and descriptors appropriate and easy to use?
- Are the elements all non-extraneous and non-arbitrary?

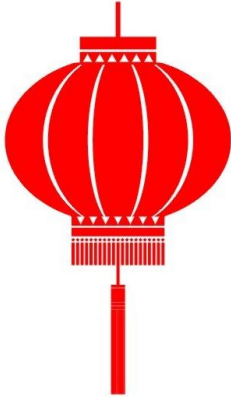
Formative Assessment Activities

Comparison/Contrast: Introduce students to the Chinese New Year. Engage them in discussion about the holiday and ask them to make comparisons to their own customs.

Greetings: Explain to students the Chinese New Year greetings and lucky money exchanges. Students form groups and exchange their own New Year greetings and lucky money pouches.

New Year Cards: 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”.

These formative assessments measure students’ grasp of the knowledge and skills required for this unit. The first activity measures the objective “Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each country.” The greeting activity measures the students’ oral speaking skills. This activity gives students an opportunity to practice speaking Mandarin Chinese and gives the teacher feedback on the students’ pronunciation and fluency levels. The third activity measures the students’ ability to write Chinese characters. The teacher can use this activity to gauge the students’ writing skills and provide students with more writing practice if necessary. These assessment activities are meant to identify the students’ areas of weakness. Once the teacher has identified which area students need more support in, the teacher can dedicate more time teaching and practicing the skill. Students must have a strong grasp of the skills and knowledge assessed in these activities in order to build upon them for the performance assessment and for their future lessons.



新年快乐!
Xīn nián kuài lè
Happy New Year



Let's make a brochure to teach our friends and families about the Chinese New Year! Complete the sentences by filling in the blanks.

Fill in the blanks with the correct date.

When is Chinese New Year's?

_____ 是春节. _____ Shì chūn jié. _____ is the Chinese New Year's.

月 yuè Month

日 rì Day

- 一月 yī yuè January
- 二月 èr yuè February
- 三月 sān yuè March
- 四月 sì yuè April
- 五月 wǔ yuè May
- 六月 liù yuè June
- 七月 qī yuè July
- 八月 bā yuè August
- 九月 jiǔ yuè September
- 十月 shí yuè October
- 十一月 shí yī November
- 十二月 shí èr yuè December

- 一 yī One
- 二 èr Two
- 三 sān Three
- 四 sì Four
- 五 wǔ Five
- 六 liù Six
- 七 qī Seven
- 八 bā Eight
- 九 jiǔ Nine
- 十 shí Ten

Choose at least two items from each category. Draw or print a picture of each food, activity, or craft you choose.

What foods are eaten?

我们吃_____. Wǒmen chī_____. We eat _____.

- ◆ 米 mí rice
- ◆ 肉 ròu meat
- ◆ 红豆 hóng dòu red bean
- ◆ 饺子 jiǎo zi dumpling
- ◆ 年糕 nián gāo rice cake
- ◆ 饺子 jiǎo zi dumpling
- ◆ 面条 Miàntiáo noodles
- ◆ 春卷 Chūnjuǎn Springrolls

What are some Chinese New Year crafts?

我们做_____. Wǒmen zuò_____. We make _____.

- ▽ 香包 xiāng bāo
- ▽ 红包 hóng bāo
- ▽ 灯笼 Dēnglóng
- ▽ 剪纸 Jiǎnzhǐ
- ▽ Fragrance pouches
- ▽ Red pouches
- ▽ Lanterns
- ▽ Paper cuttings

What are the Chinese New Year events?

我们看_____. Wǒ men kàn_____. We will watch the _____.

- ◇ 鞭炮 Biānpào Firecrackers
- ◇ 舞龙 Wǔ long Dragon dance
- ◇ 烟火 Yān huǒ Fireworks
- ◇ 游行 Yóu xíng Parade
- ◇ 春节晚会 Chūn jié wǎn huì Chinese New Year Gala

What's your favorite part of the Chinese New Year?

我最喜欢_____。 Wǒ zuì xǐ huān _____。 My favorite part is _____。

- * 吃 Chī Eating
- * 做 Zuò Making
- * 玩 Wán Playing
- * 唱 Chàng Singing
- * 歌 Gē Songs
- * 月饼 yuèbǐng moon cake
- * 年画 nián huà New Year paintings
- * 拜年 bài nián New Year visits
- * 贺年卡 hè nián kǎ Greeting cards
- * 汤圆 tāngyuán Sweet rice balls
- * 压岁钱 yāsuìqián
- * 春联 chūnlián Poetic couplet

Pick a greeting!

