

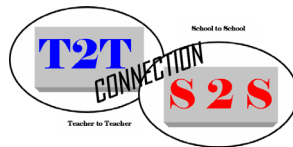
“Journey to China: A New Year’s Celebration”



For further information contact...

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2008 - 2009 IDEA CATALOG OF EXCELLENCE

■ PROGRAM OVERVIEW

Journey to China: A New Year’s Celebration is an innovative way to introduce students to a land that is far away, vast in size, and very different from their own. Through this week-long journey, the students are able to explore the culture of a foreign group of people. Students are given the opportunity to actually create some of the Chinese decorations (lanterns, dragon masks, etc.) and participate in the fascinating Chinese festivities. In essence, the students get to become “Chinese” for a week!

The program begins by introducing the students to the exciting, Chinese New Year festivities. Students are then able to dive deeper into the Chinese culture by examining the native dress of the Chinese people, researching how the Chinese meet their basic needs, and observing buildings and structures in China. A teacher-led Internet hunt allows the students to explore the animals and landscapes that can be found in China. Students will be able to compare Chinese schools with those in America through pen-pal correspondence with a school in China. The program wraps up with a New Year’s celebration, complete with dragon masks, a panda finger play, noodles, and chopsticks.

This program has been implemented in first grade classrooms with low-performing students (almost half had

been previously retained) who live in low-socio economic households. Three of the students were ESOL students

■ OVERALL VALUE

Most first graders, especially those from low-SES families, cannot wrap their minds around the fact that there is a large world out there that differs greatly from their own community. After completing this program, the students will have a greater tolerance for the differences that exist among cultures, including those that are represented in their own classroom. This program uses visual, auditory, tactile, and kinesthetic cues to engage every student.

■ LESSON PLAN TITLES

- Fireworks and Dragons
- China (A to Z): People and Places of China
- Animals and Landscapes of China
- Schools in China
- Festival Time

■ MATERIALS

A materials list is provided with each lesson plan. The school’s equipment that was used included a computer, a projector, a television, and a VCR/DVD player.

■ ABOUT THE DEVELOPER

Brittany McGuire earned her B.S. degree in Elementary Education from the University of South Florida. She gained much of her teaching experience while working with at-risk students in a children’s ministry. She is currently a first grade teacher at Park Elementary School.



“Journey to China: A New Year’s Celebration” Brittany McGuire



Lesson Plan No 1: Fireworks and Dragons - Chinese New Year



■ SUBJECTS COVERED

Social Studies and Language Arts

■ GRADES

First

■ OBJECTIVES

- ✓ The students will be able to identify activities that take place during Chinese New Year.
- ✓ The students will be able to identify the reason why the Chinese culture celebrates Chinese New Year.
- ✓ The students will be able to identify differences and similarities between the American New Year and the Chinese New Year.
- ✓ The students will be able to predict what a passage is about based on its title and illustrations.

■ SUNSHINE STATE STANDARDS

- SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).
- SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).
- LA.A.1.1.1: The student predicts what a passage is about based on its title and illustrations.

■ MATERIALS

- Zucker, Jonny. *Lanterns and Firecrackers: A Chinese New Year Story (Festival Time)*. New York: Barron’s Educational Series, 2003.
- Venn Diagram (one per student)
- Word Search (one per student)
- Chinese Name Tags (see preparation below)
- Pencils (one per student)
- Red Card Stock (10 - 8.5 x 11 pcs)

■ PREPARATION

Translate the students’ names into Chinese on the Internet (there are dozens of translation websites on the Internet), and print them out on card stock. Laminate the card stock, punch a hole in each end, and attach yarn to the tag to make a necklace name tag.

■ DIRECTIONS

Introduction: (Time: 5 minutes)

Ask/Tell the students the following: “Why do we celebrate holidays?” Holidays are special days that we usually get together with friends and family to celebrate. What are some holidays that we celebrate? We celebrate Christmas, Kwanza, Thanksgiving, Valentine’s Day, etc. Do you think everyone in the world celebrates all of the same holidays? Today, we are going to learn about a special day for the people of China. It’s called Chinese New Year. Before we read the story I would like to give you all a name tag (the students will be curious as to what the pictures on their name tag mean).

Reading Activities (DRTA): (Time: 10 minutes)

(Prior to reading the story, have the students gather in a small circle.)

