

Chinese New Year



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Level	27
Word Count	813
Text Type	Factual Description
High-Frequency	year
Word/s Introduced	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *What is the Chinese New Year? Do you know when it is celebrated? When is New Year celebrated in this country?* Record any ideas from the students on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What are New Year’s resolutions?*

Pages 4–5 *When is Chinese New Year celebrated? How long do the celebrations last?*

Pages 6–9 *Name two ways that people celebrate Chinese New Year. What does the dragon symbolise?*

Pages 10–11 *Which festival is held on the last day of the Chinese New Year celebrations?*

Pages 12–13 *Why do people clean their houses to prepare for the New Year? What do flowers mean?*

Pages 14–15 *What gifts do people sometimes give at New Year? What is inside fortune cookies?*

Pages 16–19 *What is one special food eaten to celebrate Chinese New Year? What are the people wishing for by eating these special foods?*

Pages 20–21 *How long does the Chinese calendar last?*

Page 22 *Which animal year were you born in? Which animal year are we in now?*

A Hairy Story

Unusual
Creepy-Crawlies

Carla Visits
Tin Can Bay

Making
Gingerbread Men

Accident in
the Forest

Chinese New Year

The Magic Horse

Predators

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book.

Remind the students to refer to the glossary for the meanings of words printed in bold type.

Ask the students to list any other words if they are unsure of their meaning.

CODE BREAKER



Developing Specific Skills

Chinese words – make a list of the Chinese words in the text.

Find out what these words mean and how to pronounce them.

Dictionary work – check the meaning of any words listed while rereading the text.

TEXT USER



Invite the students to participate in a class discussion. Ask – *How does your family celebrate New Year? When is it celebrated? Do you have any special foods to eat or special traditions? Have you ever made a New Year's resolution? What was your resolution?*

MEANING MAKER

Ask the students – *Why is New Year such a special time of celebration for Chinese people? What is the most significant colour to be seen during the New Year festivities? What does this colour symbolise? How is the date of the Chinese New Year calculated?*

TEXT CRITIC

Ask the students to look closely at the layout of this book. Explain to them that the layout is how the words and pictures are arranged on the page. Ask – *Do you think the layout of this book is clear and attractive? Explain your answer, giving two examples from the book.*

27f Chinese New Year

Name _____

How does your family celebrate New Year? Write below any special traditions, food, or celebrations your family has.

Look at page 15 of the book *Chinese New Year*. The photograph and caption tell us that fortune cookies have messages of good luck inside them. The one in the photograph says *You have made the right decision*.

Think of some other messages you might find inside a fortune cookie and write them on the back of this sheet.

27f Chinese New Year

Name _____

Use books, an encyclopedia, or the Internet to find the answers to these questions –

1. How many people live in China? _____
2. What is the capital of China? _____
3. What type of government does China have? _____
4. How many languages are spoken in China? _____
5. How many people from a Chinese background live in this country? _____

Research the New Year customs and traditions of another country. You may like to choose the country that your family originally came from. Present your information as a bright colourful poster to represent celebrations. Include the following information –

- Name of the country you have chosen
- When New Year is celebrated
- Special traditions or customs for families
- Special festivals or celebrations for the community
- Foods eaten at New Year
- Your name
- The name of the book, encyclopedia, or Internet site where you found your information

27f Chinese New Year

Name _____

- Research how to make a simple Chinese paper lantern to decorate your classroom.
- Make your design as bright and colourful as you can.
- Draw a picture of a dragon or other Chinese symbol on your lantern.
- Hang your lantern in the classroom.