- ◆ 恭喜发财 Gōng xǐ fā cái Wishing you prosperity
- ◆ 年年有钱 Nián nián yǒu qián Wishing you lots of money
- ◆ 新年快乐 Xīn nián kuài lè Happy New Year
- ◆ 新年到 Xīn nián dào New Year is here

You will present your brochure to the class. After you have filled in the blanks, you can use these completed sentences and phrases from the handouts in your presentation. Your presentation must be 1 to 2 minutes long.

CHINESE NEW YEAR



Scoring Tool

Elements	5	3	1
Content	I have used 8 or more vocabulary terms	I have used 6 to 7 vocabulary terms	I have used 5 or less vocabulary terms
Accuracy	I have matched all pictures correctly.	I have matched most of the pictures correctly.	I tried to match at least one picture correctly.
Presentation	I pronounced the words loudly, clearly, and fluently.	I pronounced most of the words loudly and clearly.	I did not speak clearly or loudly. I was hard to understand
Characters	All of my characters are neatly and correctly written.	Most of my characters are neatly and correctly written.	My characters are hard to read and incorrect. .

Self-Assessment

Circle which one best reflects your abilities.



I'm great!



I'm okay



I need help

I can read and write the Chinese New Year characters.



I'm great!



I'm okay



I need help

I can match pictures of the Chinese New Year's items to their names.



I'm great!



I'm okay



I need help

I can pronounce the words well



I'm great!



I'm okay



I need help

I can explain the Chinese New Year foods, activities, and crafts.



I'm great!



I'm okay



I need help

I did really well on:

I need more work on:

Established Goals:

Grade 2 G4 Human Systems

2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Objectives:

1. Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
2. Name the significant products and customs of the Chinese New Year holiday in Mandarin
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4. Write the characters of vocabulary related to the Chinese New Year holiday
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Enduring Understandings:

1. Students will understand that learning about practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.
2. Students will understand that learning a second language will open doors for them both professionally and personally because we live in a globalized society.
3. Students will understand that picking up a language is an on-going process that requires consistent practice.
4. Students will understand that making mistakes is a natural part of the learning process that will allow you to identify and improve your weaknesses.
5. Students will understand that celebrating cultural traditions and holidays enriches the diversity of local communities.

If... Then

If	Then
Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each	<ul style="list-style-type: none">- Venn Diagram pre-assessment activity- Matching game: match the appropriate activity/product to the correct holiday- Write two short stories describing New Year's Day, one in the American tradition and one in the Chinese tradition
Name the significant products and customs of the Chinese New Year holiday in Mandarin	<ul style="list-style-type: none">- Chinese New Year product and custom discussion- Chinese New Year bingo- Recite Chinese New Year poetry
Explain the importance of the Chinese New Year celebrations	<ul style="list-style-type: none">- Read and explore text sets on the Chinese New Year history- Research a Chinese New Year activity/custom and present a 1-minute speech- Chinese New Year artifacts show-and-tell
Retell the historical significance behind the Chinese New Year	<ul style="list-style-type: none">- Re-enact the legend of "Nian", the origin of the Chinese New Year traditions- Create a storyboard of the Chinese Lunar Zodiac- History of Chinese New Year video
Define/recognize vocabulary related to the Chinese New Year holiday	<ul style="list-style-type: none">- Matching game- New Year's greeting cards- Spring symbol activity
Recognize the ways in which Chinese traditions are celebrated in the local community	<ul style="list-style-type: none">- Discuss and present local Chinese New Year events- Extension activity: students bring dishes/products from home to share- Extension activity: students may attend a Chinese New Year event from the local Chinese community

Objectives

1. Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
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Day One

- Conduct the Pre-Assessment activity. Compare cultural images in a Venn Diagram.
- Introduce students to the Chinese New Year. Engage them in discussion about the Chinese New Year and ask them to make comparisons to their own customs.
- Present lesson on the historical significance of the Chinese New Year
- Introduce key vocabulary
- Show and tell students about traditional decorations and products

