Introduction
The Chinese Culture
-Chinese New Year

Happy New Year

Content-based Instruction Unit for ELLs
Xiaoning Fan
Content Based Instruction
FLA 518 Naomi Migliacci
Introduction

Title: "Chinese Culture-Chinese New Year"

Grade Level: Adult

Target group: Content-Based mainstream class with integrated ELL students (for FCC Adult group: Families with Children from China)

The Sources of Written Materials:

http://www.webexhibits.org/calendars/calendar-chinese.html
http://www.24carat.co.uk/chineselunarcalendar.html
http://www.beijingservice.com/beijinghighlights/chinesecalendar.htm
http://www.ic.sunysb.edu/Stu/kimchu/LunarCalendar.HTML
http://www.gio.gov.tw/info/festival_c/html_e/moon.htm
http://www.users.ameritech.net/paulcarlisle/MoonCalendar.html
http://www.midnightmoonchild.com/moonchildlunarcalendarpage.html
http://www.hermetic.ch/cal_stud/lunarcalc/lunarcal.htm
http://www.astrophoroscopes.com/chinese/lunar.html
http://www.chinatoday.com/culture/zodiac/zodiac.htm
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The explanation of this theme's selection

This unit was created and adapted for FCC group (Families with Children from China) - Chinese language and cultural program. The curriculum begins the year with an introduction to Chinese culture-Chinese new year, which provide an opportunity to the parents, whose main goal are for their children to be bilingual, bi-literate, bicultural, so they know everything, to increase their knowledge and appreciation of the Chinese culture and to spend quality time with families who look just like theirs. This unit leads to Chinese history, traditions and celebration activities, which is where this unit comes in.
Reading Materials:

Year of Rooster.
http://www.jadedragon.com/index.html

Lunar calendar.
http://www.chinesefortunecalendar.com/FAQ.htm

Lunar New Year in Taiwan.
http://www.gio.gov.tw/taiwan-website/5-gp/culture/lunar-NY

Chinese New Year.
http://teacherlink.ed.usu.edu/tlresources/units/Bymes-celebrations/chinese.html

How to Prepare Chinese New Year Party.
http://www.chinesefortunecalendar.com/NewYearParty.htm

http://webexhibits.org/calendars/calendar-chinese.html
http://www.gio.gov.tw/info/festival_c/html_e/moon.htm
http://users.ameritech.net/paulcarlisle/MoonCalendar.html
http://www.midnightmoonchild.com/moonchildlunarcalendarpage.html
http://www.hermetic.ch/cal_stud/lunarcal/lunarcal.htm
http://aa.usno.navy.mil/fag/docs/calendars.html
http://www.astrohoroscopes.com/chinese/lunar.html
http://www.chinatoday.com/culture/zodiac/zodiac.htm
http://www.travelchinaguide.com/intro/social_customs/zodiac/
http://www.educ.uvic.ca/faculty/mroth/438/CHINA/15-day_celebration.html
### Unit Goals and Objectives

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<th>ELL Language</th>
<th>Teaching Language</th>
<th>Objectives</th>
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<tr>
<td>I want my students will be able to...</td>
<td>Use English to participate in social or cultural interaction.</td>
<td>To improve students’ oral and written social and cultural language.</td>
<td>Know Chinese culture especially recognize that the Chinese New Year and its celebration are unique and valid.</td>
<td>Develop the means of gaining information or understanding.</td>
</tr>
</tbody>
</table>

#### Standard:
- ESL 9-12
  - Goal 1 Standard 1,2 & 3
  - Goal 2 Standard 1,2 & 3
  - Goal 3 Standard 1,2 & 3
- ESL 9-12
  - Goal 1 Standard 1,2 & 3
  - Goal 2 Standard 1,2 & 3
  - Goal 3 Standard 1,2 & 3

#### Learning Objectives:
- **Awareness and Attitude:** Students will be aware of...
- All students should learn new cultural words.
- All students should learn new cultural words.
- Language is a source of culture and pleasure as well as learning.
- Although cultures may appear very different, all people share basic needs and there are different ways of satisfying common needs.
- - All students may use different ways to learn or seek different information.
- - Others’ cultural essences are worthy of respect.
| Knowledge: I want my students to know... | -Vocabulary related to calendar, zodiac, tradition, customs and activities.  
-Describe Chinese culture and make a comparison with their own culture.  
-Discuss the celebrations about new year and talk about their favorite activities.  
-Recount activities of interest.  
-Share different social and cultural traditions and values with the peers.  
-Know the differences between the Chinese Lunar Calendar and Solar calendar.  
-Know the background and concept of Chinese Zodiac.  
-Know about different traditional customs and activities in celebration of Chinese New Year.  
-Know about Chinese lantern festival.  
-Know the holidays originate from a variety of different backgrounds, legends or traditions.  
-Compare the lunar and solar calendar with terminologies.  
-How to use Chinese zodiac chart.  
-Read and recognize the features of the legends.  
-The legends are a way of explaining our perception of the world in which we live. |
|---|---|---|---|
| Skills: I want my students should able to... | -Write a short story about Chinese new year and express their enjoyment.  
-Write their own legends about why they celebrate the New Year in the way that they do.  
-Discuss with them the similarities and differences in the legends that they wrote, showing that all people see things in a different manner.  
-Make a plan for organizing a Chinese new year party.  
-Write an essay to compare American culture with Chinese culture especially about new year celebration.  
-Write their own legends about why they celebrate the New Year in the way that they do.  
-Demonstrate all the traditions and activities of Chinese New Year and express their enjoyment.  
-Organize a group party for celebrating Chinese New Year.  
-Share customs and traditions from cultural heritage.  
-Use lunar zodiac chart to tell your friends.  
-Use class notes and other resources to recall all information. |
Chinese New Year