- ⊙ Show the students the cover of the book. Ask for several volunteers to make predictions about what they think the story will be about. Next, ask them how they can test their predictions.
- ⊙ Tell the students that as you are reading the story they should be listening for clues about the Chinese culture and Chinese New Year.
- ⊙ After reading the story, ask the students what they learned about the Chinese culture and their celebration of Chinese New Year. Ask the students how Chinese New Year is similar to and different from our New Year’s celebration. (*Allow several students to respond*). Ask the students if their story predictions were correct.
- ⊙ Ask the students if they figured out what was on their name tags. Tell the students that the pictures on their name tags actually represent

their names in Chinese. Let the students wear their name tags for the remainder of the Chinese unit.

Post-Reading Activities: (Time: 15 minutes)

(Have the students return to their desks).

- ⊙ Give each student a Venn diagram worksheet (see attached). Tell the students that you are going to write a characteristic on the board (see attached) that describes the Chinese New Year, our New Year, or both celebrations. The students are then going to write the characteristic in the correct portion of the Venn diagram.
- ⊙ As the students complete their Venn diagrams, collect them and give them a Chinese word search (see attached) to complete as the other students are finishing their Venn diagram.

■ EVALUATION/ASSESSMENT

Assessment will be based on the students’ completed Venn diagrams. Mastery will be obtained if the student can correctly classify 7 out of 9 characteristics in the Venn diagram.

■ ESOL ACCOMM.

I will ask the ESOL student questions presented in a highly simplified manner. I will repeat the questions several times, clearly and slowly. The student will be permitted to answer the questions by using one-word responses. The student will be working with a partner. The student will be provided with a simplified, written form of the directions.

■ ADDL INFORMATION

There are great videos on UnitedStreaming.com about the people and culture of China.