Day Two

- Show Chinese New Year festivities video
- Present lesson on the traditional customs and activities of the Chinese New Year
- Play a matching game.
- Spring symbol activity

Day Three

- Present lesson on the most popular New Year foods and their special meanings
- Chinese New Year's dinner role play
- As an extension activity give students the optional assignment to make a dish of Chinese food to present during the next class
- Chant the rhyme of “新年到 xīn nián dào New Year is here”
- Play Chinese bingo

Day Four

- Have students present and share the Chinese food they brought.
- Share local events and activities from the community that celebrate the Chinese New Years
- Students may attend one of the local cultural events as an extension activity

Day Five

- Review the rhyme “新年到 xīn nián dào New Year is here”.
- Present lesson on New Year’s greeting cards
- 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”.
- Simulate a traditional “New Year’s Visits” in which students go door-to-door and exchange New Year’s cards and well wishes with neighbors
- Learn the song called “恭喜， 恭喜gōng xǐ, gōng xǐ.”

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 the lantern’s festival
- Show students the characters of lantern festival
- Arrange a lantern riddle activity. You may divide students into 6 groups with each group making two lanterns with the riddle hanging on it.

Day Seven

- Introduce students to the performance assessment project
- Students will write a short paragraph about what they would do during Chinese New Year. Show an example and give requirements about what is necessary in the paragraph, such as date, activities, food, etc.

Day Eight

- Review the rhyme “新年到xīn nián dào New Year is here” and the song “恭喜， 恭喜gōng xǐ, gōng xǐ”
- Students work on their brochure project

Day Nine

- Student brochure presentation

Day Ten

- Chinese New Year unit test
- Evaluate and give feedback on their projects
- Conclude the unit with a self-evaluation

Day One Lesson

Grade: 2nd

Subject: Mandarin Chinese/ Chinese New Year Introduction/ “Cultural Diversity”

Enduring Understanding (W): Students will understand that learning about the practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.

Key Knowledge and Skills to be gained (W):

1. Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
2. Name the significant products and customs of the Chinese New Year holiday in Mandarin

Resources needed for the lesson (O):

- Photos of western New Year’s items and traditional Chinese New Year’s items
- Chalk
- Powerpoint presentation
- Traditional Chinese New Year products (spring symbols, lucky money pouches, lanterns, firecrackers, window art, fragrance pouches)
- Vocabulary hand-out

Time required (O): 40 minutes

Environment (O): Whole group on carpet

Hook (H): “How do we celebrate the New Year’s in America? How do you think it is celebrated in China?”

Learning Experiences (E):

1. Hook: Ask students to make predictions that will guide them in the pre-assessment activity.
2. Pre-assessment activity: as a group, students arrange photos New Year’s products as Chinese, American, or both on a Venn diagram.
3. Engage students in a discussion about the differences and similarities in the Chinese New Year and the western New Year celebrations.
4. Show Powerpoint presentation on the historical significance of the New Year
5. Pass out and review handout containing key vocabulary words.
6. Present show-and-tell about traditional Chinese New Year products and decorations
7. Open exploration time: students may ask questions, look at the photos, or explore the show-and-tell items

Assessment (E2):

- Exit slip
- Questioning
- Discussion

Differentiation (T):

To accommodate for different student interests, I would provide a variety of material to introduce the key concepts of the Chinese New Year. I will engage the students using visual, auditory, and tactile stimulation. For the ELL students, I will provide simple picture books about the western New Year to familiarize the students on the New Year customs before this lesson. I will modify the presentations to simplify the English sentence structures. This lesson incorporates visual representations such as the Venn diagram to draw clear connections between the concepts and vocabulary.

Day Two Lesson

Grade: 2nd

Subject: Mandarin Chinese/ Chinese New Year Festivities/ “Cultural Customs”

Enduring Understanding (W): Students will understand that learning about the practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.