Planning Web

- Zodiac
- Astrology
- Calendar System
  - Moon Phase
  - Lunar and solar calendar
- Science
- Eating
  - Preparing Dumpling
  - New Year Eve dinner
- Chinese New Year
- History
  - Social study
  - Traditions
  - New year activities
- Language
  - Art
  - Legends
- Picture
  - Animal sign
  - Traditions and customs
  - Tell fiction
Lesson 1
Lesson 1: Chinese Lunar Calendar

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- **Types of Calendar**
  - Purely lunar calendars
  - Purely solar calendars

- **Astronomical events**
  - Calendars based on rules
  - Calendars based on astronomical observation
  - Calendars based on astronomical calculation

- **Chinese Lunar Year**

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The Sources for this Modification

http://www.hotspotfishing.com/learn/moon.asp
http://home.blarg.net/~thomast/astro/moonphases.html
http://aa.usno.navy.mil/faq/docs/moon_phases.html
http://aspire.cosmic-ray.org/labs/moon/lunar_phases_main.html
http://www.eslisland.com/intro/LunarCalendar
http://www.hermetic.ch/chcal/intro.htm
## Language Functions for ELLs – Lesson 1

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Modified Lesson Plan for ELLs – Lesson 1

Goal:

I want all students to know the Chinese lunar calendar and the relationship of the lunar calendar with the solar calendar. I want all students to know the terminology of the Chinese calendar.

Language Objectives:

All students will learn new calendar terms, key words (with flashcards) and grammar points and will able to:
- Use “WH” questions.
- Describe the Chinese lunar calendar and make a comparison with the solar calendar.
- Identify two types of calendars.
- Share all information they learned with their peers.

1. Beginner students:
   - Repeat the calendar terms orally.
   - Identify the moon phase pictures visually.
   - Express their understanding by matching and filling in the worksheets.
   - Share information with other peers and participate in class discussions.

2. Intermediate students:
   - Define words related to the Chinese lunar calendar.
   - Express their understanding by filling in the blanks and answering the questions.
   - Compare the Chinese lunar year with the solar Year.
   - Write a summary about the Chinese lunar calendar.

3. Advanced students:
   - Express understanding by filling in the blanks and answering the questions.
   - Inquire about facts and rules related to the two types of calendars.
   - Narrate how lunar calendars are based upon the cycles of the moon.

Standard: ESL 9-12: Goal 2 Standard 1, 2 & 3
   Goal 3 Standard 1

Content Objectives:

- I want my students to know the differences between lunar calendar and solar calendar and what each is used for.
- I want my students to learn about the Chinese lunar calendar.
- I want my students to learn the terminologies of the lunar calendar and solar calendar.
- I want my students to learn the difference between an ordinary year and a leap year.
- I want my students to know some facts about the calendar.
Procedures:

1. **Course preparation**

Before the class starts, the teacher will write the following subject matters on the blackboard:

- The goal of this lesson
- The language objective for various levels of ELLs
- Content goal

Beginner ELL students will have the opportunity to look through the reading materials prior to the lesson. The teacher will ask them to mark or highlight any word or information that surprises or puzzles them. If possible, they will discuss with the ESL teacher, instructional assistant or classroom teacher. The teacher will prepare the flashcards for them.

2. **Initiation:** At the beginning of the class, the teacher will bring a world map and a globe and ask the students if they know anything about China. The teacher will ask students in groups of four to use these materials (world map and globe) to point out China on either the map or globe and list everything you know about China and the Chinese Lunar Year in the K space on the “K-W-L chart” and write what you want to learn about it in the W space. (Beginner levels can use a single word or picture). Then, the teacher will briefly introduce the general information about China, such as location, area, population and history of the civilization.

3. In groups, **brainstorm** with students about calendars - the one we use and some others. Ask students to think of all the things that they know about calendars. What other calendars do you know of? Have them share, in groups of four, what they know about the Chinese lunar calendar.

4. **Mini-Lecture:** The teacher will begin the lesson by introducing calendar terms, such as the lunar calendar, solar calendar, Gregorian calendar, leap year, etc. with flash cards. Students will repeat the terms and write the words on paper (in the mini-book). The teacher will have some questions (write the questions on the board) such as how does one count a day, week, month and year, what years are leap years, and how does one count Chinese lunar years before reading the text. Afterwards, the teacher will introduce the Chinese lunar calendar, solar calendar, ordinary year, leap year, some facts about the calendar and its terminologies by using modified texts with teacher-made pictures and tables. During the reading of the text, the teacher will adjust the reading by suggesting reading at a slower pace, using gestures, pausing, paraphrasing and enunciating. Afterward, in pairs, have the students respond to the questions.

