**Thematic Unit: Chinese New Year**

* **Learning Goals:**

Students will gain an understanding and be able to explain the culture and traditions associated with the Chinese New Year. The four curriculum areas that will be integrated are:

1. ELA
2. Math
3. Social Studies (Main)
4. Science

**NEEDS ANALYSIS:**

* Based on the Utah State Core Curriculum, 2nd grade students will be expected to recognize and describe the contributions of different cultural groups in the world…
* \*Compare and contrast elements of the Chinese culture and the American culture (e.g., language, food, clothing, shelter, traditions, and celebrations).

\*Students should know and use the following vocabulary words in oral and written vocabulary: community, tradition, custom, celebration, contribution, culture, group, nation, place, compare, contrast

* \*Students will create a “culture trunk” and “pack it” as they learn about the Chinese culture and traditions.
* \*Create a digital picture of the Chinese Zodiac year they were born and write the characteristics from that year.
* \*Complete a K-W-L chart prior to learning and after.
* \*Students will state facts and opinions about the Chinese New Year, and Pandas
* **DEMOGRAPHICS:**
* I teach in a middle class, neighborhood school, with about 650 total students. The school is located in Sandy, Utah.
* In 2nd grade, I have a classroom of 22 children, which include 12 boys and 10 girls.
* They are all 7 and 8 years old.
* Of the 22 students, 20 are Caucasian, 1 is Native American and 1 is Vietnamese.
* **ATTITUDES, VALUES AND OPINIONS:**
* The following data was collected through an anonymous class survey:
* 22 Students like coming to school
* 15 students like working in small groups and 7 prefer to work alone
* 9 students said their favorite subject was math, 7 liked reading, and 6 said science
* 17 students like writing and 5 do not enjoy it, citing that it is too hard, they have sloppy writing, spelling is difficult, and lastly, not knowing what to write
* I was not surprised by the results, I feel that they were honest in their responses.
* **LEARNER SKILLS:**
* Reading CBM Data: Nineteen students scored above the winter benchmark for reading fluency, putting them at the Tier 1 instructional level. One student scored just below, putting him in Tier 2. And finally, two students were well below benchmark, for Tier 3 status. Of the two, one is receiving Special Ed. Services for reading.
* Math M-COMP Data: Tier 1 = 15 students Tier 2 = 6 and Tier 3 = 1
* Math M-CAP Data: Tier 1 = 16 students Tier 2 = 5 and Tier 3 = 1
* 80% of the students in class complete and turn in daily homework in both reading and math consistently. 15% turn in assigned work sporadically, and 5% rarely do so.
* **ACCESS TO TECHNOLOGY:**
* 20 students have access to technology at home. 2 students do not, nor do they go to the library, or a relative’s home to use it.
* 100% of the students have access to technology at school. This includes the computer and mobile labs that we use 1-2 times per week, and 2 iPads in the classroom.
* **SCHEDULES:**
* All 22 students attend school regularly, with the exception of 3 students this school year who have missed 5 consecutive days to go on family vacations. 2 students are consistently tardy each morning.
* The Chinese New Year unit will be taught for 45 minutes in 5 days; Monday-Thursday for the instruction, and day 5 for review and assessment. The unit will be taught in the last 45 minutes of the day.
* **TASK ANALYSIS: 2nd Grade Students will:**
* I. 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)
* A. Students will complete a K-W-L Chart (whole group)
* 1. Teacher led discussion and completion of chart.
* B. Students will locate China on the map, compare to location of Utah
* 1. Interactive Informational Reading book, color map of China
* C. Vocabulary words: celebrations, traditions, culture, customs
* 1. Follow reading street guidelines for introducing new vocabulary.
* 2. Use in sentences with partners orally.
* D. Watch Powerpoint on Chinese New Year, looking for vocabulary words in presentation. Allow time for discussion and questions.
* E. Introduce “Culture Trunk: They will pack it as they learn about the Chinese New Year. Today: Write 3 facts about the Chinese New Year and 2 opinions. Share with a friend. Decorate, color trunk when finished.
* II. Describe in writing and orally the relationship between animals and the years on the Chinese calendar.
* A. Introduce the year of the snake.
* B. Brainstorm in small groups of 3-4 what they think it means, and represents.
* 1. Illustrate their ideas on poster board, and present to the rest of the class
* C. Handout: Chinese Calendar
* 1. Find the year they were born and see what animal they are.
* 2. Look for the mathematical patterns in the calendar, discuss.
* 3. Interactive Informational Reading book, fill out year of the snake calendar
* D. Create a digital picture on Kidspix of their animal and write traits around it
* E. Add to their Culture Trunk
* III. Describe in writing and orally about an animal of China.
* A. Introduce vocabulary, (Reading Street vocab instruction) giant ,wild, nature, bamboo ,endangered

1.Read for meaning: Informational text, “The Giant Panda”

 2.Think, Pair, Share about what it means to be endangered

3.Watch Youtube video on Pandas, discuss

B. Students will look at bamboo, and describe the characteristics of it

C. Answer comprehension questions with a partner, review, and discuss

D. Add to their Culture Trunk

IV. Students will participate in discussions about customs practiced in China and how they relate to everyday life and Chinese New Year celebrations.

* **CONTEXT FOR INSTRUCTION:**
* The following is a list of resources which will be used throughout the unit.
* 1. Paper and Pencil
* 2. Document Camera
* 3. PowerPoint on Chinese New Year
* 4. Computer/Printer
* 5. Scissors, crayons, and glue
* 6. Chinese New Year reading material
* 7. Graphic Organizers
* 8. Journals
* 9. Interactive Informational Reading Book (Run off for all students)
* 10. Culture Trunk-(file folder to keep artifacts, pictures, etc…)
* **DELIVERY METHOD**
* Direct instruction
* Guided practice
* Small Groups
* Independent work
* Computer time