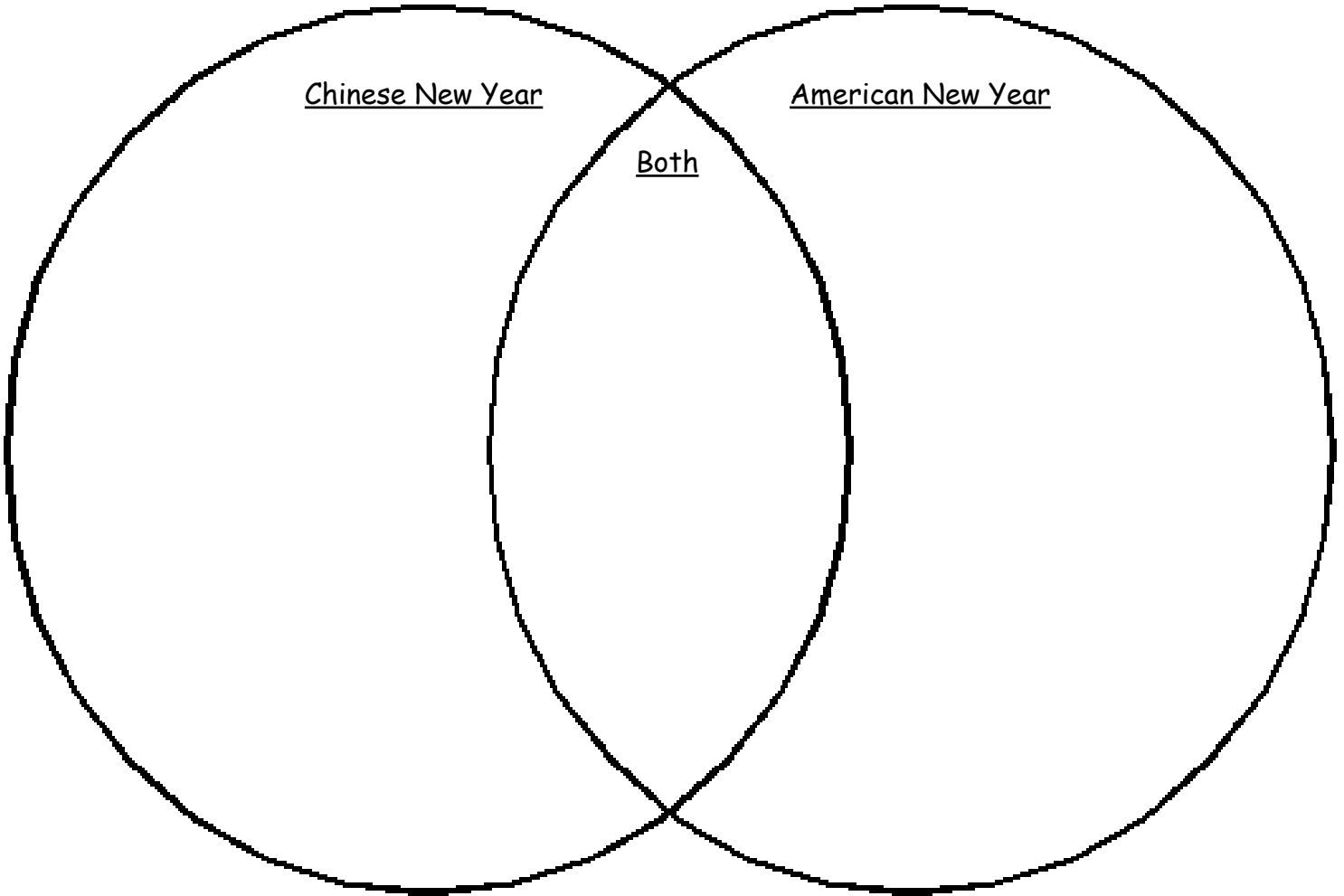


“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plan No 1: Fireworks and Dragons - Chinese New Year Additional Information



NAME: _____



Characteristics for Venn Diagram:

1. Fireworks (Both)
2. Everyone celebrates their birthday (Chinese)
3. Celebrated on one day—January 1st (American)
4. Red envelopes (Chinese)
5. Dragon dances (Chinese)
6. Ball drops (American)
7. Lasts for 15 days (Chinese)
8. Parties (Both)
9. Lanterns (Chinese)

“Journey to China: A New Year’s Celebration” Brittany McGuire



Lesson Plan No 2: China from A to Z - People and Places of China



■ SUBJECTS COVERED

Social Studies and Art

■ GRADES

First

■ OBJECTIVES

- ✓ The students will be able to identify characteristics of the native dress of the Chinese Culture.
- ✓ The students will be able to identify important landmarks and buildings in China.
- ✓ The students will be able to identify the ways that people in China meet their basic needs.

■ SUNSHINE STATE STANDARDS

- SS.B.2.1.3: The student knows basic needs and how families in the U.S. and other countries meet them.
- SS.A.3.1.2: The student understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (such as paintings, sculptures, and masks).
- SS.A.3.1.3: The student understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).

■ MATERIALS

- Fontes, Justine. *China (A to Z)*. Connecticut: Children’s Press, 2004.
- 9”x12” Construction paper (6 pieces of various colors per student)
- Paper plate
- Dragon face
- Glue (Elmer’s or Glue Stick)
- Crayola markers (8 pack-one per two or three students)
- KWL chart (one per student)
- Photos of some people and places in China (hard copy or project them on the whiteboard with a computer and projector)

■ PREPARATION

- ⊙ Cut the construction paper in thirds, long ways (hamburger-style).
- ⊙ Collect images, hard copy or from the Internet, of Chinese people, places, and buildings.

■ DIRECTIONS

Introduction: (Time: 5 minutes)

Review the meaning of Chinese New Year and some of the customs involved in Chinese New Year. Tell the students that today they are going to learn about the fascinating life of the Chinese people. Show them some of the photos of Chinese people and landmarks to spark their interest (don’t explain the photos just yet—just get them interested!).

Reading Activities (KWL): (10 min.)

- ⊙ Give each student a KWL chart. Ask the students to write down (or draw a picture of) every thing they know about China (people, places, culture, etc.) under the “What I Know” column. You may want to do this part as a whole group.
- ⊙ Next, brainstorm questions, as a whole group, about the Chinese culture that they would like to find out answers to, and write them under the “What I Want to Know Column.” Possible questions to include: What kind of clothes do Chinese people wear? What kind of jobs do they have? Do their buildings look like ours?
- ⊙ Have the students put their KWL charts aside and prepare to listen to the story.
- ⊙ Show the students the cover of the book and have them discuss what kind of information they can find in the book. Read the following sections to the students, stopping periodically to compare the Chinese culture to the American culture: Dress, People, Jobs, and Buildings.

Post-Reading Activities: (20 minutes)

- ⊙ Review the questions that were written down in the “Want to Know” column of the KWL chart. Have the students refer to those questions and

write at least 5 things they learned during the reading in the “Learned” column.