5. **Activity 1:** The teacher will use a computer to show information about the moon phases (pictures of day 1 to 28) and a movie of the moon from the website (see page ) and show some supplementary materials. Then students will share the information and complete a listening guide with varying standards for the three different levels of ELLs using the information from the website and supplemental materials. The students will use the line to match or fill in the blanks.
6. **Activity 2:** The students will construct their own mini-book containing the key words, calendar terms and key-answers for above questions. The students will share their mini-book information with their peers and make sure they have all the information on their mini-book that will be used throughout lesson 1. Then, the teacher will ask the students to read the mini-book aloud by themselves.

7. **Concept Development and Class Discussion:** The teacher will arrange the students in groups of four with varied language levels including at least one mainstream student and have each group develop a connective chart or web to show the main idea of this lesson, especially about the relationship of the Chinese lunar calendar with the solar calendar. Each group member will play a role (information collector, organizer, editor and presenter). The presenter of each group will demonstrate their work to the whole class.

8. **Summaries:** After the teacher summarizes the content of this lesson, students will do the in-class assignment to give feedback on what they have learned from this lesson. In pairs of "mainstream student/beginner student," the drawings will be assessed for understanding what the Chinese lunar year is about. See if the students are able to incorporate at least four things that they have learned from this lesson. For the intermediate students, have them to create a connective graph or web to summarize the Chinese lunar calendar. Advanced students will answer the questions about the Chinese lunar calendar. All students will fill in what they learned about the Chinese lunar Year in the L space of K-W-L chart and complete the worksheet by refilling the missing parts.
Narrative

The following lesson 1 presentation has been modified to benefit English Language Learners (ELLs) of varying levels, ranging from beginner to advanced literacy. This lesson is written for the FCC (Family with Children from China) adult group which includes both mainstream students and ELLs.

I modified my original lesson plan to make it more comprehensive and meaningful. There are several modifications that teachers should always keep in mind:

- Slow pace and gestures
- Precision
- Simplified syntax
- Repetition
- Consistent vocabulary and formulary

Throughout this lesson I will use several sheltered strategies. For example:

1. **Lesson preparation.** I will use the blackboard to:
   a) clearly define the language objectives for varying levels of ELLs,
   b) note calendar terms and key questions and
   c) frame the main idea. I will adapt the content text and assignment to all levels of language proficiency and prepare some supplementary materials, including calendar terms on flashcards, moon phase pictures, teacher-made pictures and tables, and pre-reading materials for beginners. These materials allow them to have an opportunity to look through the short reading sheet prior to the lesson so I can ask them to mark or highlight any word or information that surprises or puzzles them. If possible they will have the chance to share what they saw in the reading with each other and also discuss with either the ESL teacher, instructional assistant or classroom teacher.

2. I will use the map and globe to initiate the lesson and ask students in a group to brainstorm and think of all the things that they know about calendars, what other calendars do they know and have them share with each other. I will use the K-W-L charts to link the students’ background and experience, activate their interests and encourage them to share what they already know about the topic.

3. During the reading of the text, I will adjust the teacher’s speech by suggesting reading at a slow pace, using gestures, taking pauses and using clearly academic terminology. I will adjust the questions for various levels of ELLs and modify assignments by using multiple versions of both the worksheets and activities.

4. I will ask students to repeat the terms and key words and write those on paper to construct their own mini-book containing key words, calendar terms and key answers for the questions that will be used throughout lesson 1. Also, I will ask the students to read the mini-book aloud by themselves.
In order to display the "enlarged word web" of related calendar terms and the hands-on pictures and tables by the teacher, I will guide the brainstorm session and refer to the enlarged visual simultaneously.

5. I will use the computer to show information about the moon phases (pictures of day 1 to 28) and a movie of the moon from a website and use some supplementary materials to make the content concepts clear and comprehensible.

6. I will use the questioning and response strategy to help students focus on the content.

7. I will arrange students into small groups and the mainstream students will involve all group activities such as pairs, partners and groups of four with varied language levels in order to engage all group activities. The students will work in small groups or pairs throughout the lesson and link new knowledge to existing knowledge among their peers. This format allows students to share their understanding and knowledge in many cases. During the open discussion, I will use alternate grouping strategies for the varying levels of ELLs. Students will share information in cooperative groups in order to build off of one another to help and benefit all levels of language learners.

8. I will create role-playing activities in the classroom for team members and demonstrate their teamwork in class as a whole.

9. I will ask students do the in-class assignment to give feedback on what they have learned from this lesson and the students will engage in the content activities with varied language levels and use what they have learned to write and describe content information.
Sheltered ELL Strategies Checklist  Lesson 1

Kay Vocabulary
Calendar system Terminology

Supplementary Materials
Moon phase pictures
Moon and sun relationship
Chinese lunar vs. Solar Calendar

Sheltered Features
Contextualize Lesson
- Visuals (Realia, Manipulative, Gestures)
- Model (Instructions, Processes)
- Activate Background Knowledge

Make Text Comprehensible
- Graphic Organizers
- Develop Vocabulary
- Simplify Written Text

Make Talk Comprehensible
- Graphic Organizers: Listening Guides
- Frame Main Ideas
- Pace Teacher's Speech

