

# Grade 1 Theme 1.B.1: What do we like to do with our friends and our family?

## *Draft Chinese Curriculum*

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**Grade Level: First Grade**

**Unit: 1.B What can friends and family do together?**

**Theme: 1.b.1. What do we like to do with our friends and our family?**

**Stage 1: Identify Desired Results:**

***A. Established Goals.***

*As a result of this theme students will:*

***1. Communicate in languages other than English (Goal 1: Communication)<sup>1</sup>***

- 1.1 Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Mode).<sup>1</sup>
- 1.2 Understand and interpret written and spoken language on a variety of topics (Interpretive Mode).<sup>1</sup>
- 1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (Presentational Mode).<sup>1</sup>

***2. Gain knowledge and understanding of other cultures (Goal 2: Cultures)<sup>1</sup>***

- 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied (Practices and Perspectives).<sup>1</sup>
  - 2.1.a Sing New Year songs from target cultures;<sup>2</sup>
  - 2.1.b Participate in age-appropriate New Year celebration activities from target cultures;<sup>2</sup>
  - 2.1.c Listen to and demonstrate understanding of simplified short narratives and/or folk tales from target cultures;<sup>2</sup>
  - 2.1.d Dramatize simplified, authentic folktales from target cultures;<sup>2</sup>
- 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied (Products and Perspectives).<sup>1</sup>
  - 2.2.a Identify New Year symbols in the U.S. and in target cultures;<sup>2</sup>

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<sup>1</sup> National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Lawrence, KS: Allen Press.

<sup>2</sup> Montgomery County Public Schools. *Teaching Culture in Grades K-8: A Resource Manual for Teachers of Spanish*. Kindergarten, Grades 1 and 2 Core Objectives, p. 20. Rockville, MD; Montgomery County Public Schools.

- 2.2.b Identify New Year activities in the U.S. and in the target culture;<sup>2</sup>
- 2.2.c Locate U.S. and selected target culture countries on a globe and map in relation to the U.S.;<sup>2</sup>

**3. *Connect with other disciplines and acquire information.*** (Goal 3: Connections)<sup>1</sup>

- 3.1 Reinforce and further students' knowledge of other disciplines through the foreign language (Making Connections).<sup>1</sup>
  - 3.1.a Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views (Standard II.a.);<sup>3</sup>
  - 3.1.b Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape (Standard III.a.);<sup>3</sup>
- 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures (Acquiring Information).<sup>1</sup>
  - 3.2.b Identify and describe ways family, groups, and community influence the individual life and personal choices (Standard IV.e.);<sup>3</sup>

**4. *Develop insight into the nature of language and culture*** (Goal 4: Comparisons)<sup>1</sup>

- 4.1 Identify differences and similarities between the sound and writing systems of their own language and the language being learned (Language Comparisons).<sup>1</sup>
- 4.2 Demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own (Culture Comparisons).<sup>1</sup>

**5. *Participate in multilingual communities at home and around the world.*** (Goal 5: Communities)<sup>1</sup>

- 5.1 Use the language both within and beyond the school setting (School and Community).<sup>1</sup>
- 5.2 Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment (Lifelong Learning).

***B. Enduring Understandings of Focus in this Theme:***

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<sup>3</sup> National Council for the Social Studies. (2006). *Curriculum Standards for Social Studies*. Standards 1. Culture; Early Grades a., <http://www.socialstudies.org/standards/>.

***As a result of this theme students will understand that:***

New Year is a special occasion for people in your community and your friends' community to celebrate with special decorations and activities.

***C. Essential Questions of Focus in this Theme:***

***The following questions will foster student inquiry, understanding, and transfer of learning in this theme:***

What do you and your friends' communities do to celebrate the New Year?

How is New Year celebration in your community different than the New Year celebration in your friends' community?

***D. Outcomes of Focus for this Theme:***

***As a result of this theme students will gain the following knowledge and skills:***

***1. Communication (Interpersonal, Interpretive, and Presentational Modes)<sup>4</sup>***

**1.1 Language Functions:<sup>5</sup>**

- 1.1.a **Identify** symbols and activities associated with new year celebrations in the target cultures;
- 1.1.b **Describe** similarities and differences of New Year celebration in their community with the New Year celebration in their partner school's community;
- 1.1.c **Ask for/give** information about New Year celebration in their community and their partner school's community.

**1.2 Vocabulary (listed by Function):**

1.2.a **Identifying**

新年 (xīnnián; new year) (spiraled vocabulary)

中国 (zhōngguó; China) (spiraled vocabulary)

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<sup>4</sup> National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. Lawrence, KS: Allen Press.

<sup>5</sup> Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match*. 3<sup>rd</sup> Ed. Boston: Pearson, 137.

美国 (měiguó; the U.S.) (spiraled vocabulary)  
焰火 (yànhuǒ; firework) (new vocabulary; core)  
游行 (yóuxíng; parade) (new vocabulary; core)  
灯笼 (dēnglong; lantern) (spiraled vocabulary)  
舞狮子(wǔshīzi; lion dance) (spiraled vocabulary)  
新衣服 (xīnyīfu; new clothes) (spiraled vocabulary)  
鞭炮 (biānpào; firecrackers) (spiraled vocabulary)  
年 (nián; year) (spiraled vocabulary)  
怪物 (guàiwù; monster) (new vocabulary)  
除夕夜 (chúxīyè; New Year Eve) (new vocabulary)  
吃人 (chīrén; eat people) (new vocabulary)  
吓跑 (xiàpǎo; scare away) (new vocabulary)  
生肖(shēngxiào; zodiac animals) (new vocabulary)  
老鼠 (lǎoshǔ; rat) (spiraled vocabulary)  
鼠年 (shǔnián; the year of rat) (spiraled vocabulary)  
牛 (niú; ox) (new vocabulary)  
牛年(niúnián; the year of ox) (new vocabulary)  
老虎 (lǎohǔ; tiger) (new vocabulary)  
兔子(tùzi; rabbit) (spiraled vocabulary)  
飞龙 (fēilóng; flying dragon) (new vocabulary)  
蛇 (shé; snake) (new vocabulary)  
马 (mǎ; horse) (new vocabulary)  
羊 (yang; sheep) (new vocabulary)  
猴子 (hóuzi; monkey) (new vocabulary)  
桃 (táo; peach) (new vocabulary)  
公鸡 (gōngjī; rooster) (new vocabulary)  
小猪 (xiǎozhū; piglet) (new vocabulary)  
小狗 (xiǎogǒu; little dog) (spiraled vocabulary)  
出生(chūshēng; born) (new vocabulary)  
年 (nián; year) (spiraled vocabulary)  
哪一年 (nǎyīnián; which year) (new vocabulary)  
过年 (guònián; celebrate the New Year) (spiraled vocabulary)  
买 (mǎi; buy) (spiraled vocabulary)  
福字(fúzi; the character “good fortune”) (new vocabulary)  
春联 (chūnlián; Spring Festival couplet) (spiraled vocabulary)  
鞭炮 (biānpào; firecrackers) (spiraled vocabulary)  
新衣服 (xīnyīfu; new clothes) (spiraled vocabulary)  
礼物 (lǐ wù; gifts) (spiraled vocabulary)  
纸 (zhǐ; paper) (new vocabulary)  
做 (zuò; make) (new vocabulary)  
剪 (jiǎn; cut) (spiraled vocabulary)

卷 (juǎn; roll up) (new vocabulary)  
 穗 (suì; tassel) (new vocabulary)  
 贴 (tiē; glue) (spiraled vocabulary)  
 春联 (chūnlián; Spring Festival couplets) (spiraled vocabulary)  
 饺子(jiǎozi; dumplings) (spiraled vocabulary)  
 压岁钱 (yāsùiqián; Spring Festival money) (new vocabulary)  
 拜年 (bàinián; New Year's Day courtesy visit) (new vocabulary)  
 礼物 (lǐ wù; gift) (spiraled vocabulary)  
 牛年(niúnián; Year of the Ox) (spiraled vocabulary)  
 祝 (zhù; wish) (new vocabulary)

1.2.b **Describing**

噼里啪啦 (pīlǐpālā; sound produced by lighting firecrackers)  
 (spiraled vocabulary)  
 欢喜(huānxǐ; happily) (new vocabulary)  
 吉祥 (sī dài; auspicious) (new vocabulary)

