

Unit 4: Special Times Throughout the Year - Here and in China
 Lesson 3: Holidays and Their Significance

Room Environment

The language classroom should be rich with literacy, with visuals, words, charts, diagrams, timelines, etc., figuratively dripping from the walls. Ideally, a high proportion of these visuals should be created in front of the students' eyes for "brain imprinting" and a "vested interest" in the charts, so the beginning of the year or series will have fewer visuals than the end.

Standards

World Language Content Standards (California Department of Education)	Standards for Foreign Language Learning (American Council on the Teaching of Foreign Languages)
<p>Content 1.1 Students address discrete elements of daily life, including holidays.</p> <p>Communication 2.1 Students engage in oral, written or signed (ASL) conversations.</p> <p>Communication 3.2 Students interpret written, spoken or signed (ASL) language.</p>	<p>Communication 1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communication 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

Objective

Students will compare and contrast holidays held in China and in the United States.

Student Work

Interpersonal	Presentational	Interpretive
Students exchange ideas about American holidays and Chinese holidays with the teacher and with each other.	Students will state the Chinese and American holidays in Chinese.	Students understand what the teacher says about holidays in Chinese.

Domains of Language

Listening	Speaking	Reading	Writing
Listen to the teacher introducing holidays.	Answer questions related to holidays.	Recognize the Chinese characters for various holidays.	Practice Chinese character writing about holidays.

Evidence of Learning - Assessment

<input checked="" type="radio"/> Informal or <input checked="" type="radio"/> Formal (Circle the appropriate form of assessment)
<p>The assessment will be conducted informally throughout the lesson by teacher observation and monitoring through practice and presentation activities. The assessment will be conducted formally by reviewing and grading students' homework.</p>

Greetings at the Door

Always begin with a smile. Every student is greeted by the teacher in the target language and is encouraged to respond in the target language, too. These greetings should be charted and kept near the door, so students can refer to the chart to remember how to respond. The chart should indicate at least two settings: common, casual settings and a more formal setting. The chart stays up or is accessible all year and new ideas are added.

Casual Everyday Greetings	Formal, Polite Greetings
你好吗？ 最近怎样？	早上好。你好吗？ 下午好。今天你好吗？

Warm Up with Language Through Repetition-Rhythm-Rhyme

Repetition of songs, chants, and poems should be a daily routine in the world language classroom. Ideally, the song or chant should be related to the content or cultural aspects being studied, although some that are just for fun will also be useful. Authentic chants, poems, and songs from the home culture of the target language should be used whenever appropriate, although Stage I learners may need to start with simplified chants based on songs or patterns they already know in their home language.

Preview the Lesson in Primary Language, if Necessary

Give the big picture and/or bridge to prior knowledge so the students know what to expect in the lesson in the target language. Pre-teach vocabulary, too.

Teacher shows some pictures to let students know the topic of the lesson.

Teacher Modeling of Communication Followed by Student's Structured Practice

Message Functions/Structures	Key Vocabulary/Phrases	Strategies for Oral Practice
List the vocabulary of some holidays in the United States.	圣诞节, 感恩节, 复活节, 劳动节, 寄连节, 独立日, 总统日, 父亲节, 母亲节。	Pictures. Repetition.
List the vocabulary of some holidays in China.	春节, 中秋节, 清明节, 端午节, 冬至, 国庆节。	Pictures. Repetition.
Compare and contrast the holidays between two countries.		Venn diagram.

Teacher Bridges to the Content Connection or Builds Schema for Students (Direct Instruction: Age and Stage-appropriate)

1. Teacher asks students to list major holidays celebrated in the United States.
2. Students report holidays in China to the class based on a pre-assignment.
3. Teacher builds upon holiday reports to introduce holidays in China.
4. Students use a Venn diagram to compare and contrast holidays in both countries.
5. Students pick three holidays of their choice and make a list of food related to them.
6. Teacher introduces specific cultural points related to holidays of the two countries.

Debrief in English

Debrief in English what was learned in the target language and have students plan what they will teach their parents or siblings for homework. Have a "School-Home Connection" form for parents to write and students to sketch and write what they talked about together. The teacher will have created a prompt for the student to discuss with family members so the words in the target language will be connected to the learning.

Lesson allows focus on which specific connections, similarities, and differences?

Similarities

- 1) Similar holidays; clean house before holidays; decorations
- 2) Family gathers together
- 3) Special food related to holidays

Differences

- 1) The way to celebrate
- 2) Different foods related to holidays
- 3) In China holidays are related to seasons; in the United States holidays are related to events
- 4) Chinese holidays focus on the harmony between humanity and nature; American holidays focus on religion and people

Extend the Learning: School-Home Connection

Students will research Chinese holidays they didn't know before.

Instructional Resources & References

Vocabulary cards
Matching game cards
Worksheet