* **Design Document**
* **Instructional Goal:**
* Students will participate in class discussions, understand, present, write, and read about the Chinese New Year, Chinese culture and gain an awareness of diversity.
* **Prerequisites & Learner Characteristics**
* Students:
* \*Reading on a 2nd grade level/Peer reading for the 2 students who can’t
* \*Write complete sentences with proper punctuation.
* \*Keep materials neat and organized for daily use. (Work folder that’s always kept in desk)
* \*Listen and follow directions.
* \*Have a desire to learn and have an interest in the Chinese culture.
* \*Possess basic computer skills.
* Teacher:
* \*Background knowledge of Chinese New Year from teaching it for several years.
* \*Enthusiasm for the subject and interesting lessons prepared.
* \*Organization of materials to be used everyday.
* \*Technology skills to prepare PowerPoint.
* **Testing & Evaluation Strategies**

The following will be collected during and after the unit is taught:

* \*Students will add to a culture trunk each day at the end of the lesson. This will be collected and evaluated at the end of the unit. (Social Studies)
* \*Students will complete a reading comprehension assessment for science on Pandas. (Science)
* \*Final journal writing on what they learned during the week. Personal Narrative, and will be scored with a rubric. (ELA)
* \*Venn Diagram/ Compare and Contrast on how Americans celebrate New Year’s and how Chinese do. (ELA)
* \*Daily Math review with content learned during the week used in math story problems. (Math) This will be done in place of our regular Daily Language Review and ADD Math for the week.

**FEEDBACK MECHANISMS:**

* Observation of students interacting with one another and in small groups, providing immediate oral feedback to students. Written feedback on culture trunks, final essay, and Venn diagrams.
* **Introductory Presentation**
* \*Display red Chinese New Year banner, with “Happy New Year” written in Chinese. Ask the kids what it says, why would it be in another language? Have a few students grab their planners and look at the date on February 15th. Have them read what it says out loud. Tell them we are going to learn about the Chinese New Year and the Chinese culture.
* \*Ask them if they would like to write in Chinese. Pass out the “Chinese character iPhones” and have them practice their name while discussing the differences in our writing compared to theirs.
* **Motivational Strategies**
* It is imperative that students are motivated to gain the knowledge that is taught in the Chinese New Year unit. Luckily, 2nd graders love anything new, especially in the Social Studies and Science curriculum. There are “surprises” that the students will get at the end of each lesson, that they will look forward to after they receive it the first day.
* 1. Chinese Zodiac Calendar with a piece of Chinese candy.
* 2. Chopsticks station with food that can be picked up
* 3. Hung bao (red envelope with gold coin)
* 4. Fortune cookie
* 5. Dragon Art Project
* **Instructional Activities**
* Based on the Utah State Core curriculum, students will participate in and engage in learning activities to achieve the objectives set each day as follows:
* **DAY 1- SOCIAL STUDIES**
* Standard 3 -  (Geography): Students will use geographic tools and skills to locate and describe places on earth.
* Objective 2 - Demonstrate geographic skills on a map and a globe.
* A. Identify and use information on a map and on a globe (e.g., map key or legend, simple grid systems, physical features, compass rose).
* Literature Standard 7 – (ELA): Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
* \* Describe in writing and orally the following questions. What is the Chinese New Year and when is it celebrated? What are the traditions associated with this celebration? (Give examples)
* 1. Students will complete a K-W-L Chart (whole group)
* a. Teacher led discussion and completion of chart.
* 2. Students will locate China on the map, compare to location of Utah
* a. Pass out the Interactive Informational Reading book, color map of China
* 3. Vocabulary words: celebrations, traditions, culture, customs
* a. Follow reading street guidelines for introducing new vocabulary.
* b. Use in sentences with partners orally.
* 4. Watch PowerPoint on Chinese New Year, looking for vocabulary words in presentation. Allow time for discussion and questions.
* 5. Introduce “Culture Trunk: They will “pack it” as they learn about the Chinese New Year.
* 6. Today: Cut out and glue the trunk onto a file folder. Write 2 facts from the PowerPoint and class discussion about the Chinese New Year and 2 opinions. Share with a friend. Decorate, and color trunk when finished.
* Examples: Give definitions for the vocabulary words today
* Non-examples: share a non-example of each word. Celebration = happy occasion, so the non-example would be a funeral.
* **DAY 2 - ELA/WRITING**
* Standard 1  (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.
* \*Describe in writing and orally discuss the relationship between animals and the years on the Chinese calendar.
* 1. Introduce the year of the snake.
* 2. Brainstorm in small groups of 3-4 what they think it means, and represents.
* a. Illustrate their ideas on poster board, and present to the rest of the class
* 3. Handout: Chinese Calendar
* a. Find the year they were born and see what animal they are.
* b. Look for the mathematical patterns in the calendar, discuss.
* c. Interactive Informational Reading book, fill out year of the snake calendar
* 4. Create a digital picture on KidsPix of their animal and write traits that describe that animal around it. They will print and show me when they are finished.
* 5. Add to their Culture Trunk: Finished KidsPix project
* Example: Create a finished product on Kidspix that follows the guidelines.
* Non-Example: Play around and draw whatever they want, don’t follow directions.