1.2.c **Ask for/Give Information (Key Linguistic Structures):**

看到什么? (kàndào shénme; What do you see?). (new structure)  
 看到... (kàndào; I see xxxx.) (new structure)  
 哪一天过年? (nǎyì tiānguònián; When is the Chinese New Year?) (new structure)  
 xxx 月 xxx 号。 (xxx yuèxxxhào; xxx [month]xxx[day]) (spiraled structure)  
 放鞭炮 (fàngbiānpào; fire the firecrackers) (spiraled structure)  
 过年啦 (guòniánlā; Let's celebrate the New Year!) (spiraled structure)  
 xxx 什么年? (xxx shénmenián; What is the year xxxx?) (spiraled structure)  
 xxx 年 (xxnián; year of xxx) (spiraled structure)  
 你是哪一年生的? (nǐ shì nǎyīniánshēngde; In what year were you born?)  
 xxxx 年。 (xxxx nián; xxxx)  
 你属什么? (nǐ shǔshénme; What is your zodiac animal?)  
 我属 xxx。 (wǒ shǔxxx; My zodiac animal is xxx.)  
 快过年了(kuàiguòniánle; Soon it is New Year's Eve) (new structure)  
 打扫卫生 (dǎsǎowèishēng; cleaning) (new vocabulary)  
 买东西 (mǎidōngxī; purchase things) (new structure)  
 把纸剪开 (bǎzhǐjiǎnkāi; cut the paper) (new structure)  
 卷起来 (juǎnqǐ lái; roll it up) (new structure)  
 剪成穗 (jiǎnchéngsuì; cut into a tassel) (new structure)

贴好 (tiēhǎo; glue in place) (new structure)  
 牛年到了! (niúniándàole; It's the Year of the Ox) (spiraled structure)  
 新年好 (xīnniánhǎo ; Happy New Year!) (new structure)  
 给您拜年 (gěinínbàinián; Happy New Year to you) (new structure)  
 祝牛年吉祥 (zhùniúniánjíxiáng; Wishing you an auspicious Year of the Ox) (new structure)

#### 1.2.d. Songs and Chants

歌曲: 新年好 (gēqǔ: xīnniánhǎo; Song: Happy New Year) (spiraled structure)

新年好呀, 新年好呀, (xīnniánhǎoya, xīnniánhǎoya; Happy New Year, Happy New Year)

祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)我们唱歌, 我们跳舞, (wǒmenchànggē, wǒmentiàowǔ; Let's sing, let's dance.)

祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)

##### **Chant: Let's Celebrate the New Year (I)**

过新年 (guòxīnnián; Let's celebrate the New Year)

小朋友, 过新年, (xiǎopéngyǒu, guòxīnnián; Little friends, let's celebrate the New Year.)

穿新衣, 贴春联, (chuānxīnyī, tiēchūnlián; Let's put on new clothes, and glue Spring Festival Couplets in place,)

点灯笼, 放鞭炮, (diǎndēnglong, fàngbiānpào; Let's light up the red lanterns, and fire firecrackers, )

舞着狮子笑开颜。(wǔzheshīzixiàokāiyán; There is also lion dance and look, how happy we are!)

##### **Chant: The Zodiac Animals (Part I)**

十二生肖(第一部分) (shíèr shénmenián [diyībùfen]; twelve zodiac animals[Part I])

[一是]老鼠吱吱吱, ([yīshì]lǎoshǔzīzīzī; [The first animal,] rat, squeaks)

[二是]牛儿哞哞哞, ([èrshì]niúérmōumōumōu; [The second animal,] ox, moos)

[三是]老虎噢噢噢, ([sānshì]lǎohǔōōō; [The third animal,] tiger, roars)

[四是]白兔蹦蹦跳, ([sìshì]báitùbèngbèngtiào; [The forth animal,] rabbit, bang bang jumps)

[五是]飞龙飞飞飞, ([wǔshì]fēilóngfēifēifēi; [The fifth animal,] flying tiger, flies)

[六是]蛇儿圈围绕。([liùshì]shéérquānquanràò; [The sixth animal,] snake, lies in circle loops)

**Chant: The Zodiac Animals (Part II)**

十二生肖(第二部分) (shíèr shénmenián [dì èrbùfen]; twelve zodiac animals[Part II])

[七是] 马儿哒哒哒, ([qīshì] mǎérdádádá; [The seventh animal,] horse, makes clip-clop sound)

[八是] 羊儿咩咩咩, ([bāshì] yángérmīmiēmiē; [The eighth animal,] sheep, baas)

[九是] 猴子爱吃桃, ([jiǔshì] hóuziàichītáo; [The ninth animal,] monkey, is a peach lover.)

[十是] 公鸡喔喔喔, ([shíshì] gōngjīwōwōwō; [The tenth animal,] rooster, er-er-ers)

[十一] 狗儿汪汪汪, ([shíyī] gǒuérwāngwāngwāng; [The eleventh animal] dog, barks)

[十二] 小猪呼噜噜。([shíèr] xiǎozhūhūlūlū; [The twelfth animal] piglet, grunts)

**Chant: Let's Celebrate the New Year (II)**

过新年 (guòxīnnián; Let's Celebrate the New Year)

小朋友, 过新年, (xiǎopéngyǒu, guòxīnnián; Little friends, we are celebrating the New Year)

穿新衣, 贴春联, (chuānxīnyī, tiēchūnlián; We put on new clothes, and we glue the Spring Festival couplets in palace)

点灯笼, 放鞭炮, (diǎndēnglong, fàngbiānpào; We light up lanterns, and we fire firecrackers)

还有饺子和压岁钱, (háiyǒujiǎozihéyāsuiqián; There are dumplings and Spring Festival money)

欢欢喜喜过大年。 (huānhuānxǐxǐguòdànián; Let's joyfully and merrily celebrate the New Year)

## 2. Culture

**2.1 Practices and Perspectives:** Understand that communities in other cultures share similarities and differences in practices with their own community as reflected in songs, games, and folktales.

- 2.1.a Sing songs from target cultures used by caregivers with young children;
- 2.1.b Participate in age-appropriate games from target cultures;
- 2.1.c Listen to and demonstrate understanding of simplified short narratives and/or folk tales from target cultures;
- 2.1.d Dramatize simplified, authentic folktales from target cultures;



**2.2. Products and Perspectives:** Understand that communities in other cultures share similarities and differences in products with their own community with respect to New Year celebrations..

- 2.2.a Identify symbols and activities associated with New Year celebration in their community.
- 2.2.b Identify symbols and activities associated with New Year celebration in their partner school's community.
- 2.2.c Identify their own community and their partner school's community on a globe or map.
- 2.2.d Describe similarities and differences among the symbols and activities associated with New Year celebration in their community and their partner school's community.

### 3. *Connections*

**3.1 Making Connections:** Identify New Year celebration as an important part of community life.

**3.2. Acquiring Information:** Identify ways cultures celebrate New Year.

### 4. *Comparisons*

**4.1 Language Comparisons:**

**4.2. Culture Comparisons:** Describe similarities and differences among symbols and activities associated with New Year celebration in their community and in their partner school's community.

### 5. *Communities*

**5.1 School and Community:** Describe for their own families what they have learned about the New Year celebration in their partner school's community and the similarities and differences with the New Year celebration in their own community.

**5.2 Lifelong Learning:** Sing songs, participate in games, and listen to and/or dramatize folk tales from the target culture.

**Stage 2: Determine Acceptable Evidence of Student Understanding** *What evidence will show that students understand?*

***Theme Performance Tasks:***

**Interpretive:**

- a) Given picture cards or realia, students identify New Year symbols and activities in their community and in their partner school's community in China.

**Interpersonal:**

- a) Given picture cards of New Year celebrations in their community and in their partner school's community, students ask and answer questions about activities celebrating the New Year in China and in the U.S.
- b) Given picture cards of zodiac animals, students ask and answer questions about their zodiac animals.
- c) Prompted by picture cards, students ask and answer questions about the story of Nian.
- d) Prompted by picture cards, students say New Year greetings in Chinese.

