* DEVELOPMENT DOCUMENT
* \*Materials: I recently updated all of my Chinese New Year materials. (YAY Teacherspayteachers!) Therefore, all of the hand-outs were copyrighted. I provided the kids with lots of pictures for my visual learners from Google. Panda Express had a great education program that was only available online until Feb. 25th. It is a great resource, and they provide it every year for CNY. Motivational materials included Chinese candy, chopsticks and food to pick up with them, (goldfish, marshmallows, cereal, mints, rice) and red envelopes with a quarter in it.
* DAY 1:
* Gaining Attention: Chinese New Year Introduction
* [PowerPoint](Chinese%20New%20Year.pptx)
* Direction: Today the students will locate China on the map. Students will participate in discussions about some of the customs related to the CNY, and write 2 facts and 2 opinions in their culture trunk.
* Recall: K-W-L Chart as a whole group. Students will dictate to me what to write in the K and W section of the chart. Students will track orally as I write.
* Content:(explain, input) Look at map of China. (Pull down classroom map of the world.) Locate China, and Utah to compare. I will go back to the Powerpoint slide, and define the words, customs and traditions. Students will share their own experiences to connect to terms.
* Application Level 1 50/50 (modeling) I will give them an example of a fact that I can prove from the lesson taught today. I will then give an opinion about how I felt about something from the CNY.
* Application Level 2 70/30 (guided) Locate and color China in their Interactive Informational Reading Book. (copyrighted from TeachersPayTeachers) Share one fact and one opinion about today’s lesson with a partner.
* Application Level 3 90/10 (independent) Students will take out their culture trunk(manila folder and template of a trunk from UEN) and write 2 facts that they learned today and 2 opinions. They will be written out in complete sentences with proper punctuation.
* Evaluation: As students finish, I will walk around and check that they have 4 complete sentences, 2 facts and 2 opinions.
* Closure: Share with peers that have finished, comparing their facts and opinions. Students who finish early may peer tutor those in need of help.
* Day 2:
* Gaining Attention: Display a picture on the screen of a snake with the title, (google images)
* 2013 Year of the Snake Discuss what they think that means at their tables, and then have them break into groups to brainstorm further.
* Direction: Students will communicate their ideas through writing and illustrations. They will be expected to work together, listen to each others ideas, and present it to the class.
* Recall: Quickly review the “Big ideas” from yesterday, such as customs and facts about the CNY. Add some statements to our KWL chart under what we have learned.
* Content: Students will be given a Chinese Zodiac calendar and look to see what animal represents them. (They are all monkeys or roosters.) Watch video on Panda Express education website, about the legend of how the animals were chosen, and why the rat is the first one listed on the calendar. Students will study calendar and discuss with peers what they are, and maybe members of their family.
* Application Level 1 (50/50) While studying the calendar, I will model how to search for the year I was born, and identify my animal, (rooster) and share the characteristics of my animal. Ask the students if they think I am any of those traits.
* Application Level 2 (70/30) Students will find the zodiac calendar page in their Interactive Informational Reading Book, (copyright TPT) and fill it out. I will walk around making observations as they do this.
* Application Level 3 (90/10) Students will create a digital picture on Kid Pix in the computer lab and will be allowed to print it on the color printer. The final project must have a drawing of a monkey or a rooster, the year of their birth, and 2 characteristics of the personality for that year. Add to culture trunk.
* Evaluation: As students finish their project in the computer lab, I will check to see if they have all requirements on their picture. If they are missing one or more, I will have them add it with pencil or crayons upon returning back to the classroom.
* Closure: Students will add the picture to their culture trunk today after sharing theirs with others.
* Day 3:

Gaining Attention: Short [YouTube](http://www.youtube.com/watch?v=kCJujDysSPo) video of the Giant Panda playing and eating bamboo.

Direction: Students will identify the basic needs of a panda in order to live and thrive.

Recall: Review what we learned about the animals yesterday. Add to our KWL chart what animals represent the years they were born.

Content: Introduce science vocabulary that we will be using today. Give examples and non-examples of the words: giant, wild, nature. For endangered and bamboo, give definitions for each word.

* Application Level 1 (50/50) vocabulary instruction and repeating, using definitions
* Application Level 2 (70/30) labeling the panda and its physical characteristics with a partner.
* Application Level 3 (90/10) Reading comprehension on the panda.
* Evaluation: Correct and give immediate feedback on their reading comprehension questions about Pandas.
* Closure: Cut out picture of the panda and glue it into their culture trunk. Write the basic needs of the panda, and what characteristics it has to help it in the wild next to the picture.
* Day 4
* Gaining Attention: Have kids define GREAT! Give me examples. Show picture of Great Wall. (google images) What is this? Discuss.
* Direction: The students will gain an understanding of the history of the Great Wall and have a basic idea of how VAST it is!
* Recall: Recall where China is located, and have them locate on map again, look at other places that border it.
* Content: Students will work together to develop understanding of the Great Wall’s length. They will use segments to piece it together, and measure it in its entirety. They will use strategies to keep track of the information they have gathered.
* Application Level 1 (50/50) Teacher models how to put the segments of the wall together, and show proper measurement techniques.
* Application Level 2 (70/30) Work together as a group and take turns putting pieces together. Great cooperative learning.
* Application Level 3 (90/10) Cut out and glue pieces together. Measure, tally how many feet they measure.
* Evaluation: Check to see if they added their 2 sections to the the class Great Wall.
* Closure: Add to culture trunk about the Great Wall. Write a history fact, and draw the Great Wall. (Many use the length of their whole folder!)
* Day 5:
* Gaining Attention: Panda Express Education website, 2 videos. (no longer available to view) Girl reviewing some things we had already learned, and told the legend of how the animals got their order on the Chinese Zodiac calendar.
* Direction: Today’s objective is to bring closure to our unit, and evaluate their learning.
* Recall: Small group discussions on favorite activities, what was the most interesting fact they learned, opinions, etc…
* Content: Follow along with the interactive, immediate feedback video from Panda Express. They had a worksheet that went along with the follow-up questions from the video we watched for gaining attention. This will review and prepare them for their independent evaluations.
* Application Level 1 (50/50) Recalling and reviewing content learned throughout the week.
* Application Level 2 (70/30) Interactive video with handout to fill in as we go.
* Application Level 3 (90/10) Multiple Choice test, journal entry, add any finishing touches to their culture trunk to turn in.
* Evaluation: Multiple choice test on the social studies objectives.
* Closure: Complete a Venn diagram on the differences and similarities of how we celebrate New Year’s in America and in China.