**DAY 3 - SCIENCE**

* Objective 2  Identify basic needs of living things (plants and animals) and their abilities to meet their needs.
* A. Communicate and justify how the physical characteristics of living things help them meet their basic needs.
* \* Students will describe in writing and orally about an animal of China. (The Panda)
* 1. Introduce vocabulary, (Reading Street vocab instruction) giant, wild, nature, and bamboo, endangered.
* 2. Pass out, and read for meaning: Informational text, “The Giant Panda.”
* 3. Think, Pair, Share about what it means to be endangered.
* 4. Watch YouTube video on pandas, discuss.
* 5. Students will look at bamboo, and describe the characteristics of it, use whiteboards at desks, share findings with the class.
* 6. Answer comprehension questions with a partner, review, and discuss, bring to me when finished.
* 7. Add to their culture trunk about pandas.
* **DAY 4 – ELA/MATH**
* Standard 3 (Math) - Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.
* Objective 3-  Collect, record, organize, display, and interpret numerical data.
* A. Collect and record data systematically, using a strategy for keeping track of what has been counted.
* 1. Estimate how long they think it is. Write their estimation on a sticky note.
* 2. Ask: How should we organize this data? (Students’ answers will vary.) Organize and display their data. (We will come back to it after activity.)
* 3. Pass out 2 Great Wall handouts to each student, they will cut them out, and work together to make a “Class wall.”
* How should we start? Where should we put it? Discuss options together. Each piece will be glued together to make one wall.
* 4. Measure the wall, each student will use a ruler to measure, then use a calculator to add the students measurements. Write our measurement down.
* 5. Pass out reading comprehension on the Great Wall. Read together as a class.

What did we just learn about the length? Show students on the map, where the location of the wall is. It is around 13,000 feet long! (Help them understand that it’s like halfway around the globe. A recent article has found that the wall is much longer than originally thought!)

6. We will compare their wall, and figure out how many class walls it would take to equal the actual Great Wall. This is teacher directed and with a calculator of course!

7. Add to their culture trunk anything about the Great Wall of China and their findings today.

**DAY 5 – WRAP UP/EVALUATION/ART**

Standard 8  (Writing): Students write daily to communicate effectively for a variety of purposes and audiences.

Objective 1 -  Prepare to write by gathering and organizing information and ideas (pre-writing).

A. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.

* B. Select topics from generated ideas. (Recall topics on board)
* C. Identify audience, purpose, and form for writing. (Personal Narrative)
* D. Use simple graphic organizers to organize information.
* Standard 1  (S.S./Culture): Students will recognize and describe how people within their community, state, and nation are both similar and different.
* A. Compare and contrast elements of two or more cultures within the state and nation. (Venn Diagram)
* 1. Read the story, The Golden Dragon to students. This story will review concepts taught during the week, that they are now familiar with. Allow students to comment and make connections as desired during the story to share the new knowledge they have acquired. Add to our K-W-L chart that we started on Day 1.
* 2. Students will write in their journal freely about their learning this week. They will have the rubric for personal narratives at their seats. (We have used this rubric before)
* 3. Students will complete a Venn diagram with a partner, picked with the sticks.
* This is to compare the Chinese New Year to the way we celebrate New Year in the USA.
* 4. Students will “celebrate” the end of our unit by doing a Dragon Art Project.