**Presentational:**

- a) In one group, students sing the "Happy New Year" song.
- b) Students narrate a simplified version of the folktale "The Story of Nian".
- c) In one group and prompted by picture cards, students chant the "Let's Celebrate the New Year" chant.
- d) In one group and prompted by picture cards, students chant the "Zodiac Animals" chant.
- e) Prompted by picture cards, students present the steps for making a red lantern.

**Note:** Questions to address in the lessons that lead to the thematic unit essential questions:

What are New Year celebrations in China?

What are New Year celebrations in the U.S.?

How are New Year celebrations different in my community different from the New Year celebrations in the U.S.?

What do my friends in my partner school do to prepare for the Chinese New Year?

How do I make a New Year lantern?

What are the twelve zodiac animal?

What sounds do the twelve zodiac animals make?

What is my zodiac animal?

How do my friends in my partner school greet their friends and family on the first day of the New Year?

**Stage 3: Plan Learning Experiences**

*What learning experiences and instruction will enable students to achieve the desired results in a Lesson?*

**Lesson 1: New Year in China and in the U.S.**

Outcomes of focus in this lesson: Students will compare New Year celebrations in China and in the U.S.

**1. Language:**

Functions:

Identifying  
Describing  
Asking for / giving information

Vocabulary:

新年 (xīnnián; new year) (spiraled vocabulary)  
中国 (zhōngguó; China) (spiraled vocabulary)  
美国 (měiguó; the U.S.) (spiraled vocabulary)  
焰火 (yànhuǒ; firework) (new vocabulary; core)  
游行 (yóuxíng; parade) (new vocabulary; core)  
灯笼 (dēnglong; lantern) (spiraled vocabulary)  
舞狮子 (wǔshīzi; lion dance) (spiraled vocabulary)

Key Linguistic Structures:

看到什么? (kàndàoshénme; What do you see?). (new structure)  
看到... (kàndào; I see xxxx.) (new structure)  
歌曲: 新年好 (gēqǔ: xīnniánhǎo; Song: Happy New Year) (spiraled structure)  
新年好呀, 新年好呀, (xīnniánhǎoya, xīnniánhǎoya; Happy New Year, Happy New Year)  
祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)  
我们唱歌, 我们跳舞, (wǒmenchànggē, wǒmentìàowǔ; Let's sing, let's dance.)  
祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)

2. **Content:**

3. **Culture:**

**Materials:**

- Card of new year firework (as in the Time Square);
- Card of new year parade (as in the Time Square);
- Card of new year firework (in big cities in China);
- Card of red lanterns (hanging from the front of the stores and houses in China);
- Card of a lion dance;
- Calendar;
- New clothes;
- Old clothes;
- Cards of non New Year Time Square and big cities in China.

**Procedures:**

1) Opening/Warm-up

- Show cards of New Year firework and New Year parade and say: 新年, 美国的新年 (xīnnián, měiguódexīnnián; new year, new year in the U.S).

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- b) Show cards of red lanterns, lion dance, and firework in China and say: 新年, 中国的新年 (xīnnián, zhōngguódexīnnián; New Year, New Year in China).
- 2) Routine
- a) Show January 1 on the calendar and place it next to a map of the U.S. Help students say: 一月一号 (yīyuèyīhào; January 1<sup>st</sup>), and 美国新年 (měiguódexīnnián; New Year in the U.S).
- b) Next show January 26<sup>th</sup> on the calendar and place it next to a map of China. Help students say: 一月二十七日 (yīyuèèrshíqīhào; January 27<sup>th</sup>), and 中国新年 (zhōngguódexīnnián; New Year in China).
- 3) Review
- Use old and new clothes to help students review 新 (xīn; new) and 旧 (jiù; old).
- 4) Instructional Activities
- a) Show cards of New Year and non New Year Time Square and ask students, 是新年吗? (shìxīnniánma; Is this New Year?). Have student volunteers say 是 (shì; Yes), or 不是 (búshì; No). Tape the New Year cards on one side of the whiteboard.
- b) Show cards of New Year and non New year big cities in China and ask students: 是新年吗? (shìxīnniánma; Is this New Year?). Have student volunteers say 是 (shì; Yes), or 不是 (búshì; No). Tape the New Year cards on the other side of the whiteboard.
- c) Say 看看这些画 (kànkānzhèxiēhuà; Look at the cards) while pointing to them and directing students' attention to them. Ask them: 新年里看到什么? (xīnniánlǐ yǒushénme; What do we see in the New Year?), while pointing to the new year activities in the cards. Help students say: 焰火 (yànhuǒ; firework), and 游行 (yóuxíng; parade). Also help students say: 灯笼 (dēnglong; lantern), and 舞狮子 (wǔshīzi; lion dance).
- d) Point to the cards of firework and parade and ask students: 新年里看到什么? (xīnniánlǐ kàndào shénme; What do we see in the New Year?). Help students say: 焰火 (yànhuǒ; firework) and 游行 (yóuxíng; parade).
- e) Pass out pictures of lanterns, New Year parade, firework, and lion dance to the students. Have them sit on the floor. Place an identical set of picture cards in the magic box. As you pull cards out, without showing them to the students, name them, and ask students: 谁有 xxx (画的名称)? (shuí yǒu xx [huàdemíngchēng]; who has xxx [name of the object in the card]?). Help those who have the identical card hold it high above their head and say: 我有 xxx。 (wǒ yǒu xxx; I have xxx.).
- f) Play the New Year Song so that students get familiar with the tune and lyrics. Have all of the students stand up and form a circle. Have them hold the New

Year cards in their hands and sing the song. As they sing, have them join hands and swing from side to side.

新年好呀，新年好呀，(xīnniánhǎoya, xīnniánhǎoya; Happy New Year, Happy New Year)

祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)

我们唱歌，我们跳舞，(wǒmenchànggē, wǒmentìowǔ; Let's sing, let's dance.)

祝贺大家新年好。(zhùhèdàjiāxīnniánhǎo; Happy New Year to you all.)

#### 5) Closure

Collect picture card. Say Goodbye to students. Have students say goodbye to each other.

## Lesson 2: About the Chinese New Year

Outcomes of focus in this lesson: Students will identify and name symbols and activities characterizing Chinese New Year.

### 1. Language:

Functions:

Greeting  
Identifying  
Describing

Vocabulary:

中国 (zhōngguó; China) (spiraled vocabulary)

新年 (xīnnián; New Year) (spiraled vocabulary)

新衣服 (xīnyīfu; new clothes) (spiraled vocabulary)

春联 (chūnlián; Spring Festival couplets) (spiraled vocabulary)

灯笼 (dēnglong; lantern) (spiraled vocabulary)

鞭炮 (biānpào; firecrackers) (spiraled vocabulary)

舞狮子 (wǔshīzi; lion dance) (spiraled vocabulary)

Key Linguistic Structures:

哪一天过年? (nǎyìtiānguònián; When is the Chinese New Year?) (new structure)

xxx 月 xxx 号。(xxx yuèxxxhào; xxx [month]xxx[day]) (spiraled structure)

过新年 (guòxīnnián; Let's celebrate the New Year)

小朋友，过新年，(xiǎopéngyǒu, guòxīnnián; Little friends, let's celebrate the New Year.)

穿新衣，贴春联，(chuānxīnyī, tiēchūnlián; Let's put on new clothes, and glue Spring Festival Couplets in place.)

点灯笼，放鞭炮，(diǎndēnglong, fàngbiānpào; Let's light up the red lanterns, and fire firecrackers, )

舞着狮子笑开颜。(wǔzheshīzixiàokāiyán; There is also lion dance and look, how happy we are!)

**2. Content:**

**3. Culture:**

**Materials:**

- a) Picture card of Chinese New Year lanterns;
- b) Picture card of Chinese New Year lion dance;
- c) Picture card of Spring Festival couplets;
- d) Picture card of firecrackers;
- e) Picture card of doors not decorated with Spring Festival couplets;
- f) Picture card of houses not decorated for the Chinese New Year;
- g) Calendar.

**Procedures:**

1) Opening/Warm-up

Show card of Chinese New Year and say: 中国的新年 (zhōngguódexīnnián; Chinese New Year).