Engage: Opportunities for Output
- Teacher Questioning and Response Strategies; Instructional Conversations
- Small Group Work
- Meaningful, real-life activities

Engage Appropriate Proficiency Levels
- Use questions appropriate for language levels
- Assign appropriate tasks for varying levels
- Literacy/Academic Development
- Allow use of L1 for planning and conceptualization
- Lots of real oral and written language
- Hands on activity
- Independent practice
- Whole class work
- Partners
- Assessment
- Individual
- Group

Lesson Sequence  Time Allotment (Min.)
1-Content/language Objectives.  Before class
2-Initiation: General Information about China.  5
3-Brainstorm: Think of all the things that they know about calendars.  10
4-Mini-Lecture: Introduce calendar system.  10
5-Activity 1: Watch movie about the moon phases.  10
6-Activity 2: Construct their own mini-book.  10
7-Role Playing: Play a role as collector, organizer, editor, and presenter in group work.  10
8-Assessment: Do the in-class assignment and fill in KWL Chart.  10

Total: 65 Min.
Pre-reading Materials for beginner

The *calendar terms*:

- Century = 100 years
- Year = 12 months = 365 days
- Month = 30 days
- Week = 7 days
- Day = 24 hours
- Hour = 60 minutes
- Ordinary year = 365 days
- Leap year = 366 days

*What's a calendar?* — A calendar is a system for measuring time.

*How does one measure time?* — Time is measured by observing the movements of the sun, moon and stars.

*What's a Day?* — Every one knows about the rotation of the Earth about its axis, which causes movement of the Sun from East to West across the sky. So we define one cycle of movement of the Sun as one 'Day.'

*What's a Week?* — The ancient Assyrians invented the seven-day week, and the names of days of the week that we use even today are based on a system of assigning the five planets visible to the naked eye, the sun, and the moon to the seven days of the week.

*What's a Month?* — Each night, the appearance of the Moon changes from the new moon to full moon and back. So we define a 'Month' as the time it takes for the Moon to go through one cycle of motion. As it happens, this takes about 29.5 days. So we round the month to be either 29 days or 30 days.

*What about a Year?* — The next larger unit of measurement of time is the 'Year.' For this we go back to the Sun again. Careful observations reveal that the over a period of many months (12), the position of the Sun shifts from very high overhead to a much lower point at Noon time. The length of daylight time also changes from longer to shorter. Even more importantly, the weather changes from hot to cold, giving rise to the four seasons of winter, spring, summer and fall. It is logical, therefore, to define the length of this time period as a 'Year.'
<table>
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<tr>
<th>Types of Calendar</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Purely lunar calendars</td>
<td>Those which are based on the natural cycles of the Moon, which have months which attempt to stay as closely as possible in sync with the lunar phases, and whose years (composed of months) have no close relation with the solar cycle, for example, the Muslim Calendar.</td>
</tr>
<tr>
<td>Purely solar calendars</td>
<td>Those which are based on the cycle of the seasons, which results from the motion of the Earth around the Sun (and the fact that the Earth’s axis of rotation is tilted significantly with respect to the Earth’s plane of rotation about the Sun). These calendars have years which accord with the seasonal cycle and begin at or near a fixed point in that cycle. Years in a purely solar calendar may be composed of months, but the months have little if any connection with the lunar cycle, for example, the Common Era Calendar (the Gregorian Calendar with years designated according to the astronomical system) commonly in use today.</td>
</tr>
<tr>
<td>Lunisolar calendars</td>
<td>The Chinese Calendar is a lunisolar calendar based on calculations of the positions of the Sun and Moon. Since this calendar uses the true positions of the Sun and Moon, its accuracy depends on the accuracy of the astronomical theories and calculations.</td>
</tr>
</tbody>
</table>
The Chinese Lunar Year

The Chinese lunar year is divided into twelve months of 29½ days. Every two and a half years, an intercalary month is added to adjust the calendar. The addition of this month every third year produces the Lunar Leap Year. For easy reference, the beginning of each lunar month is the date of the New Moon marked on the Western calendar.

The year can be divided into ordinary year and leap year. An ordinary year has 12 months and a leap year has 13 months. An ordinary year has 353, 354, or 355 days, a leap year has 383, 384, or 385 days.

Solar Year

The solar calendar consists of a series of seasonal years which are divided into 24 "solar terms". The lunar calendar consists of a series of years which are divided into 12 or 13 lunar months. A solar year always begins at the (northern) winter solstice, on or around December 21st in the Common Era Calendar. A lunar month always begins on the day of a dark moon. The beginning of a lunar year (i.e., lunar new year's day) is more difficult to define; it always occurs from about January 20th to about February 20th, i.e., about a month or so after the start of the solar year.

In the Solar Calendar system, a normal year has 365 days. Every 4-th year, an extra day is added in February to make up to 365.25 days. This is called the Leap Year. Each year still has 12 months, but the numbers of day in each month vary illogically, so the start of each month does not coincide with the phase of the New Moon at all.

Calendar Terminology

- In Chinese calendar terminology:

| Great Year = 12 years |
| Cycle = 5 Great Years = 60 years |
| Epoch = 60 Cycles = 60 x 60 years = 3,600 years |

We are now in the Second Epoch.