- ⊙ Have several student volunteers share what they have learned with the rest of the class.
- ⊙ Tell the students that they are going to make a dragon mask like the one the Chinese people wear during Chinese New Year (make sure you have a pre-made example of the mask). Give each student 18 strips of construction paper (see below), a paper plate, a dragon face template, markers, and glue.
- ⊙ The students should color the dragon face, cut out around it, and glue it to the back of the paper plate. Next, have the students fold their strips of paper accordion style and cut the ends to a point. Last, have the students glue their strips of paper around the paper plate (like a lion’s mane). The students will use their dragon masks for the culminating activity on the last day of the unit.

■ EVALUATION/ASSESSMENT

Assessment will be based on the students’ completed KWL charts. Mastery will be obtained if the student can correctly identify at least one thing they learned about each of the following: the native dress of the Chinese, how the Chinese meet their basic needs, and the buildings and landmarks located in China.

■ ESOL ACCOMM.

I will ask the ESOL student questions presented in a highly simplified manner. I will repeat the questions several times, clearly and slowly. The student will be permitted to answer the questions by using one-word responses. The student will be working with a partner. The student will be provided with a simplified, written form of the directions.



“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plan No 2: China from A to Z - People and Places of China Additional Information



K What I Know	W What I Want to Know	L What I Learned



Image located at <http://www.kckpl.lib.ks.us/ys/images/dragon2.gif>

“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plan No 3: Animals and Landscape of China



■ SUBJECTS COVERED

Social Studies, Science, Language Arts, and Technology

■ GRADES

First

■ OBJECTIVES

- ✓ The students will be able to identify ways the physical environment of China is similar to and different from their own.
- ✓ The students will be able to identify ways that animals are adapted to their environment.
- ✓ The students will be able to identify the essential message from text found on the Internet.

■ SUNSHINE STATE STANDARDS

- SS.B.1.1.3.1: Students will understand ways physical environments in other parts of the world are similar to and different from one’s own.
- SC.F.1.1.4: Students will understand that structures of living things are adapted to their function in specific environments.
- LA.A.2.1.1: Students will determine the main idea or essential message from text and identifies supporting information.

■ MATERIALS

- Computer with Internet Access
- Projector (connected to the computer)
- Writing paper (two pages per group of four students)
- Drawing paper (two pages per group of four students)
- Markers or crayons
- KWL Chart (one per student)



■ PREPARATION

- ⊙ Connect the projector to the computer and have it Internet ready.
- ⊙ Research several websites that have information pertaining to China’s animals and landscapes (see the suggested websites at the end of this lesson)

■ DIRECTIONS

Introduction: (Time: 5 minutes)

Review what the students learned in the previous lesson about the fascinating life of the Chinese people (i.e. their clothes, jobs, ways of life, etc.). Tell the students that today they are going to learn about the animals and landscapes of China. Show them a picture of a panda and the Great Wall of China to spark their interest.

Instruction (KWL): (10 min.)

- ⊙ Give each student a KWL chart. Ask the students to write down (or draw a picture of) every thing they know

about the animals and landscapes of China under the “What I Know” column. You may want to do this part as a whole group.

- ⊙ Next, brainstorm questions, as a whole group, about the animals and landscapes of China that they would like to find out answers to, and write them under the “What I Want to Know Column.” Possible questions to include: What kinds of animals live in China? Why do those animals live in China? What does China look like? Does China look like Florida?
- ⊙ Have the students put their KWL charts aside. Tell the students that they are going to become researchers and go on an Internet scavenger hunt. Divide the students up into groups of four. Give each student in the group one of the following titles: note taker, time keeper/manager, speaker, and illustrator. Tell the students that the “note taker” of each group will need to take notes on the information they find on the Internet, the “illustrator” will draw pictures to

“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plan No 3: Animals and Landscape of China (cont.)



depict the information found, the “time keeper/manager” will keep the group on task, and the “speaker” will be presenting the information in a “news-room” format. Give each group two pieces of writing paper for notes and two pieces of drawing paper for illustrations.

- ⊙ Demonstrate for the students how to type the website address into the address bar. Brainstorm with the students words that can be typed in the search bar to find out the information that they need. Remind the note taker to keep notes of the important information.
- ⊙ Browse the websites for several minutes. Try to find the answers for the questions that were written down in the “What I Want to Know” column of the KWL chart.

Follow-Up Activities: (20 minutes)

- ⊙ Give each group about ten minutes to complete their illustrations and notes.
- ⊙ Allow each group to present their findings about the animals and landscapes of China to the rest of the class.
- ⊙ After each group has presented, allow all of the groups to complete their KWL charts.