2) Routine (Optional)

- a) Show January 1<sup>st</sup> on the calendar and say: 一月一日，美国的新年 (yīyuèyīrì, měiguódexīnnián; Janury 1<sup>st</sup> is the New Year in the U.S.).
- b) Point the the map of China and ask students: 中国哪一天过年? (zhōngguónǎ yì tiānguònián; When is the Chinses New Year?). Open the calendar to January 26<sup>th</sup> and say: 一月二十六号 [过年]。(yīyuèèrshíliùhào[guònián]; It's January 26<sup>th</sup>).

3) Review

Have students sit in two circles, an inner circle and an outer circle. Place stacks of picture cards of firework, lanterns, parade, and lion dance on colored paper in the space in between the circles. Randomly draw one card from an identical stack of cards and name it for the students in the two groups to identify. The student who first picks up the right card wins one point. Record the number of points that each group wins at the end of the game on a worksheet. Reward all students for their participation in the game.

4) Instructional Activities

- a) Display on the whiteboard picture cards of new traditional Chinese clothes, doors decorated with Spring Festival couplets, shops decorated with red lanterns, firecrackers, lion dance, and households and shops that are not decorated for the Chinese New Year. Ask students, 过新年, 看到什么? (guòxīnnián, kàndào shénme; What you see in the Chinese New Year?). Have student volunteers identify the New Year decorations/activities. As they make the identification, also help them name the decorations/activities.
- b) Chant the following chant several times while also demonstrating the lines with appropriate cards. Encourage the students to follow along.
- 小朋友, 过新年, (xiǎopéngyǒu, guòxīnnián; Little friends, let's celebrate the New Year,)
- 穿新衣, 贴春联, (chuānxīnyī, tiēchūnlián; Let's put on new clothes, and glue Spring Festival Couplets in place,)
- 点灯笼, 放鞭炮, (diǎndēnglong, fàngbiānpào; Let's light up the red lanterns, and fire firecrackers, )
- 舞着狮子笑开颜。(wǔzheshī zixiàokāiyán; There is also lion dance and look, how happy we are!)
- c) Next pass out pictures of the New Year decorations/activities among the students. As you chant the chant, help those who have the matching cards hold them high above their head and chant the lines after you. Have the students exchange cards and repeat the activity.
- d) Help the students chant the chant themselves and demonstrate each line with appropriate cards.
- 5) Closure:
- Collect the cards and say goodbye to your students. Have students say goodbye to each other.

### Lesson 3: The Story about “Nian”

Outcomes of focus in this lesson: Students will listen to and narrate the story about “nian”.

#### 1. Language:

Functions:

Greeting  
Identifying  
Describing

Vocabulary:

年 (nián; year) (spiraled vocabulary)  
怪物 (guàiwù; monster) (new vocabulary)  
除夕夜 (chúxīyè; New Year Eve) (new vocabulary)

吃人 (chīrén; eat people) (new vocabulary)  
吓跑 (xiàpǎo; scare away) (new vocabulary)  
鞭炮 (biānpào; firecrackers) (spiraled vocabulary)  
噼里啪啦 (pīlǐpālā; sound produced by lighting firecrackers) (spiraled vocabulary)

Key Linguistic Structures:

放鞭炮 (fàngbiānpào; fire the firecrackers) (spiraled structure)  
过年啦 (guòniánlā; Let's celebrate the New Year!) (spiraled structure)

## 2. Content:

## 3. Culture:

### Materials:

- a) Picture card of “nian” (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- b) Picture card of “nian” eating people on the New Year eve (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- c) Picture card of people firing firecrackers (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- d) Picture card of “nian” getting scared and running away (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- e) Picture card of people celebrating the New Year (available at: <http://www.flash61.com/flash/10/2779.htm>);
- f) Smaller sets of cards a) – e);
- g) Video of the story of “nian” (available at: <http://www.flash61.com/flash/10/2779.htm>)

### Procedures:

#### 1) Opening/Warm-up

Write the Chinese character “年” (nián; year) down on the whiteboard and a question mark next to it. Say 年 (nián; year) while pointing to the character. Ask the class: 年是什么? (niánshìshénme; What is ‘nian’?)

#### 2) Routines

- a) Open the calendar to December 31<sup>st</sup>. Point to the pictures of people celebrating the New Year on the New Year’s Eve, and say: [十二月三十一日] 美国除夕夜。([shíèryuèsānshíyīrì] měiguóchúxīyè; December 31<sup>st</sup> is the New Year eve in the U.S.).
- b) Next open the calendar to January 25<sup>th</sup>. Point to pictures of Chinese people celebrating the New Year eve and say: [一月二十五日] 中国除夕夜 ([yī yuè èrshíwǔ rì] zhōngguóchúxīyè).

#### 3) Review



- a) Draw cards of New Year decorations/activities from the magic box and have student volunteers identify and name them.
  - b) OR assign students to work in pairs. Pass out cards of New Year decorations/activities to the students. Have one student draw a card and hide it from the other student. Have the student look at the card and name the decoration/activity on the card for the other student to act out. Record correct/incorrect responses in a class book.
  - c) Pass out pictures of New Year decorations/activities to the students. As a group, review the “Let’s Celebrate the New Year” chant. Gesture for the students to hold up the appropriate card as they chant the chant.
- 4) Instructional Activities
- a) Redirect students’ attention to the character “年” on the whiteboard. Ask students: 年是什么? (niánshìshénme; what is “nian”?).
  - b) Show the card of “nian” as a big monster and say 怪物 (guàiwù; monster), 年是个怪物 (niánshìgèguàiwù; “Nian” is a monster.).
  - c) Show card of “nian” eating people on the New Year eve. Point to January 25<sup>th</sup> and say 除夕夜 (chúxīyè; New Year Eve). Say this to the class: “年”在除夕夜 [出来] 吃人。 (‘nián’zàichúxīyèchūláichīrén; On New Year’s Eve “nian” comes out and eat people).
  - d) Show card of village people lighting firecrackers and ask students, 他们在干什么? (tāmenzàigànshénme; What are they doing?). Act firing firecrackers and invite student volunteers to look at the picture and identify what was happening in the picture. Say this: 对了, [人们]放鞭炮 (duìle, [rénmen]fàngbiānpào; That’s right, people fire firecrackers). Also say: 噼里啪啦 (pīlǐpālā; sound produced by lighting firecrackers), and make the sound of the firecrackers firing off.
  - e) Show card of “nian” getting scared and running away and ask students: 年怎么样了? (niánzěnmeyàngle; What happened to “nian”?). Act getting scared and running away and say this to the students: 年被吓跑了 (niánbèixiàpǎole; “Nian” was scared away).
  - f) Show cards of people lighting firecrackers, and of houses decorated with Spring festival couplets and say: 过年了 (guòniánle; Let’s celebrate the New Year!)
  - g) Reinforce students’ understanding of the story about having them look at the video of “nian” (available at: <http://www.flash61.com/flash/10/2779.htm>).
  - h) Assign students to work in groups of four. Passing out sets of cards about the story of “nian”. Ask the groups to first describe what was happening in the picture and next to sequence them in the right order. Walk around and prompt the groups by asking them: 这是谁? (zhèshìshuí; Who is this?); 它在干什么

么? (tāzàigànshénme; What is it doing?); 他们在干什么?  
(tāmenzàigànshénme; What are they doing?) and 年怎么样了?  
(niánzěnmeyàngle; What happened to 'nian'?). Help students sequence the  
cards in the right order.

- i) Invite groups to share their story with the students in the class. Note down patterns of incorrect responses and provide corrective feedback when their language is incomprehensible. Video tape their stories and tell the students that a couple of their stories will be selected and shared with their parents or their friends in their partner school in China.

5) Closure:

As their homework, assign students to draw pictures of “nian” that reflect their understanding of the Chinese folktale. Tell students that their drawings will be selected, scanned, and sent to their friends in their partner school in China. Collect the cards from the students. Say goodbye to the students and have students say goodbye to each other.

#### Lesson 4: The Zodiac Animals (I)

Outcomes of focus in this lesson: Students will say six zodiac animals and the sounds that they make.