Key Knowledge and Skills to be gained (W):

4. Write the characters of vocabulary related to the Chinese New Year holiday
5. Define/recognize vocabulary related to the Chinese New Year holiday

Resources needed for the lesson (O):

- Photos of Chinese New Year items and corresponding vocabulary on cards
- Chalk/marker
- 8x8 pieces of red paper
- Black acrylic paint and paintbrush OR black marker
- Powerpoint presentation
- Chinese New Year festivities video
- Chinese New Year decorations

Time required (O): 40 minutes

Environment (O): Whole group on carpet for the matching game and presentation, small groups at desks for the spring symbol activity

Hook (H): Gallery Walk- Students explore a section of the classroom decorated like the traditional Chinese Lantern Festival

Learning Experiences (E):

1. Hook: Students browse through the gallery walk
2. Discussion: students share their observations about how the Chinese New Year is celebrated. Ask students about the significance of certain items, drawing upon their previous knowledge of Chinese culture.
3. Play Chinese New Year festivities video.
4. Show Powerpoint presentation on the traditional customs and activities of the Chinese New Year.
5. Play a matching game. On the left side of the board, place pictures of Chinese New Year food and activities. Ask students to draw a line between the matching pair. Allow students to come forward one at a time as they volunteer.
6. Explain the significance of the Spring Symbol decoration. Demonstrate how to make one.
7. Pass out materials for the Spring Symbol activity.
8. Students use the remainder of the lesson to construct their Spring Symbols.

Revising and Reflecting Experiences (R): Matching game- students practice their vocabulary recognition skills by matching the picture with the correct term.

Assessment (E2): The Spring Symbol activity is a formative assessment on the students' ability to write the characters of the vocabulary related to the Chinese New Year holiday (5).

Differentiation (T):

In the matching game, challenge advanced students to pronounce vocabulary correctly as well as correctly matching the pictures. For developing students, focus on improving character recognition skills.

For the Spring Symbol activity, I will provide character-writing guide sheets to help students with developing fine motor skills. There will be a variety of characters of varying levels of difficulty so students can select the character that is suitable to their abilities.

Curriculum Outline and Lesson Plans

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Name the significant products and customs of the Chinese New Year holiday in Mandarin	<ul style="list-style-type: none"> - Chinese New Year product and custom discussion - Chinese New Year bingo - Recite Chinese New Year poetry
Explain the importance of the Chinese New Year celebrations	<ul style="list-style-type: none"> - Read and explore text sets on the Chinese New Year history - Research a Chinese New Year activity/custom and present a 1-minute speech - Chinese New Year artifacts show-and-tell
Retell the historical significance behind the Chinese New Year	<ul style="list-style-type: none"> - Re-enact the legend of “Nian”, the origin of the Chinese New Year traditions - Create a storyboard of the Chinese Lunar Zodiac - History of Chinese New Year video
Define/recognize vocabulary related to the Chinese New Year holiday	<ul style="list-style-type: none"> - Matching game - New Year’s greeting cards - Spring symbol activity
Recognize the ways in which Chinese traditions are celebrated in the local community	<ul style="list-style-type: none"> - Discuss and present local Chinese New Year events - Extension activity: students bring dishes/products from home to share - Extension activity: students may attend a Chinese New Year event from the local Chinese community

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- Introduce students to the Chinese New Year. Engage them in discussion about the Chinese New Year and ask them to make comparisons to their own customs.
- Present lesson on the historical significance of the Chinese New Year
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- Present lesson on the most popular New Year foods and their special meanings
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- Students will write a short paragraph about what they would do during Chinese New Year. Show an example and give requirements about what is necessary in the paragraph, such as date, activities, food, etc.

Day Eight

- Review the rhyme “新年到xīn nián dào New Year is here” and the song “恭喜， 恭喜gōng xǐ, gōng xǐ”
- Students work on their brochure project

Day Nine

- Student brochure presentation

Day Ten

- Chinese New Year unit test
- Evaluate and give feedback on their projects
- Conclude the unit with a self-evaluation

Day One Lesson

Grade: 2nd

Subject: Mandarin Chinese/ Chinese New Year Introduction/ “Cultural Diversity”

Enduring Understanding (W): Students will understand that learning about the practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.

Key Knowledge and Skills to be gained (W):

1. Compare/contrast the differences in between the Chinese and American cultures using the products and customs native to each
2. Name the significant products and customs of the Chinese New Year holiday in Mandarin

Resources needed for the lesson (O):

- Photos of western New Year’s items and traditional Chinese New Year’s items
- Chalk
- Powerpoint presentation
- Traditional Chinese New Year products (spring symbols, lucky money pouches, lanterns, firecrackers, window art, fragrance pouches)
- Vocabulary hand-out

Time required (O): 40 minutes

Environment (O): Whole group on carpet

Hook (H): “How do we celebrate the New Year’s in America? How do you think it is celebrated in China?”