- In the Gregorian calendar terminology:

| Decade = 10 years |
| Century = 100 years |
| Millennium = 1,000 years |

For example, 2005 is in the Third Millennium, 21-th Century, first decade and 5-th year.
# Chinese lunar calendar VS. Solar calendar

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<th>Solar calendar</th>
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<td>Sun</td>
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<td>Months (cycles)</td>
<td>13 lunar cycles</td>
<td>12</td>
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<td>Begins with</td>
<td>Each new moon</td>
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<td>Length of year</td>
<td>365</td>
<td>365.25</td>
</tr>
<tr>
<td>Type</td>
<td>Lunisolar</td>
<td>Purely solar</td>
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## What Years Are Leap Years?

Leap years have 13 months. To determine if a year is a leap year, calculate the number of new moons between the 11th month in one year (i.e., the month containing the Winter Solstice) and the 11th month in the following year. If there are 13 new moons from the start of the 11th month in the first year to the start of the 11th month in the second year, a leap month must be inserted.

In leap years, at least one month does not contain a Principal Term. The first such month is the leap month. It carries the same number as the previous month, with the additional note that it is the leap month.

## How Does One Count Chinese lunar Years?

Unlike most other calendars, the Chinese lunar calendar does not count years in an infinite sequence. Instead years have names that are repeated every 60 years.
Modified Lesson 1  Chinese Lunar Calendar and Western Solar Calendar

General information about China

Location
China is situated in eastern Asia, bounded by the Pacific in the east, Korea Bay, Yellow Sea, and South China Sea, between North Korea and Vietnam.

Area
The third largest country in the world, next to Russia, it has an area of 9.6 million square kilometers, or one-fifteenth of the world's land mass.

Population
Around 1,210,000,000 (July 1996 est.)

History
Chinese civilization is unique in world history is its continuity through over 4,000 years to the present century.
The calendar terms (Flashing Cards):

Hour
Day
Week
Month
Year
Decade
Ordinary year
Leap year
Great year
Epoch
Millennium
Cycle
Century
Lunar year
Solar year
Lunisolar
New moon
Full moon
First quarter
Crescent
Gibbous
Waxing
Waning
Moon phase
Season
The Gregorian Calendar
Questions: (Teacher will write these questions on the blackboard)

1. What's a calendar?

2. How does one measure time?

3. What's a Day?

4. What's a Week?

5. What's a Month?

6. What about a Year? How long is a year?

7. What Years Are Leap Years?

8. How Does One Count Chinese lunar Years?
### Calendar Terminology

#### Chinese calendar Terminology:

- **Epoch** = 3600 years = 60 cycles
- **Cycle** = 60 years = 5 Great Years
- **Great Year** = 12 years
- **Lunar Year** = 13 months
- **Lunar Month** = 29.25 days

#### Gregorian calendar Terminology:

- **Millennium** = 1,000 years
- **Century** = 100 years
- **Decade** = 10 years
- **Solar Year** = 12 months
- **Solar Month** = 30 days

---

**In Chinese Calendar terminology:**

- Great Year = 12 years
- Cycle = 5 Great Years = 60 years
- Epoch = 60 Cycles = 60 x 60 years = 3,600 years

We are now in the Second Epoch.

**In the Gregorian Calendar terminology:**

- Decade = 10 years
- Century = 100 years
- Millennium = 1,000 years

For example, 2005 is in the Third Millennium, 21-st Century, first decade and 5-th year.
Types of Calendar

The motion of the Sun and the Moon provide temporal cycles which have strongly influenced the design of most calendars, which usually attempt to accord either with

- The solar cycle (the cycle of the seasons)
- The lunar cycle (the cycle of the phases of the Moon)

or with both

There are over forty calendars currently in use, and many others that have been used or have been invented. They thus come in many forms. They may be divided into six kinds but we only introduce three kinds:

<table>
<thead>
<tr>
<th>Purely lunar calendars</th>
<th>Those which are based on the natural cycles of the Moon, which have months which attempt to stay as closely as possible in sync with the lunar phases, and whose years (composed of months) have no close relation with the solar cycle, for example, the Muslim Calendar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purely solar calendars</td>
<td>Those which are based on the cycle of the seasons, which results from the motion of the Earth around the Sun (and the fact that the Earth’s axis of rotation is tilted significantly with respect to the Earth’s plane of rotation about the Sun). These calendars have years which accord with the seasonal cycle and begin at or near a fixed point in that cycle. Years in a purely solar calendar may be composed of months, but the months have little if any connection with the lunar cycle, for example, the Common Era Calendar (the Gregorian Calendar with years designated according to the astronomical system) commonly in use today.</td>
</tr>
<tr>
<td>Lunisolar calendars</td>
<td>The Chinese Calendar is a lunisolar calendar based on calculations of the positions of the Sun and Moon. Since this calendar uses the true positions of the Sun and Moon, its accuracy depends on the accuracy of the astronomical theories and calculations.</td>
</tr>
</tbody>
</table>
Astronomical events

Calendars may also be divided into three kinds according to whether or not they depend on the times.