##### 1. Language:

Functions:

Greeting  
Identifying  
Describing  
Asking for / Giving Information

Vocabulary:

生肖(shēngxiào; zodiac animals) (new vocabulary)  
老鼠(lǎoshǔ; rat) (spiraled vocabulary)  
鼠年(shǔnián; the year of rat) (spiraled vocabulary)  
牛(niú; ox) (new vocabulary)  
牛年(niúnián; the year of ox) (new vocabulary)  
老虎(lǎohǔ; tiger) (new vocabulary)  
兔子(tùzǐ; rabbit) (spiraled vocabulary)  
飞龙(fēilóng; flying dragon) (new vocabulary)  
蛇(shé; snake) (new vocabulary)

Key Linguistic Structures:

xxx 什么年? (xxx shénmeníán; What is the year xxxx?) (new structure)  
xxx 年(xxnián; year of xxx) (new structure)  
十二生肖(第一部分) (shíèr shénmeníán [diyībùfen]; twelve zodiac  
animals[Part I])

- [一是]老鼠吱吱吱, ([yīshì]lǎoshǔzīzīzī; [The first animal,] rat, squeaks)
- [二是]牛儿哞哞哞, ([èrshì]niúérmōumōumōu; [The second animal,] ox, moos)
- [三是]老虎噢噢噢, ([sānshì]lǎohǔōōō; [The third animal,] tiger, roars)
- [四是]白兔蹦蹦跳, ([sìshì]báitùbèngbèngtiào; [The forth animal,] rabbit, bang bang jumps)
- [五是]飞龙飞飞飞, ([wǔshì]fēilóngfēifēifēi; [The fifth animal,] flying tiger, flies)
- [六是]蛇儿圈圈绕. ([liùshì]shéérquānquānrào; [The sixth animal,] snake, lies in circle loops)

## 2. Content:

## 3. Culture:

### Materials:

- a) Set of six papercut zodiac animals enough for 25-30 students (available at: [http://www.snxunyi.gov.cn/daj/Article\\_view.asp?id=65](http://www.snxunyi.gov.cn/daj/Article_view.asp?id=65));
- b) Calendar;
- h) Picture card of “nian” (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- i) Picture card of “nian” eating people on the New Year eve (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- j) Picture card of people firing firecrackers (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- k) Picture card of “nian” getting scared and running away (available at: <http://zhengjian.org/zj/articles/2002/7/24/16874.html>);
- l) Picture card of people celebrating the New Year (available at: <http://www.flash61.com/flash/10/2779.htm>).

### Procedures:

#### 1) Opening/Warm-up

Open the calendar to 2008 and ask students: 2008 年是什么年? (2008 niánshìshénmeníán; What year is the year 2008?). Show a papercut rat and help students remember: 鼠年 (shǔnián; year of rat).

#### 2) Routines

Open calendar to 2009 and ask students: 2009 年是什么年? (2009 niánshìshénmeníán; What year is the year 2009?). Show a papercut ox and say: 牛年 (niúnián; year of ox), 2009 年是牛年 (2009niánshìniúnián; 2009 is the year of ox).

#### 3) Review

Show cards of “nian”, the monster, eating people up on the New Year’s Eve, people firing firecrackers, “nian” getting scared and running away, and people celebrating the New Year and ask students questions about who was in the picture, and what “nian” and village people were doing. Help students remember and describe the pictures. Give them prompts if necessary. Next invite student volunteers to sequence and/or describe the pictures.

#### 4) Instructional Activities

- a) Show the papercut rat and ox again and say: 生肖 (shēngxiào; zodiac animals), 老鼠和牛是生肖 (lǎoshǔhéniúshì shēngxiào; Rat and ox are zodiac animals.).
- b) Tape all papercut zodiac animals on the white board. Have students count them and say: 十二个 (shíèrgè; twelve).
- c) Remove horse, sheep, monkey, rooster, dog, and pig from the whiteboard. Focus students’ attention on the rest of the zodiac animals and invite student volunteers to identify and name them. Help students name the animals.
- d) Pass out the six papercut animals to the students. As you name each animal, help those who have it hold it high above their head. Next show the animals and have students name them as a group.
- e) Use dog as an example to show students what sound a dog makes. Ask students: 狗怎么叫? (gǒuzěnmējiào; What sound does a dog make?). Say: 汪汪汪 (wāngwāngwāng; bark). Show six papercut animals in turn and ask students to see if they could say the sound made by them. As the students give the U.S. version of the sounds, fill in the Chinese version of the sound.
- f) Prompt the students with the papercut zodiac animals and help them say the sounds that the animals make.
- g) Have students form groups that have the same zodiac animals. Chant the following chant with appropriate movements and gesture for the group that has the zodiac animal to follow along:

十二生肖(第一部分) (shíèr shénmenián [diyībùfen]; twelve zodiac animals[Part I])

[一是] 老鼠吱吱吱, ([yīshì]lǎoshǔzīzīzī; [The first animal,] rat, squeaks)

[二是] 牛儿哞哞哞, ([èrshì]niúérmōumōumōu; [The second animal,] ox, moos)

[三是] 老虎噢噢噢, ([sānshì]lǎohǔōōō; [The third animal,] tiger, roars)

[四是] 白兔蹦蹦跳, ([sìshì]báitùbèngbèngtiào; [The fourth animal,] rabbit, bang bang jumps)

[五是] 飞龙飞飞飞, ([wǔshì]fēilóngfēifēifēi; [The fifth animal,] flying tiger, flies)

[六是] 蛇儿圈圈绕. ([liùshì]shéerquānquānrào; [The sixth animal,] snake, lies in circle loops)

#### 5) Closure:

Collect the papercut animals from the students. Say goodbye to the students and have students say goodbye to each other.

### Lesson 5: The Zodiac Animals (II)

Outcomes of focus in this lesson: Students will say all twelve zodiac animals and the sounds that they make.

#### 1. Language:

Functions:

Greeting  
Identifying  
Describing  
Asking for / giving information

Vocabulary:

马 (mǎ; horse) (new vocabulary)  
羊 (yáng; sheep) (new vocabulary)  
猴子 (hóuzi; monkey) (new vocabulary)  
桃 (táo; peach) (new vocabulary)  
公鸡 (gōngjī; rooster) (new vocabulary)  
小猪 (xiǎozhū; piglet) (new vocabulary)  
小狗 (xiǎogǒu; little dog) (spiraled vocabulary)

Key Linguistic Structures:

xxx 什么年? (xxx shénmenián; What is the year xxxx?) (spiraled structure)  
xxx 年 (xxnián; year of xxx) (spiraled structure)  
十二生肖(第二部分) (shíèr shénmenián [dì èrbùfen]; twelve zodiac animals[Part II])  
[七是] 马儿哒哒哒, ([qī shì] mǎérdádádá; [The seventh animal], horse, makes clip-clop sound)  
[八是] 羊儿咩咩咩, ([bā shì] yángérmīēmiēmiē; [The eighth animal], sheep, baas)  
[九是] 猴子爱吃桃, ([jiǔ shì] hóuzi àichī táo; [The ninth animal], monkey, is a peach lover.)  
[十是] 公鸡喔喔喔, ([shí shì] gōngjī wōwōwō; [The tenth animal], rooster, er-er-ers)  
[十一] 狗儿汪汪汪, ([shí yī] gǒuérwāngwāngwāng; [The eleventh animal] dog, barks)  
[十二] 小猪呼噜噜。 ([shí èr] xiǎozhū hūlūlū; [The twelfth animal] piglet, grunts)

#### 2. Content: Students will learn to say all zodiac animals.

3. **Culture:** Students will learn to say animal sounds in a Chinese way.

**Materials:**

- a) Papercut zodiac animals (images available at: [http://www.snxunyi.gov.cn/daj/Article\\_view.asp?id=65](http://www.snxunyi.gov.cn/daj/Article_view.asp?id=65));
- b) Calendar;

**Procedures:**

1) Opening/Warm-up

Open the calendar to 2008 and ask students: 2008 年是什么年? (2008 niánshìshénmeníán; What year is the year 2008?). Show a papercut rat and help students remember: 鼠年 (shǔnián; year of rat).

2) Routines

Open calendar to 2009 and ask students: 2009 年是什么年? (2009 niánshìshénmeníán; What year is the year 2009?). Show a papercut ox and say: 牛年 (niúnián; year of ox), 2009 年是牛年 (2009niánshìniúnián; 2009 is the year of ox).