Learning Experiences (E):

1. Hook: Ask students to make predictions that will guide them in the pre-assessment activity.
2. Pre-assessment activity: as a group, students arrange photos New Year’s products as Chinese, American, or both on a Venn diagram.
3. Engage students in a discussion about the differences and similarities in the Chinese New Year and the western New Year celebrations.
4. Show Powerpoint presentation on the historical significance of the New Year
5. Pass out and review handout containing key vocabulary words.
6. Present show-and-tell about traditional Chinese New Year products and decorations
7. Open exploration time: students may ask questions, look at the photos, or explore the show-and-tell items

Assessment (E2):

- Exit slip
- Questioning
- Discussion

Differentiation (T):

To accommodate for different student interests, I would provide a variety of material to introduce the key concepts of the Chinese New Year. I will engage the students using visual, auditory, and tactile stimulation. For the ELL students, I will provide simple picture books about the western New Year to familiarize the students on the New Year customs before this lesson. I will modify the presentations to simplify the English sentence structures. This lesson incorporates visual representations such as the Venn diagram to draw clear connections between the concepts and vocabulary.

Day Two Lesson

Grade: 2nd

Subject: Mandarin Chinese/ Chinese New Year Festivities/ “Cultural Customs”

Enduring Understanding (W): Students will understand that learning about the practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.

Key Knowledge and Skills to be gained (W):

4. Write the characters of vocabulary related to the Chinese New Year holiday
5. Define/recognize vocabulary related to the Chinese New Year holiday

Resources needed for the lesson (O):

- Photos of Chinese New Year items and corresponding vocabulary on cards
- Chalk/marker
- 8x8 pieces of red paper
- Black acrylic paint and paintbrush OR black marker
- Powerpoint presentation
- Chinese New Year festivities video
- Chinese New Year decorations

Time required (O): 40 minutes

Environment (O): Whole group on carpet for the matching game and presentation, small groups at desks for the spring symbol activity

Hook (H): Gallery Walk- Students explore a section of the classroom decorated like the traditional Chinese Lantern Festival

Learning Experiences (E):

1. Hook: Students browse through the gallery walk
2. Discussion: students share their observations about how the Chinese New Year is celebrated. Ask students about the significance of certain items, drawing upon their previous knowledge of Chinese culture.
3. Play Chinese New Year festivities video.
4. Show Powerpoint presentation on the traditional customs and activities of the Chinese New Year.
5. Play a matching game. On the left side of the board, place pictures of Chinese New Year food and activities. Ask students to draw a line between the matching pair. Allow students to come forward one at a time as they volunteer.
6. Explain the significance of the Spring Symbol decoration. Demonstrate how to make one.
7. Pass out materials for the Spring Symbol activity.
8. Students use the remainder of the lesson to construct their Spring Symbols.

Revising and Reflecting Experiences (R): Matching game- students practice their vocabulary recognition skills by matching the picture with the correct term.

Assessment (E2): The Spring Symbol activity is a formative assessment on the students' ability to write the characters of the vocabulary related to the Chinese New Year holiday (5).

Differentiation (T):

In the matching game, challenge advanced students to pronounce vocabulary correctly as well as correctly matching the pictures. For developing students, focus on improving character recognition skills.

For the Spring Symbol activity, I will provide character-writing guide sheets to help students with developing fine motor skills. There will be a variety of characters of varying levels of difficulty so students can select the character that is suitable to their abilities.

Day 3 Lesson

Grade: 2nd

Subject: Mandarin Chinese/ Chinese New Year Foods/ “Cultural Diversity”

Enduring Understanding (W):

1. Students will understand that learning about the practices and customs of another culture can help them understand people from diverse backgrounds and also gain perspectives regarding their own language and culture.

3. Students will understand that picking up a language is an on-going process that requires consistent practice.

Key Knowledge and Skills to be gained (W):

2. Name the significant products and customs of the Chinese New Year holiday in Mandarin

3. Explain the importance of the Chinese New Year celebrations among Chinese communities around the world

5. Define/recognize vocabulary related to the Chinese New Year holiday

Resources needed for the lesson (O):

- Powerpoint presentation
- Food props (cut-out photos of food)
- Chinese poem
- Chinese bingo sheets and cards

Time required (O): 40 minutes

Environment: Whole group on carpet for the hook, presentation, and poem recitation, small groups at desk for the Chinese bingo game.