■ **EVALUATION/ ASSESSMENT**

Assessment will be based on the students’ completed KWL charts. Mastery will be obtained if the student can correctly identify at least one thing they learned about each of the following: animals that can be found in China, why/how those animals live in China, and the landscapes of China.

■ **ACCOMMODATIONS**

I will ask the ESOL student questions presented in a highly simplified manner. I will repeat the questions several times, clearly and slowly. The student will be permitted to answer the questions by using one-word responses. The student will be working with a partner. The student will be provided with a simplified, written form of the direction.

■ **ADDITIONAL INFORMATION**

Suggested Websites:

*(**I have not reviewed all of the information presented on these websites. Navigate the websites to ensure appropriateness before presenting them to the students.)*

<http://kids.nationalgeographic.com/>

http://zone.cps.k12.il.us/Showcase/Student_Projects/China/china.html

<http://library.thinkquest.org/20443/landmarks.html>



“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plan No 4: Schools in China



■ SUBJECTS COVERED

Writing, Reading, and Social Studies

■ GRADES

First

■ OBJECTIVES

- ✓ The student will be able to identify similarities and differences among schools in America and schools in China.
- ✓ The student will be able to construct a friendly letter that seeks information.

■ SUNSHINE STATE STANDARDS

LA.B.2.1.1: Students write questions and observations about familiar topics, stories, or new experiences.

LA.B.1.1.2: Students draft and revise simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a clear beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.

LA.A.2.1.1: Students determine the main idea or essential message from text and identify supporting information.

■ MATERIALS

- Computers with an e-mail program and Internet access (optional—this lesson can also be completed through “snail mail.”)
- Fontes, Justine. *China (A to Z)*. Connecticut: Children’s Press, 2004.

■ PREPARATION

Arrange for the students to communicate, by e-mail or snail mail, with a school in China. I used <http://www.epals.com> to find a penpal for my class.

■ DIRECTIONS

Introduction: (Time: 5 minutes)

Write the words “My School” on the whiteboard. Ask the students to describe their school as you write them on the board. Ask the students if they think that all schools are the same (Do they learn the same things? Do they go to school at the same time of day? Do they go to school for the same number of days? etc.)

Reading Activities: (10 min.)

(Prior to reading the story, have the students gather in a small circle.)

- ⊙ Show the students the cover of the book to remind them of topics that have been discussed in previous lessons (Chinese culture, Chinese New Year, etc.). Tell the students that today you are going to read the *Chinese Schools and Sports* section of the book. Tell the students that as you are reading the book they should be listening for clues about the differences and similarities among American schools and Chinese schools.
- ⊙ After reading the story, ask the students some of the differences and similarities among American and Chinese schools. Ask the students what other questions they have about Chinese schools (record these on the board for later use).
- ⊙ Tell the students that they are going to be able to communicate, by e-mail, with students attending a school in China. They will ask the students in China about the Chinese schools.

After-Reading Activities:

(20 - 30 minutes)

- ⊙ As a whole group, begin drafting a letter to the students’ penpal. Guide the students in including the questions that were recorded in the first part of the lesson. Lead the students through the writing process (draft, edit, revise, final copy) as they write their letter.
- ⊙ Read the penpal’s response when it arrives, and devise another letter asking more questions. Continue until you see fit to stop.

■ EVALUATION/ASSESSMENT

Students will be informally assessed based on teacher observations. Mastery will be obtained if the student is actively involved in discussions and constructing letters.

■ ESOL ACCOMM.

I will ask the ESOL student questions presented in a highly simplified manner. I will repeat the questions several times, clearly and slowly. The student will be permitted to answer the questions by using one-word responses. The student will be working with a partner. The student will be provided with a simplified, written form of the directions.



“Journey to China: A New Year’s Celebration” Brittany McGuire



Additional Information: Culminating Activity



Materials

- ⊙ Fortune cookies
- ⊙ Chinese noodles (any recipe)
- ⊙ Crock Pot
- ⊙ Chopsticks
- ⊙ Chinese music (vocal or instrumental)
- ⊙ Panda puppets
- ⊙ Panda poem on a large chart or the white board (see below)
- ⊙ Dragon masks (made from lesson)
- ⊙ Chinese name tags (from first lesson)
- ⊙ Lanterns



I will wrap up the “Journey to China: A New Year’s Celebration” unit with our own Chinese New Year party—complete with lanterns, dragons, Chinese music, and food! On the last day of the unit, the students will be permitted to dress up in Chinese attire (i.e. red robes). The students will dine on Chinese noodles with real chopsticks and finish with a dessert of fortune cookies. After the students finish eating, they will take turns performing the “Four Pandas in a Tree” poem with panda puppets. The poem will teach the students a few words in Chinese (refer to the poem below).