3) Review

- a) Pass out papercut zodiac animals to the students. Invite student volunteer to the front of the class. Invite him/her to draw an animal from the magic box and make the corresponding sound/movement. Have the other students in the class tell whose sound s/he makes by showing the corresponding picture. Alternatively, make the sound/movement yourself and have students identify and name the animal.
- b) As a group, chant the 十二生肖 (第一部分) (shíèrshēngxiào [dìyībùfen]; twelve zodiac animals [Part I]) chant. Prompt them with papercut zodiac animals if necessary.

4) Instructional Activities

- a) Tape the following zodiac animals to the whiteboard: horse, sheep, monkey, rooster, dog, and piglet. Invite student volunteers to identify and name them. Also ask them: xxx [生肖的名称] 怎么叫啊? (xxx [shēngxiào]demíngchēngzěnmejiàoā; what sound does xxx[name of the zodiac animal] make?), or xxx 爱吃什么? (xxx àichīshénme; What does xxx love to eat?) Fill them in with the Chinese version of the sounds when they are different from the U.S. version.
- b) Pass out the zodiac animals to the students. Name them for the students to show the corresponding papercuts.
- c) Chant 十二生肖 (第二部分) (shíèr shēngmeníán [dì èrbùfen]; twelve zodiac animals [Part II]) while showing the corresponding papercut animals or acting out their movements.

- d) Chant the chant again and invite them to follow along and show corresponding animals or act out the corresponding movements. Repeat this activity several times so that students become fluent in saying the chant.
- e) Have students who have the same zodiac animal come together to form one animal group. Prompt them with the papercuts and gesture for each group to chant their corresponding line while showing the papercuts.
- f) Have groups exchange zodiac animals and repeat this activity. Next, have the class chant the chant as a group.

5) Closure:

Collect the pictures from the students. Say goodbye to the students and have students say goodbye to each other.

**Lesson 6: Who are you, a horse or a snake?**

Outcomes of focus in this lesson: Students will describe their own zodiac animals.

1. **Language:**

Functions:

Greeting  
 Describing  
 Identifying  
 Asking for / giving information

Vocabulary:

出生(chūshēng; born) (new vocabulary)  
 年(nián; year) (spiraled vocabulary)  
 哪一年(nǎyīnián; which year) (new vocabulary)

Key Linguistic Structures:

你是哪一年生的? (nǐshìnǎyīniánshēngde; In what year were you born?)  
 xxxx 年。(xxxx nián; xxxx)  
 你属什么? (nǐshǔshénme; What is your zodiac animal?)  
 我属 xxx。(wǒshǔxxx; My zodiac animal is xxx.)

2. Content:

3. Culture:

**Materials:**

- a) Papercut zodiac animals (images available at: [http://www.snxunyi.gov.cn/daj/Article\\_view.asp?id=65](http://www.snxunyi.gov.cn/daj/Article_view.asp?id=65));
- b) Poster version of the “My Zodiac Animal” workeet;
- c) Smaller “My Zodiac Animal” worksheets enough for 25 – 30 stuent;
- d) Pictures of two new-born babies;
- e) Calendar.

**Procedures:**

1) Opening/Warm-up

Open the calendar to 2008 and ask students: 2008 年是什么年? (2008 niánshìshénmeníán; What year is the year 2008?). Show a papercut rat and help students remember: 鼠年 (shǔnián; year of rat).

2) Routine

Open calendar to 2009 and ask students: 2009 年是什么年? (2009 niánshìshénmeníán; What year is the year 2009?). Show a papercut ox and say: 牛年 (niúnián; year of ox), 2009 年是牛年 (2009niánshìniúnián; 2009 is the year of ox).

3) Review

Arrange the twelve papercut zodiac animals face down on the whiteboard. Hand a magic stick to a student volunteer and have him/her touch a picture. Turn the picture face up for the other students to name. Next ask the class: xxx [生肖的名称] 怎么叫? (xxx[shēngxiàodemíngchēng]zěnmējiào; what sound does xxx make?)

4) Instructional Activities

- a) Show “My Zodiac Animal” worksheet, with the years 2009 and 2008 marked next to their corresponding zodiac animals. Ask students, 哪一年是鼠年? (nǎ yīniánshì shǔnián; Which year is the year of rat?). Have student volunteer answer this question. Mark all zodiac animals with a corresponding year, counting backward from 2009.
- b) Show a picture of a new-born baby with his birth year marked below the picture. Say to the class: xxx [婴儿的名字] 2009 年生的。(xxx[yīngérdemíngzì] 2009 niánshēngde; xxx[name of the baby] was born in 2009). Put the baby’s picture next to the ox and say: xxx [婴儿的名字] 属牛 (xxx[yīngérdemíngzì] shǔniú; xxx [name of the baby] is an ox.)
- c) Next show picture of another new-born baby with his birth year marked as 2008. Ask students: xxx [婴儿的名字] 属什么? (xxx[yīngérdemíngzì] shǔ shénme; What is the xxx [name of the baby]’s zodiac animal?) while pointing to the rat. Help students say: xxx [婴儿的名字] 属鼠 (xxx[yīngérdemíngzì] shǔ shǔ; xxx [name of the baby] is a rat.)
- d) Invite a student volunteer to front of the class. Ask the student in what year s/he was born and write it on the whiteboard. Ask the class, xxx [学生的名字] 属什么? (xxx[xuéshēngdemíngzì] shǔ shénme; What is the xxx [name of the student]’s zodiac animal?). Have the class look at the worksheet and identify the student’s zodiac animal. Invite another student to do the same activity.
- e) Assign students to work in pairs. Pass out the “My Zodiac Animal” worksheet to the students. Have them first find out what their zodiac animal is and write



down their name next to their birth year in the worksheet. Have them ask each other questions about their birth year and their zodiac animal.

- f) Invite students to write their names next to their birth year and their zodiac animals on the worksheet on the whiteboard. Have students count how many are a particular animal, for example, a horse, if they were born in the year 2002, and a sheep, if they were born in the year 2003.
- g) Pass out all twelve zodiac animals and have the class chant the complete 十二生肖 (shíèr shénmenián; twelve zodiac animals) chant, while showing the corresponding pictures.

5) Closure:

Collect the worksheets and pictures. Assign student to draw their own zodiac animals and tell them that these will be selected for scanning and sent to their friends in their partner school in China. Say goodbye to students and have students say goodbye to each other.

### Lesson 7: Interim Assessment

1. **Language:**

Functions:

Greeting  
Identifying  
Describing  
Asking for /giving information

Vocabulary:

New Year decorations/symbols/activities learned in lessons 1-6

Key Linguistic Structures:

Structures in lessons 1-6

**Content:**

2. **Culture:**

**Materials:**

- a) A picture of selected zodiac animals (available at: [http://www.tongzijun.com/erge/flash\\_124.htm](http://www.tongzijun.com/erge/flash_124.htm));
- b) Picture cards of firework and parade in the Time Square in New Year;
- c) Picture cards of new clothes, red lanterns, firecrackers, Spring Festival couplets, and lion dance;
- d) Picture card of “nian”;

**Procedures:**

- 1) Instructional Activities

This is an instructional activity in which the teacher walks around, listens to and assesses the quality of the language produced by the students and gets at least one speaking assessment per student. S/he goes back and gets another assessment.

- a) Have students number off and pair them up so that the students have different versions of the card. Prepare two versions of 4 x 4 bingo cards that display the 16 decorations/activities/animals students have learned in the previous lessons in 16 squares and give them to each pair. The two versions should have the same decorations/activities/animals arranged in a different order. Have them sit back to back and take turns playing the caller and naming the person/place/object on one of the cards for the other to mark with a sticker. Place the cards and the pennies in a ziplock bag. Have the students take them out and play the game. The first player to line up four pennies down, across, or diagonally yells “bingo”. (Source: <http://kids.nationalgeographic.com/Activities/MoreActivities/Candy-hearts-bingo>)

2) Closure:

Collect the cards and worksheets. Say goodbye to the students and have students say goodbye to each other.

## Lesson 8: Coming Soon, the Year of Ox

Outcomes of focus in this lesson: Students will shop the Year of the Ox decorations.