- Calendars based on rules
- Calendars based on astronomical observation
- Calendars based on astronomical calculation

The Gregorian calendar
The Islamic calendar
The Chinese calendar

The Chinese Calendar is a lunisolar calendar based on calculations of the positions of the Sun and Moon. Since this calendar uses the true positions of the Sun and Moon, its accuracy depends on the accuracy of the astronomical theories and calculations.
The Chinese Lunar Year

The Chinese Lunar Year is the longest chronological record in history, dating from 2600 B.C. when the Emperor Huang Ti introduced the first cycle of the zodiac. Like the Western calendar, the Chinese lunar calendar is a yearly one. However, this calendar is based on exact astronomical observations of the longitude of the sun and the phases of the moon and is constructed in a different fashion than the Western solar calendar. Because of this cyclical dating, the beginning of the year can fall anywhere between late January and the middle of February. One complete cycle takes 60 years and is made up of five simple cycles of 12 years each. The 78th cycle started on February 1984, and will end on February 2044. The Chinese have adopted the Western calendar since 1911, but the lunar calendar is still used for festive occasions such as the Chinese New Year. A normal year has 12 lunar months, with the length of lunar month defined above. In order to make up to 365.24 days, an extra month is added during the Leap Year.

The Chinese lunar year is divided into twelve months of 29½ days. Every two and a half years, an intercalary month is added to adjust the calendar. The addition of this month every third year produces the Lunar Leap Year. For easy reference, the beginning of each lunar month is the date of the New Moon marked on the Western calendar.

The year can be divided into ordinary year and leap year. An ordinary year has 12 months and a leap year has 13 months. An ordinary year has 353, 354, or 355 days, a leap year has 383, 384, or 385 days.

Lunar Calendars are based upon the cycles of the moon. This is a difference from the 12 month Solar Calendar system most of us grew up with. Essentially, a lunar calendar follows the "Lunar Month" that begins with each new moon phase. There are 13 lunar cycles in a year (as opposed to twelve solar months) and often, all 13 of these cycles aren't entirely completed within 365 days.

Solar Year

The solar calendar consists of a series of seasonal years which are divided into 24 "solar terms". The lunar calendar consists of a series of years which are divided into 12 or 13 lunar months. A solar year always begins at the (northern) winter solstice, on or around December 21st in the Common Era Calendar. A lunar month always begins on the day of a dark moon. The beginning of a lunar year (i.e., lunar new year's day) is more difficult to define; it always occurs from about January 20th to about February 20th, i.e., about a month or so after the start of the solar year.

In the Solar Calendar system, a normal year has 365 years. Every 4-th year, an extra day is added in February to make up to 365.25 days. This is called the Leap Year. Each year still has 12 months, but the numbers of days in each month vary illogically, so the start of each month does not coincide with the phase of the New Moon at all.
What Years Are Leap Years?

Leap years have 13 months. To determine if a year is a leap year, calculate the number of new moons between the 11th month in one year (i.e., the month containing the Winter Solstice) and the 11th month in the following year. If there are 13 new moons from the start of the 11th month in the first year to the start of the 11th month in the second year, a leap month must be inserted.

In leap years, at least one month does not contain a Principal Term. The first such month is the leap month. It carries the same number as the previous month, with the additional note that it is the leap month.

How Does One Count Chinese Lunar Years?

Unlike most other calendars, the Chinese lunar calendar does not count years in an infinite sequence. Instead, years have names that are repeated every 60 years.

WH Questions:

1. What's a calendar?

A calendar is a system for measuring time, from hours and minutes, to months and days, and finally to years and centuries. The terms of hour, day, month, year and century are all units of time measurements of a calendar system.

2. How does one measure time?

Time is measured by observing the movements of the sun, moon and stars. People in all major cultures have since discovered this fact since pre-historical time.

3. What's a 'Day'?

Every one knows about the rotation of the Earth about its axis, which causes (apparent) movement of the Sun from East to West across the sky. So we define one cycle of movement of the Sun as one 'Day.'

4. What's a 'Week'?

The concept of a "week" is less important in the Chinese calendar. The ancient Egyptians had a ten-day week, and so did the Chinese. The ancient Assyrians invented the seven-day week, and the names of days of the week that we use even today are based on a system of assigning the five planets visible to the naked eye, the sun, and the moon to the seven days of the week.
5. What's a 'Month'?

For this we look at the Moon! Each night, the appearance of the Moon changes from 'new moon' to 'full moon' and back. So we define a 'Month' as the time it takes for the Moon to go through one cycle of motion. As it happens, this takes about 29.5 days. So we round the month to be either 29 days or 30 days. Again, in the Chinese language a month is simply a 'Moon.' The English word "month" is derived from the word "moon".

6. What about a 'Year'?

The next larger unit of measurement of time is the 'Year.' For this we go back to the Sun again. Careful observations reveal that the over a period of many months (12), the position of the Sun shifts from very high overhead to a much lower point at Noon time. The length of daylight time also changes from longer to shorter. Even more importantly, the weather changes from hot to cold, giving rise to the four seasons of Winter, Spring, Summer and Fall. It is logical, therefore, to define the length of this time period as a 'Year.'

