

Language Lizard Lesson: Chinese New Year

Chinese New Year

Language Lizard Materials Used:

Li's Chinese New Year

<http://www.language lizard.com/Li-s-Chinese-New-Year-p/chin.htm>

**Lessons can be adapted to use different Language Lizard books in a variety of languages

Focus Language: Mandarin/English

Focus Country: China

Grade: 3

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Chinese New Year:

This lesson has been designed to help students:

- hear and see new languages and texts;
- learn about the geography and location of China;
- build an appreciation of the diverse languages present in the world and in the United States;
- introduce important concepts of: China, Chinese New Year
- build positive relationships among students in the classroom to promote the acceptance of diversity among students as a part of the classroom environment while demonstrating teacher support of linguistic diversity.

Dual Language Materials Used: The Language Lizard materials used in this lesson includes: *Li's Chinese New Year* in Mandarin/English.

Alignment with State, National Standards: These lessons are easily aligned with state standards, in Social Studies, Language Arts and Mathematics. They can be adapted to include Common Core English/Language Arts or Mathematics Standards. The National Council for the Social Studies Themes that these lessons support include: Culture, People, Places and Environment, Individual Development and Identity, Global Connections and Individuals, Groups and Institutions.

Rationale and Goals: This lesson was developed to introduce the Chinese New Year to children, to help them understand cultural and national holidays, and to introduce new languages and world geography to children in grade 3.

Vocabulary/Concepts:

holiday, New Year's, China, Mandarin Chinese, symmetrical

State Standards:

PA State Standards Social Studies and Mathematics

PDESAS.G.7.1.3.B-Identify and locate places and regions as defined by physical and human characteristics.

PDESAS M3.C.2.1.2-Identify symmetrical two-dimensional shapes.

Common Core English Language Arts Standards and Mathematics can be integrated:

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

<http://www.corestandards.org/the-standards/mathematics>

Objectives:

1. Students will be able to locate several countries where Mandarin Chinese is spoken: China, Taiwan, Singapore, Vietnam, Malaysia, Indonesia, Mongolia, Thailand, the Philippines, Russia, Laos, United Kingdom, and the United States on a map.
2. Students will be able to identify the date of the Chinese New Year.
3. Students will be able to identify different characteristics and traditions of the Chinese New Year.
4. Students will be able to use symmetry to make a mask.

Lesson Introduction/Anticipatory Set:

Have the students sit at their seats while the teacher stands in the front of the room. There should be a large map of the world on the board. The teacher will tell the students that they are going to find the countries that have a significant population who speaks Mandarin Chinese. The teacher will need thirteen different volunteers to locate each country. The teacher will have a brightly colored sticky note with each country's name on it. As students locate the country on the world map, they will mark the country with their sticky note. During this process, the teacher may offer guidance through cues such as: It is to the East of _____, to the South of _____, practicing relative and absolute location and cardinal directions. Once all of the sticky notes are on their countries, the teacher will show the students that Mandarin Chinese is spoken all over the world. Next, the teacher will say, now that we have learned a little about Mandarin Chinese I am going to give you a chance to learn about a holiday that is celebrated in China. Additional geography skills/concepts may be practiced such as: latitude/longitude, hemisphere and political map divisions or physical relief maps.

Procedures:

1. The teacher will pull out the book, *Li's Chinese New Year*, published by Mantra Lingua Ltd, in Mandarin and English. The teacher will start by showing the students the front page of the book and asking, "What do you notice about this book?" The teacher is looking for the answer that it is written in more than one language. The teacher should tell the students that the book is written in English and in Mandarin Chinese. The teacher should then point to the world map with the Countries that speak Mandarin Chinese highlighted. Allow the students a few minutes to look through the book at the various print words.
2. The teacher will then say, "We are going to read the story *Li's Chinese New Year*. I

want you all to listen to the traditions that Li talks about in the book because we will come back to them later.”

3. The teacher can begin reading the story; the teacher can pause wherever he/she sees fit to ask a question depending on the students’ needs. The teacher should stop to have students identify main ideas, and summarize events of the story, at appropriate stages of the story. Ask children to suggest the importance of Chinese New Year, as suggested in the story.

4. The teacher should draw a Venn Diagram on the board, labeling one circle “Chinese New Year” and the other, “American New Year.” If students are able to consider three concepts simultaneously, a third circle could represent their family’s celebration of New Year. Next, the teacher should ask the students what the information they put in each circle should be about, reminding them that the middle that connects both circles is meant for information that is the same for both the Chinese New Year and the American New Year. The teacher should tell the students that they can write down the traditions that they do on New Year’s Day such as “eating pork and sauerkraut.” During the discussion, have children look through the book for supporting details about the Chinese New Year. This will encourage children to support their statements with evidence from the text.

5. After the diagram is complete, the teacher should ask students to summarize: What are the similarities between the celebration of the Chinese New Year, and New Year celebrations in the USA? What are the differences? How might other countries celebrate the New Year? How can we find out about other celebrations, world wide?

6. Next, the teacher will inform the students that they will be making masks. The teacher should say, “We are going to all make a mask like the students in the book we just read. You can pick any animal you want whether it is an animal mentioned in the book or just an animal that you like. What animals were mentioned in the story? (Have children list those that they recall).”

7. Tell students that their masks must be “symmetrical.” Have a student raise their hand and tell you what symmetrical means. (You are looking for the answer that both sides should look exactly the same if you were to draw a line down the middle.) Have children look around the room and identify items that are symmetrical. Make a list on the board to reinforce the definition of symmetrical through examples.

8. The teacher should have paper plates for the students to design their animals. The students will also need scissors, glue, construction paper, crayons or markers and a popsicle stick. The popsicle stick will be glued on the bottom of the mask as a place for the students to hold it up to their face. Students should fold their paper plate in half to remind themselves of the requirement for “symmetrical masks.”

9. The teacher should remind the students that since it is a mask they will need to make holes so that they can see through it. Once the students decide where the eyes of their animals should be the teacher should help them cut holes into the paper plates. Students who are interested in the concept of masks in various cultures, can be given additional books about masks in Chinese culture, American culture or the culture of other countries.

Closure:

Students should present their masks to the class, describing what animal or object they portrayed on their mask, what their mask represents and informing the group of one thing they learned about Chinese New Year.

Assessment:

During the lesson the teacher should make sure all of the students understand Chinese New Year, by listening to their responses during the construction of the Venn diagram. The teacher should make sure the masks are symmetrical. The teacher should observe children as they describe their mask and state one thing that they learned about the Chinese New Year, during the closure activity.

Extension:

The teacher could have the students compare the population size of the United States to the population size of China, representing the difference on a bar graph.

Population size is from CIA-World Fact Book and is from July 2011.

China- 1,336,718,015 (Largest population in the world.)

United States- 313,232,044 (Third largest in the world.)

PDESAS.M3.E.1.2.1-Graph data or complete a graph given the data

Materials:

Li's Chinese New Year by Fang Wang and Jennifer Corfield

World Map

13 sticky notes labeled with the appropriate Country

Paper Plates

Popsicle Sticks

Construction Paper

Scissors

Glue

Markers or crayons

Venn Diagram Worksheet