### 1. Language:

Functions:

Greeting  
Identifying  
Describing  
Asking for / giving information

Vocabulary:

过年 (guònián; celebrate the New Year) (spiraled vocabulary)  
买 (mǎi; buy) (spiraled vocabulary)  
福字 (fúzi; the character “good fortune”) (new vocabulary)  
春联 (chūnlián; Spring Festival couplet) (spiraled vocabulary)  
鞭炮 (biānpào; firecrackers) (spiraled vocabulary)  
新衣服 (xīnyīfu; new clothes) (spiraled vocabulary)  
礼物 (lǐ wù; gifts) (spiraled vocabulary)

Key linguistics structures:

快过年了 (kuài guònián le; Soon it is New Year’s Eve) (new structure)  
打扫卫生 (dǎsǎowèishēng; cleaning) (new vocabulary)  
买东西 (mǎidōngxī; purchase things) (new structure)

2. Content:

3. Culture:

**Materials:**

- a) Papercut 福 (fú; the character “good fortune”);
- b) Picture of stands selling New Year decorations in China (this could be sent from your partner school in China);
- c) Picture card of or real Spring Festival couplets (this could be sent from your partner school in China);
- d) Picture card of firecrackers (this could be sent from your partner school in China);
- e) Picture card of new clothes (this could be sent from your partner school in China);
- f) Gift boxes;
- g) Picture cards of non New Year activities such as sports and school activities;
- h) Calendar.

**Procedures:**

1) Opening/Warm-up

Open calendar to January 26<sup>th</sup>, 2009 and say: 一月二十六日, 新年 (yīyuèèrshíliùrì, xīnnián; January 26<sup>th</sup> is the New Year’s Eve). Open calendar to a couple of days before the day, say January 23<sup>th</sup>. Gesture three days and say: 还有三天, 快过年了。(háiyǒusāntiānkuaiguòniánle; Soon it is the New Year’s Eve; there is only three days left).

2) Routine

Point to the year 2009 and ask students: 2009年什么年? (2009niánshénmenian; What is the year 2009?). Show papercut Ox and encourage students to say: 牛年 (niúnián; Year of the Ox).

3) Review

Review the “Twelve Zodiac Animals” chant. Prompt them with papercuts when necessary.

4) Instructional Activities

- a) Redirect students’ attention to three days before the New Year’s Eve. Say: 快过年了 (kuàiguòniánle; Soon it is the New Year’s Eve). Act cleaning tables and floor and say: 打扫卫生 (dǎsǎowèishēng; cleaning). Also display pictures of shops selling New Year decorations in China and say: 买东西 (mǎidōngxī; purchase things). Help students say 打扫卫生 (dǎsǎowèishēng; cleaning) and 买东西 (mǎidōngxī; purchase things).
- b) Have the students chant the 过新年 (guòxīnnián; Let’s celebrate the New Year) chant. As they chant the chant, prompt them with appropriate picture cards and movements.

- c) Place two halo loops on the floor. Mark one of them with a papercut ox, and the other without. Place a stack of New Year and non New Year decorations/activities on the floor next to them. Direct students to take turns and place them into one of the loops. Help them name the decorations/activities as they do this.
- d) Ask students, 快过年, 要准备什么? (kuàiguòniánle, yàozhǔnbèishénme ; Soon it is the New Year's Eve; what do we need to do?). Prompt students with picture cards and help them name and act them out.
- 5) Closure:  
Collect the cards from your students. Say goodbye to the students and have them say goodbye to each other.

### Lesson 9: Red Lanterns, Red Lanterns!

Outcomes of focus in this lesson: Students will make paper red lanterns.

#### 1. Language:

Functions:

Greeting  
Identifying  
Describing  
Asking for / giving information

Vocabulary:

灯笼 (dēnglong; red lantern) (spiraled vocabulary)  
纸 (zhǐ; paper) (new vocabulary)  
做 (zuò; make) (new vocabulary)  
剪 (jiǎn; cut) (spiraled vocabulary)  
卷 (juǎn; roll up) (new vocabulary)  
穗 (suì; tassel) (new vocabulary)  
贴 (tiē; glue) (spiraled vocabulary)

Key Linguistic Structures:

把纸剪开 (bǎzhǐ jiǎnkāi; cut the paper) (new structure)  
卷起来 (juǎnqǐ lái; roll it up) (new structure)  
剪成穗 (jiǎnchéngsuì; cut into a tassel) (new structure)  
贴好 (tiēhǎo; glue in place) (new structure)

#### 2. Content:

#### 3. Culture:

**Materials:**

- a) A self-made paper red lantern;

- b) Red cardboard rectangular paper matched with 1/3 size paper enough for 25-30 students working in pairs, with margins of 0.5-1.0 cm left at the top and the bottom and lines parallel to the other two sides marked in pencil;
- c) Long red paper strips enough for 25-30 students working in pairs;
- d) Glue;
- e) Little cissors enough for 25-30 students working in pairs;
- f) Picture cards of the steps for making a red lantern<sup>6</sup>.

**Procedures:**

1) Opening/Warm-up

Open the calendar to January 26<sup>th</sup>, and say to the students: 快过年了!  
(kuàiguòniánle; Soon it's the Chinese New Year!).

2) Routine

Open calendar to 2009 and ask students: 2009年是什么年?  
(2009niánshìshénmeníán; What is the year 2009?). Help students say: 牛年  
(niúnián; the Year of Ox).

3) Review

Divide the students into two teams. Arrange picture cards of cleaning and shopping New Year decorations face down in the shape of a checkboard on the whiteboard. Have two students from each team row a die and move along the sides of the checkboard so that they reach the nth card on the checkboard. Have students from the other team name the activities in the cards. Continue this game till all picture cards on the checkboard have been named. Note down the number of cards correctly identified and named by each team.

4) Instructional Activities

- a) Show a self-made paper red lantern and ask students: 这是什么?  
(zhèshìshénme; What is this?). Help students identify and name it and the tassel. Tell the students: 我们来做一个灯笼, 好不好?  
(wǒmenláizhuòyí gè dēnglong, hǎobùhǎo; Let's make a lantern, OK?)
- b) Use a cardboard paper, glue, and scissor to demonstrate the steps for making a lantern. Say the steps loudly and clearly as you demonstrate them. Have students listen and watch very carefully to understand them:

把纸剪开, (bǎzhǐjiǎnkāi; cut the paper)

卷起来, (juǎnqǐláiqǐ; roll it up)

贴好, (tiēhǎo; glue it in place)

剪成穗, (jiǎnchéngsuì; cut it into a tassel)

贴好。(tiēhǎo; glue it in place).

<sup>6</sup> View <http://www.abcbaby.com.cn/bbs/viewthread.php?tid=6685&extra=page%3D4> for steps and materials for making a red lantern.

- c) Tape the picture cards of the steps for making a red lantern on the whiteboard. Say the steps aloud for the students to understand. Have student volunteers identify the steps that you say by pointing to the corresponding card on the whiteboard or acting them out.
  - d) Assign students to work in pairs. Pass out red cardboard papers, 1/3 size red paper, glue, and scissors to the students. While demonstrating the steps and saying them aloud, encourage the students to follow along, taking the steps as well as saying them aloud. Invite students to demonstrate and describe the steps to the class.
  - e) Take pictures of or videotape the lanterns that the students make. Select some pictures and email them to the students in their partner school in China.
- 5) Closure:
- Collect the materials and red lanterns from your students. Say goodbye to the students and have students say goodbye to each other.

### Lesson 10: On the Eve of the Year of Ox

Outcomes of focus in this lesson: Students will perform New Year's Eve decorations and experience New Year's Eve dinner.