Hook (H): Ask students to share about how food is used to celebrate holidays. Students may share about their family dishes or traditional dishes in their cultures.

Learning Experiences (E):

1. Hook: engage students in discussion

2. Show Powerpoint presentation on the Chinese New Year’s foods and their meanings.

3. Chinese New Year dinner role-play. Pick students to volunteer as participants at a traditional Chinese New family dinner, with designated family roles. Students act out the customs and share the dishes that would be present at an authentic Chinese New Year meal.

4. Give students the optional extension activity of bringing in a traditional Chinese New Year's dish. Provide simple recipes for them to use.
5. Share poem “新年到 xīn nián dào New Year is here”. Students chant and recite poem.
6. Introduce Chinese New Year's bingo game. Pass out bingo sheets and cards.
7. Play Chinese bingo for the remainder of the lesson.
8. For homework, assign students to fill out a graphic organizer that sums up what they have learned about different aspects of the Chinese New Year so far. Provide a feedback section that asks students for any questions or things they would like to learn more about.

Revising and Reflecting Experiences (R):

- Exit slips
- Questioning
- Graphic organizer

Assessment (E2): The Chinese bingo game is a formative assessment that gives students an opportunity to further review and practice their vocabulary recognition skills.

Differentiation (T):

Provide developing students with a modified version of the Chinese bingo game that features photos instead of characters. The focus for these students is to be able to link the Mandarin terms to their correct photo, to identify the correct item based on oral language. For advanced students, provide bingo sheets that feature characters. The focus for these students is character recognition. Students will be able to match the item to the correct character based on oral language.

Summary of Explanation for Understandings

This unit incorporates the 3E's by incorporating hands-on activities, plenty of formative assessment opportunities, and a streamlined design that covers the key concepts. This unit plan provides simulations that provide students an opportunity to apply their Mandarin language skills in an authentic context. Some examples would be the Chinese New Year family dinner role-play, the New Year's visits simulation, and the Lantern festival riddle-guessing activity. These activities allow students to practice their oral speaking skills in a real-world situation while gaining first-hand experience of Chinese customs and traditions. This unit uses games such as the matching game and the Chinese bingo to help students learn the vocabulary and develop their Mandarin language skills. The Spring Symbol and New Year's greeting cards activities targets students' character-writing skills. The unit is designed to maximize efficiency by breaking the expansive Chinese New Year holiday into chunks, with each lesson focusing on a specific aspect of the holiday.

This unit is aligned with the constructivist learning theory by encouraging students to accommodate and project their knowledge through simulations, hands-on activities, and their final presentations. Students are also given opportunities to self-reflect upon their learning through the use of exit slips, graphic organizers, and open discussion/question periods.

The activities and assessments in this unit are designed to provide students with an in-depth look and experience of the traditions and customs of the Chinese culture. Students will be able to gain a new perspective of the Chinese culture while building upon their Mandarin language skills.

Lesson Plan Activities

Rhyme “New Year is here”

xīn nián dào , xīn nián dào , jiā jiā guò nián zhēn
新年到，新年到，家家过年真热闹。
tiē duì lián , sòng hè kǎ , bāo jiǎo zi , qìng tuán
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. Greetings to everybody, I wish you have a happy and peaceful new year!

春联 chūnlián Spring Symbol activity

MATERIALS

8 x 8 piece of red paper
Black acrylic paint and paintbrush OR
Black marker

1. Students pick a character to write on their piece of red paper. They can choose from “prosperity”, “spring”, and “good luck”.
2. Students write the character onto the paper using the black paint or marker.
3. Hang finished work on doors

Play a matching game. On the left side of the board, place pictures of Chinese New Year food and activities. Ask students to draw a line between the matching pair. Allow students to come forward one at a time as they volunteer.

Chinese New Year Bingo

B	I	N	G	O
年糕	鞭炮	剪纸	新年	烟火
汤圆	恭喜	年高	香包	烟火
面条	红包	发财	红豆	拜年
年卡	春联	月饼	游行	饺子
红包	年糕	新年	春节	汤圆