After everyone has had a turn performing the poem, we will all take our dragon masks outside and have our own Chinese parade. To bring the unit to a close, have all the students take out their journals and write about their favorite part of the “Journey to China” unit. Make sure they include lots of illustrations!!!

**Mastery for the entire unit will be based on a score of at least eight points on the attached rubric.



Four Little Pandas

4 little pandas sitting in a tree,
ming tian jian,
and then there were 3.

3 little pandas with nothing to do,
ming tian jian,
and then there were 2.

2 little pandas lying in the sun,
ming tian jian,
and then there was 1.

1 little panda wanted to be a hero,
ming tian jian,
and then there was zero.

**ming tian jian means “see you tomorrow” in English.

By Brittany McGuire

“Journey to China: A New Year’s Celebration” Brittany McGuire

Lesson Plans Materials Budget

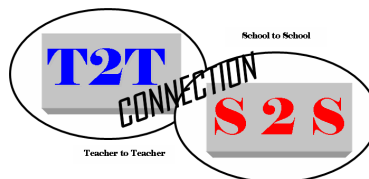


Materials Budget

SUPPLIER	ITEM DESCRIPTION	COST	QTY	TOTAL COST
Amazon.com	<i>Lanterns & Fireworks: A Chinese New Year Story</i>			
	by Jonny Zucker	\$6.95	1	\$6.95
Wal-mart	Construction Paper (9”X12”) – Various Colors	\$1.88	4	\$7.52
	Red Card Stock (1 pack)	\$5.50	1	\$5.50
	Rival Crock Pot (6 qt.)	\$30.00	1	\$30.00
Amazon.com	<i>China (A to Z)</i> by Justine Fontes	\$6.95	1	\$6.95
Wal-mart	Paper Plates (Pack of 50)	\$2.00	1	\$2.00
	Elmer’s Glue (8 oz. bottle of All Purpose)	\$0.50	12	\$6.00
	Crayola Washable Markers (8 Pack)	\$3.29	6	\$19.74
Yums Chinese Restaurant	Fortune Cookies	\$0.10	20	\$2.00
	Chopsticks	\$0.20	20	\$4.00
Wal-mart	The Very Best of Chinese Music (Compact Disc)	\$11.88	1	\$11.88
PuppetUniverse.com	Panda Puppet (10” Polly the Panda)	\$11.99	4	\$47.96
OrientalTrading.com	Chinese Lanterns (3 Per Set)	\$4.95	3	\$14.85
	Chinese “Happy New Year” Banner	\$4.95	1	\$4.95
Amazon.com	<i>China ABCs: A Book About the People &</i>			
	<i>Places of China</i> by Holly Schroeder	\$7.95	1	\$7.95
	<i>Look What Came from China</i> by Miles Harvey	\$6.95	1	\$6.95
	<i>Celebrating Chinese New Year</i> by Diane Hoyt-Goldsmith	\$6.95	1	\$6.95
Subtotal				\$192.15
Tax if applicable				
Shipping if applicable				
TOTAL BUDGET AMOUNT				\$192.15

Teacher’s Name *Brittany McGuire*

School: *Park Elementary*



“Journey to China: A New Year’s Celebration” Brittany McGuire

Rubric



CATEGORY	4. Exemplary	3. Above Average	2. Satisfactory	1. Unsatisfactory	Score
Recollection and Accuracy of Facts	The student recalled at least three accurate facts about the Chinese culture.	The student recalled at least two accurate facts about the Chinese culture.	The student recalled at least one accurate fact about the Chinese culture.	The student did not recall any accurate facts about the Chinese culture.	
Group Work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.	
Participation in Class Discussions	The student actively participated in all class discussions.	The student actively participated in most class discussions.	The student actively participated in some class discussions.	The student did not actively participate in all class discussions.	
Individual Projects	The student demonstrated mastery on all of the projects from each lesson.	The student demonstrated mastery on most of the projects from each lesson.	The student demonstrated mastery on some of the projects from each lesson.	The student did not demonstrate mastery on any of the projects from each lesson.	

Student's Name _____ Date _____ Final Score: _____