7. How long is a year?

A little more than 365 days. In 104 B.C. the length of a year was determined to an accuracy of 365.2502 days. By 480 A.D., Ju Chongzhi refined it to 365.2428 days, or 52 seconds more than the modern value of 365.2422 days.
The Moon

Waxing vs. Waning

1. New Moon
2. Waxing Crescent
3. First Quarter
4. Waxing Gibbous
5. Waxing Crescent
6. Full Moon
7. Waning Gibbous
8. Last Quarter
9. Waning Crescent
Phases of the Moon
Lunar Cycles

Line marks area visible from earth

Fig. 7a. The Moon as Illuminated by the Sun

A B C D E
New Crescent Quarter Gibbous Full

Fig. 7b. Phases of the Moon as Seen from the Earth
The Phases of the Moon

Day 0
Day 4
Day 7
Day 10
Day 14
Day 18
Day 22
Day 26
Day 29
<table>
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<tr>
<th>Chinese lunar calendar</th>
<th>Solar calendar</th>
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<tr>
<td>Based upon</td>
<td>The cycle of the moon</td>
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<tr>
<td>Months (cycles) of year</td>
<td>13 lunar cycles</td>
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<td>Each month</td>
<td>29.5 or 30 days</td>
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<tr>
<td>Length of year</td>
<td>365 days</td>
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<td>Astrological signs</td>
<td>Celestial animals (12)</td>
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<tr>
<td>Associate with</td>
<td>Five Cosmic Elements (5)</td>
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<td>Begins with</td>
<td>Each new moon</td>
</tr>
<tr>
<td>A full cosmic cycle</td>
<td>60 years (12x5=60)</td>
</tr>
<tr>
<td>Type</td>
<td>Lunisolar</td>
</tr>
<tr>
<td>Leap year</td>
<td>Every three lunar years</td>
</tr>
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Listening Guide for Beginner:

Draw a picture of each phase of the moon.

New Moon

Crescent Moon

First Quarter Moon

Full Moon

Third Quarter Moon

Crescent Moon

New Moon
Listening Guide for Intermediate:

Fill in blank using Calendar Terminology

1. ___________ Calendar terminology:

2. Great Year = ______ years

3. Cycle = 5 Great Years = ______ years

4. ______ = 60 Cycles = 60 x 60 years = 3,600 years

5. We are now in the ___________ Epoch.

6. ___________ Calendar terminology:

7. ___________ = 10 years

8. ___________ = 100 years

9. ___________ = 1,000 years

10. For example, 2005 is in the Third Millennium, _____ Century, 
    _____ decade and 5-th year.
Listening Guide for Advanced:

Fill in blank

1. Purely lunar calendars based on the natural cycles of the ___________.
   For example, the ___________ Calendar.

2. Purely __________ based on the cycle of the _____________.
   For example, the ___________ Calendar

3. __________ calendars based on calculations of the positions of the __________ and __________. For example, the ____________ calendar.

4. __________ years have 13 months.

5. __________ year has 12 months.

6. Lunar Month begins with each ________________ phase.
   There are 13 ______________ in a year.
Oral Activity for Beginner:

Read the sentences (please pay attention to the grammar points):

1. Purely lunar calendars are based on the natural cycles of the Moon.

2. The Chinese Calendar is a lunisolar calendar based on calculations of the positions of the Sun and Moon.

3. We are now in the second Epoch.

4. Leap years have 13 months.

5. Lunar Month that begins with each new moon phase.

6. Solar calendars are based on the cycle of the seasons.
Oral Activity for Intermediate:

Answer the following questions:

1. What's a calendar?

2. How does one measure time?

3. What's a Day?

4. What's a Week?

5. What's a Month?

6. What about a Year? How long is a year?

7. What Years Are Leap Years?

8. How Does One Count Chinese lunar Years?
Oral Activity for Advanced:

Compare and contrasting the Solar calendar with the Chinese Lunar Calendar (At least three points):

Solar calendar

Chinese lunar calendar
Writing Activity for Beginner:

You will construct your own mini-book containing key words, calendar terms, key-answers for the questions.

1. Key words (At least three):

2. Calendar terms (At least three):

3. Read each question. Then circle the letter next to the correct answer.

(1) The Chinese lunar calendar has
   a. 12 months
   b. 13 months
   c. 12 months

(2) One lunar cycle has
   a. 360 years
   b. 60 years
   c. 10 years

(3) One century has
   a. 1000 years
   b. 100 years
   c. 3600 years
Writing Activity for Intermediate:

You will create a table or web to compare the Chinese lunar calendar with solar calendar:
Writing Activity for Advanced:

You will be creating a mini-lecture to introduce Chinese Lunar Calendar. You should write three paragraphs. Two paragraphs should describe the calendar system and the third and the final paragraph will describe the Chinese lunar calendar.

Title: ________________________________

Paragraph 1: ☐

Paragraph 2: ☐

Paragraph 3: ☐
Mini-book

Key Words

Calendar Terms

Key-answers
KWL Chart

Topic _______________________

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Lesson 1: Original Lesson Plan

Goal:

The student will learn about the lunar calendar, solar calendar and the Chinese Lunar Calendar.

Objectives:

- Students will learn the differences between the lunar calendar and solar calendar how each is used.
- Students will learn the terminologies of the Chinese calendar and western calendar.
- Learn about the difference between an ordinary year and a leap year.
- Learn important facts about the calendar.

 Procedures:

1. The teacher will briefly introduce the general information about China, such as the civilization's location, area and history.

