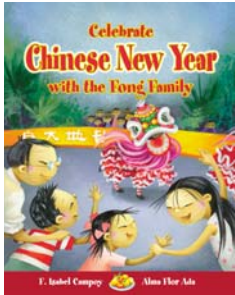


CELEBRATE CHINESE NEW YEAR LESSON PLAN FOR GRADES K-2



Book/Text Set:

*Celebrate Chinese New Year with the Fong Family /
What is Chinese New Year?*

By F. Isabel Campoy and Alma Flor Ada

Content Overview: In the fiction story, the Fongs, a Chinese-American family, invite their friends the Sanchezes, a Latino family, to celebrate Chinese New Year with them. This is a new and exciting experience for the Sanchez family as they shop, help prepare a feast, have dinner, and attend a parade with the Fong family. The non-fiction section introduces the Chinese New Year calendar, tells about the symbolism in this celebration, describes a parade, and includes information on New Year's celebrations in other cultures.

Materials and Preparation

- chart paper and markers
- writing paper and white paper for drawing
- red construction paper
- assorted picture books about Chinese New Year

Standards Covered

NCSS Social Studies Strands

- I. Culture: a, b, c, d, e
- II. Time, Continuity, and Change: c, e
- III. People, Places, and Environments: a, b
- IV. Individual Development and Identity: c, e, h
- V. Individuals, Groups, and Institutions: b
- IX. Global Connections: a, b

National TESOL Standards

- Goal 1: To use English to communicate in social settings. Standards 1, 2, 3
- Goal 2: To use English to achieve academically in all content areas. Standards 1, 2, 3
- Goal 3: To use English in socially and culturally appropriate ways. Standards 1, 2, 3

NCTE/IRA English Language Arts Standards: 1, 2, 3, 4, 5, 9, 10, 11, 12

Vocabulary

F: celebrate / stands for / guests / happiness / poster / ancestors / parade / dragon
NF: calendar / tradition / culture / success / envelope

Pacing Guide 3 days; 30-45 minute sessions, plus optional extensions

Reading and Activities

DAY 1

Explore the Topic: New Year and Chinese New Year

Activate prior knowledge by discussing New Year's Day. In the center of a piece of chart paper, write "New Year" and circle the phrase. Ask students what they know about New Year's Day and New Year's Eve and how they celebrate these days in their homes. As students give responses, draw a line from the circle and write their responses on or at the end of each line, making an information web. When all responses are given, review the responses by reading aloud to and with children. Compare the ways different students in the classroom celebrate the New Year. Leave the chart on display.

Vocabulary Introduction

On another piece of chart paper, begin a thematic vocabulary list. Write "Chinese New Year" at the top, and then write the vocabulary words for the fiction section (plus any additional related words) in a column. Read the words aloud to students, have them repeat each word, and ask if anyone knows the meanings of any of the words. As students respond, add to their responses as appropriate and necessary to give a quick, accurate definition of each word. Tell students they will learn more about these words during the reading. Leave the list up where students can see it.

Fiction Read-Aloud and Discussion

Tell students you are going to read them a story about how people in the Chinese culture celebrate the New Year. On a third piece of chart paper, write "Chinese New Year" in the center with a red marker and draw a circle around the words. Ask students if they know anything about Chinese New Year. Record student responses to make an information web.

In this session you will read aloud only the fiction story, *Celebrate Chinese New Year with the Fong Family*. Before beginning to read the story, show the title and cover to students and have them tell what they see on the cover. As you read the story aloud, be sure to make note of the visual richness: the variety of foods and items in the marketplace, the bright colors, the various new year symbols, and especially Nico's colorful shoes, which will provide visual clues to the story plot. Also, stop to define any words the students may not know.

When the story is finished, ask students to tell you about it. Ask the following questions, using the illustrations in the book whenever necessary or appropriate to help students with their responses:

Beginning	<ol style="list-style-type: none">1. Point to Nico and tell what he is doing.2. What are some of the foods at the special dinner?3. How can you find Nico at the parade? Where is he?
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Intermediate	<ol style="list-style-type: none"> 1. What are the two families celebrating? 2. What are some of the traditional Chinese New Year foods? 3. Tell some things you see in the parade. Where is Nico?
Advanced	<ol style="list-style-type: none"> 1. How are the two families celebrating Chinese New Year? 2. What is Nico doing at the parade? 3. What are some things the Fongs and the Sanchezes are doing together?

Information Web: After student discussion and responses to the questions, ask them what they have learned about Chinese New Year from the story. Add these responses to the web. Review and reread all the responses.

DAY 2

Vocabulary Activity

Review the words on the thematic vocabulary list by having students reread and define them, and use them in sentences. Then, add the vocabulary words for the non-fiction section to the list. Read the words aloud with students and ask for volunteers to define or use them in sentences. Add to student responses as necessary to define each word. Tell students they will hear these words in the next story.

Non-Fiction Read-Aloud and Discussion

Before reading, revisit the Chinese New Year web chart and review the information with students. Tell students they will be learning more about Chinese New Year in today's reading. Open the book to pages 16–17 and have students read the section title with you.