#### 1. Language:

Functions:

Greeting  
 Identifying  
 Describing  
 Asking for / giving information

Vocabulary:

新年 (xīnnián; New Year) (spiraled vocabulary)  
 春联 (chūnlián ; Spring Festival couplets) (spiraled vocabulary)  
 灯笼 (dēnglong ; lantern) (spiraled vocabulary)  
 鞭炮 (biānpào; firecrackers) (spiraled vocabulary)  
 饺子 (jiǎozi; dumplings) (spiraled vocabulary)  
 压岁钱 (yāsuiqián; Spring Festival money) (new vocabulary)  
 欢喜 (huānxǐ; happily) (new vocabulary)

Key Linguistic Structures:

过新年 (guòxīnnián; Let's Celebrate the New Year)  
 小朋友，过新年，(xiǎopéngyǒu, guòxīnnián; Little friends, we are celebrating the New Year)  
 穿新衣，贴春联，(chuānxīnyī, tiēchūnlián; We put on new clothes, and we glue the Spring Festival couplets in place)  
 点灯笼，放鞭炮，(diǎndēnglong, fàngbiānpào; We light up lanterns, and we fire firecrackers)

还有饺子和压岁钱, (háiyǒujiǎozihéyāsù qián; There are dumplings and Spring Festival money)  
欢欢喜喜过大年。( huānhuānxǐxǐguòdànián; Let's joyfully and merrily celebrate the New Year)

2. Content:

3. Culture:

**Materials:**

- a) Picture cards of the steps for making the lanterns;
- b) Card of or real Spring Festival couplets (this could be sent from your partner school in China);
- c) Card of children wearing new clothes at the New Year or real new clothes (this could be sent from your partner school in China);
- d) Card of red lanterns hanging in public places or red lanterns made by the students (this could be sent from your partner school in China);
- e) Card of children firing firecrackers (this could be sent from your partner school in China);
- f) Card of people having dumplings on the New Year's Eve (this could be sent from your partner school in China);
- g) Card of Spring Festival money given to children on the New Year's Eve or real Spring Festival money wrapped in a red envelop (this could be sent from your partner school in China);
- h) Card of families joyfully and merrily celebrating the New Year (this could be sent from your partner school in China).

**Procedures:**

1) Opening/Warm-up

Open calendar to January 26<sup>th</sup> and say: 过年了(guòniánle; Let's celebrate the New Year).

2) Routines

Open calendar to the year 2009 and ask students: 2009年是什么年? (2009niánshìshénmeníán; What year is the year 2009?). Help students say: 牛年(niúnián; the Year of Ox). Prompt students with an Ox puppet if necessary.

3) Review

Show steps of the steps for making a red lantern and have students describe them. Alternatively, pass out the pictures to the students. Say the steps for the students to identify by holding up the corresponding pictures.

4) Instructional Activities

- a) Show cards of Spring Festival decorations and New Year's Eve activities for the students to identify and name. Provide help when necessary.

- b) Use real New Year decorations to demonstrate activities that Chinese people do on the New Year's Eve. Say them aloud as you perform them. Also encourage the students to follow along.
- c) Pass out real decorations or cards to the students. Say the activities aloud for them to act out or holding up the corresponding cards.
- d) Chant the following New Year's chant while acting out the movements.

过新年 (guòxīnnián; Let's Celebrate the New Year)  
 小朋友, 过新年, (xiǎopéngyǒu, guòxīnnián; Little friends, we are celebrating the New Year)  
 穿新衣, 贴春联, (chuānxīnyī, tiēchūnlián; We put on new clothes, and we glue the Spring Festival couplets in place)  
 点灯笼, 放鞭炮, (diǎndēnglong, fàngbiānpào; We light up lanterns, and we fire firecrackers)  
 还有饺子和压岁钱, (háiyǒujiǎozihéyāsùiqián; There are dumplings and Spring Festival money)  
 欢欢喜喜过大年。( huānhuānxǐxǐguòdànián; Let's joyfully and merrily celebrate the New Year)

- e) Encourage the students to follow along. Help the students chant the chant themselves while holding up the corresponding cards or acting out the corresponding activities. Video tape the class chanting the chant so that you could mail it to your partner school in China.

5) Closure:

Say goodbye to the students and have students say goodbye to each other.

**Lesson 11: It's the First Day of the Year of Ox**

Outcomes of focus in this lesson: Students will say New Year greetings.

1. **Language:**

Functions:

- Greeting
- Identifying
- Describing
- Asking for / giving information

Vocabulary:

- 拜年 (bàinián; New Year's Day courtesy visit) (new vocabulary)
- 礼物 (lǐ wù; gift) (spiraled vocabulary)
- 牛年(niúnián; Year of the Ox) (spiraled vocabulary)
- 吉祥 (sī dài; auspicious) (new vocabulary)
- 祝 (zhù; wish) (new vocabulary)

Key Linguistic Structures:

- 牛年到了! ( niúniándàole; It's the Year of the Ox) (spiraled structure)



新年好 (xīnniánhǎo ; Happy New Year!) (new structure)  
给您拜年 (gěinínbàinián; Happy New Year to you) (new structure)  
祝牛年吉祥 (zhùniúniánjíxiáng; Wishing you an auspicious Year of the Ox) (new structure)

2. Content:

3. Culture:

**Materials:**

- a) New Year presents;
- b) New Clothes;
- c) Symbols of good fortune in the Year of Ox (this could be sent from your partner school in China);
- d) Ox papercut or picture of the Year of Ox.

**Procedures:**

1) Opening/Warm-up

Wear New Year's clothes to the class. Open calendar to January 26<sup>th</sup>. Point to the Ox papercut or picture and say: 牛年到了! (niúniándàole; It's the Year of the Ox).

2) Routine

Direct students' attention to papercut Ox and ask students: 2009年是什么年? (2009niánshìshénmeníán; What year is the year 2009?). Help students say: 牛年 (niúnián; the Year of Ox). Prompt students with an Ox papercut if necessary.

3) Review

Prompt students with cards of New Year's Eve activities/decorations and act them out if necessary. Invite student volunteers to chant the corresponding line in the "Let's Celebrate the New Year" chant. Alternatively, invite the class to chant the chant as a group.

4) Instructional Activities

- a) Walk into the classroom dressed in New Year clothes. Have students put on traditional Chinese New Year clothes if possible. Tell the class: 今天是大年初一。(jīntiānshìdàniánchūyī; Today is the first day of the New Year.)
- b) Invite two students to role play grandparents. Tell the class that the two students were grandpa and grandma. Invite another two students to role play parents. Tell the class that they were mom and dad.
- c) While holding the New Year's gift in your hand, the nuclear family acts visiting the grandparents on the New Year's Day. Hand the gift to the grandparents and say: 爷爷奶奶新年好! (yéyéniǎinaixīnniánhǎo; Happy New Year, Grandpa and Grandma).

- d) Also say: 给您拜年 (gěinínbàinián; Happy New Year to you), and 祝牛年吉祥 (zhùniúniánjíxiáng; Wishing you an auspicious Year of the Ox), while displaying symbols of good fortune. Gesture for the class to follow along.
  - e) Prompt the class with New Year's Day presents and symbols of good fortune and invite them to say the New Year greetings. Tell the class that they will say following New Year greetings to their friends in their partner school in China: 新年好! (xīnniánhǎo; Happy New Year!), 给你们拜年! (gěinǐmenbàinián; Happy New Year to you!), and 祝牛年吉祥 (zhùniúniánjíxiáng; Wishing you an auspicious Year of the Ox). Videotape students saying the greetings and send it to their friends in their partner school in China.
  - f) As a group, have the class sing the New Year's song. Video tape the singing and mail it to your partner school in China.
- 5) Closure:
- Collect the card, presents, and symbols of good fortune. Say goodbye to the students and have students say goodbye to each other.

### **Lesson 12: Summative Assessment**

Outcomes of focus in this lesson: This culminating lesson reviews language and concepts learned in the previous lessons.

#### **1. Language:**

Functions:

Vocabulary:

Key Linguistic Structures:

#### **2. Content:**

#### **3. Culture:**

#### **Materials:**

- a) Picture cards/realia used in lesson 9-11.

#### **Procedures:**

##### **1) Instructional Activities**

- a) Place picture cards or realia used in lessons 8-11 on a colored piece of paper placed in the center of the classroom. Place in four corners four dates representing: preparing for the New Year, making the Red Lantern, on the New Year Eve, on the first day of the New Year. Number the corners.
- b) Have students take turns picking up one card/realia, describing it, and placing it in one of the four corners. Note down in a class book correct and incorrect responses given by each student.
- c) Assign the students to work in four groups. Have one representative draw a lot that determines their group number. Have the groups go to their corresponding

corner and demonstrate the activities pictured on the cards while saying the corresponding chant/New Year greetings aloud.

- d) Rotate the groups so that each has the opportunity to act out and identify the cards/realia located in all corners.
  - e) Rate each group on a scale of 0-5 based on their performance in the narration/description where 0 indicates no proficiency and 5 indicates the highest level of oral proficiency.
- 2) Closure:
- Collect the cards from the students. Say goodbye to the students and have students say goodbye to each other.

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