Read the story, *What is Chinese New Year?* Again, be sure to point out the visual richness in the photographs, naming the items, activities, and colors pictured. Using the map on pages 20–21, take time to discuss how far the United States is from China, and also show the two countries on a classroom globe. Be sure to stop to define unfamiliar words.

When the read-aloud is finished, have students discuss the information learned by answering the following questions:

Beginning	<ol style="list-style-type: none">1. Look at the map. Point to the United States and China.2. What do people do to celebrate Chinese New Year?3. Find the lion and the dragon in the Chinese New Year Parade.
Intermediate	<ol style="list-style-type: none">1. Where is China? Where is the United States?2. What do people do to celebrate Chinese New Year?3. Name things you see in the Chinese New Year Parade.
Advanced	<ol style="list-style-type: none">1. What are some places in the United States where the Chinese New Year is celebrated?2. What are some of the symbols for Chinese New Year?3. What are some of the activities people enjoy during Chinese New Year?

Information Web: After student discussion and responses to the questions, ask them what new things they have learned about Chinese New Year. Elicit information on activities, symbols, and foods. Add these responses to the web. Then review and reread all the responses. Leave the charts and vocabulary list on display.

DAY 3

Vocabulary Review

Have students use the [Chinese New Year Words worksheet](#). With beginning and younger students you may want to complete this worksheet together as a class, and/or complete just the front side, using visual clues from the book. Older and more advanced students may complete both sides of the worksheet independently or by working in pairs or groups.

Set aside some time for students to browse or read additional picture books about Chinese New Year. Afterwards, they may want to revisit the Chinese New Year web to check it for accuracy and completeness.

Writing Activity

Explain to students that they will be creating a poster with pictures of at least three things that show information about Chinese New Year, and that they will label their pictures with writing. Revisit the Chinese New Year web to review the activities and symbols relating to this holiday. Have students give some examples of what they might draw. Call on several students to get a variety of ideas.

Review the vocabulary list by having students reread and review the words and definitions. Remind them that these words might also help them think about some things to draw. Ask students to tell you any additional words they might need. Add any thematic words to the Chinese New Year vocabulary list, and write additional non-

related words on the board. Review the lists and tell students that if they discover more words are needed while they are writing, you can add them.

Write some prompts on the board to help students with their writing.

For Chinese New Year, people like to _____ .

At a Chinese New Year parade, _____ .

A Chinese New Year celebration _____ .

Give three or more half-sheets of unlined white paper to each student. As students finish their drawings, have them write related information on the same paper. Younger and beginning students may label their pictures with words, while older and more advanced students may use phrases or sentences.

When all drawings are finished, have students write “Chinese New Year” at the top of a piece of red construction paper and then glue their pictures onto the paper to make a poster. Students may want to cut out their labeled pictures in a fancy shape before they glue them onto the red paper. Display the posters in the classroom.

Extensions

Writing

Write about how your own family celebrates the New Year. Include information about any traditional foods and activities your family enjoys. Make an illustration that goes with your writing.

Art

Make a paper plate dragon mask. Cut out and glue bright colored construction paper shapes to make eyes, nose, mouth, etc., or use the dragon face design at <http://www.kckpl.lib.ks.us/ys/images/dragon2.gif>. Glue red crepe paper strips or accordion-folded construction paper strips around the edge of the paper plate to decorate. Add yarn ties or “headband” strips. Wear your masks and parade through the school.

Music

Watch a video clip and listen to the music of a Chinese Parade Dragon at <http://www.chcp.org/mpeg/index.html>. Make drums out of oatmeal containers or a variety of boxes, and explore different drum rhythms.

Mathematics

Make a list of the foods that are traditionally eaten during Chinese New Year. Sort the list into general categories, such as citrus fruits, dried fruits, sweets, grains, seafood, etc. Take a survey of class favorites and make a graph.

Science

Bring several different types of flowering plants into the classroom to observe, compare, and draw. Learn about the parts of a plant. Keep the plants in the classroom for decoration and extend with an experiment or a lesson about the needs of plants, including water, air, and light.

Health and Safety

Generate a discussion on the safe and legal use of fireworks. This may also expand to include a lesson on general fire safety.

Technology

Follow the directions to make a Chinese Lantern

http://www.newton.mec.edu/Angier/DimSum/china_dim_sum_spring_fes.html

Find thousands of pictures about Chinese New Year through a Google image search

<http://images.google.com>

Download a dragon picture to color

<http://www.kidsdomain.com/holiday/winter/color/dragon90.gif>

Look at pictures of Chinese dragons

<http://www.newton.mec.edu/Angier/DimSum/Dragon%20Pictures.html>

Directions for making a parade dragon puppet

<http://www.kckpl.lib.ks.us/ys/CRAFTS/Dragon.htm>

Creative Reading

Share this book with your students using Alma Flor Ada's Creative Reading methodology based on the principles of Transformative Education. [Suggested questions](#) to initiate the dialogue are provided for Beginning, Intermediate, and Advanced levels as well as self-assessment tools for [teachers](#) and students—in [English](#) and [Spanish](#).

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Renee Goularte started teaching in the late 1980s. She has taught students in all elementary grades, and has worked specifically with English language learners, at-risk students, and GATE students. Renee holds a Master's Degree in Elementary Education from San José State University. In addition to teaching, she also writes and presents workshops for teachers. Renee lives in Northern California.