2. In groups, students will discuss the calendars - the one we commonly use and some other versions. Ask the students to think of all the things they know about calendars. What other calendars do they know of? Have them share, in groups of four, what they know about the lunar calendar.

3. Class discussion: After all the activities have been completed, have all the students respond to the following question: "What do you know about the Chinese Lunar Calendar?"

 Assessment:

1. Students with web access will be given assignments to prepare 5-minute reports on the lunar calendar using encyclopedias, web links cited by "Stargazers" and other calendars they may find.

2. Answer this question: "How would you measure the rotation period of the Earth?"
Lesson 2
Lesson 2: Chinese Zodiac

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Modified Lesson Plan for ELLs - Lesson 2

Goal:

I want all students to learn about the 12 animals of the Chinese zodiac. I want my students to focus on the animal associated with the year of their birth, the five elements and the lunar calendar.

Language Objectives:

All students will learn new terms about the five elements, heaven stems and earth branches, key adjectives and grammar points and will able to:

- Use the twelve-animal chart.
- Describe the Chinese five elements theory.
- Identify the traits associated with their respective zodiac animal.
- Share cultural information they have learned with their peers.

1. Beginner students:
   - Repeat the five elements orally.
   - Identify the twelve animal pictures visually.
   - Describe the legends.
   - Express their understanding by matching the zodiac chart and filling in chart worksheets.
   - Share and request information with groups and participate in class discussions.

2. Intermediate students:
   - Define terms related to the five elements theory.
   - Link zodiac legends.
   - Express their understanding by making a “Heavenly Stem” and “Earthly Branch” web and answering the questions.
   - Individual practice.
   - Write a summary about the Chinese Zodiac signs.

3. Advanced students:
   - Express understanding by filling in blanks and answering questions.
   - Summarize the 60-year cycles.
   - Inquire about traits and rules related to the two types of calendars.
   - Oral presentation about what trait it represents.

Standard: ESL 9-12: Goal 1 Standard 1, 2 & 3
          Goal 2 Standard 1
          Goal 3 Standard 1
Content Objectives:

- I want my students understand that the Chinese calendar is divided into cycles of 12 years, in which each year is represented by an animal.
- I want my students to be familiar with the story and explain the choice of the 12 zodiac animals.
- I want my students to understand that each animal of the calendar symbolizes certain character traits.
- I want my students to know that the Chinese associate the traits of each zodiac animal with the people born in that year.
- I want my students to know their own signs within the Chinese zodiac.

Procedures:

1. Course preparation. Before the class starts, the teacher will write the following subject matters on the blackboard:

   - The goal of this lesson
   - The language objective for the varying levels of ELLs
   - The content goal

2. The teacher will briefly review information about the Chinese lunar calendar. Then, the teacher will start to explain how the calendar is divided into 12-year cycles, each year being associated with a certain animal and the 60-year cycle being associated with the five elements and introduce the elements theory. First, the teacher will ask students if they have any ideas on what the 12 animals might be. Remind them that the Chinese would choose animals that lived in their country and with which they were familiar with. After the students have made a few guesses, tell them that the first two in the list are the rat and the ox and that they are about to learn why this is so.

3. The teacher will handout 1) the legends and origins, 2) pictures of the zodiac animals, 3) "key terms web" about the five elements and 12 animals and 4) adjectives for describing the trait of the animals. Ask two students to read aloud the stories of how the 12 zodiac animals were chosen. Using the animal names, the beginners will identify the zodiac creatures in the pictures, and the teacher will ask the intermediate students what characteristics come to mind when they see each animal and write the names of the animals on paper, followed by building up their vocabulary. The advanced students will link the adjectives with each animal. Tell the students that the animals are often used as symbols for particular human traits.

4. Brainstorm with the students until they can come up with several adjectives to describe each of the 12 animals in the picture. Now hand out copies of the chart. The teacher will write the three categories on the board as well. Have the students write down one positive and negative trait for each animal listed on their charts. Now look up the traditional descriptions of the zodiac animals. Call upon different students to read aloud the description of each animal. Discuss these
descriptions. Note the comic images of the animals.

5. **Activity 1:** In groups of four, discuss the descriptions of the animals with the students. Ask them if they think the traits assigned to them seem appropriate or not. Remind the students that astrology is not a science but rather an amusing pastime, and that the interest in the animals of the zodiac adds another dimension to Chinese culture. Afterwards, the teacher will have the students suggest which traits (positive and negative) should be added.

6. **Activity 2:** Then the teacher will tell the students that they will learn more about the animal linked with the year of their birth. The students can do individual practice with the animal linked with the year of their birth if they don’t want people know their age or they can link other people’s year of birth. Continue the discussion of how these traits do or don’t seem appropriate. The teacher will ask the students to write the trait about their own pets or others and then to compare that with Chinese traditions.

7. **Activity 3:** Assign the 12 animals to one or two students, depending on class size. Using the information gathered for all the charts including the five elements, stem-branch chart and zodiac chart, have them make a large poster in cooperative groups. With a drawing of the animal, recent years associated with it, adjective it symbolizes and connection of three charts, have them make a prediction to fill in the blanks of the last chart.

8. **Class discussion.** After all the activities have been completed, have the students to respond to the following question: What are the 12 animals of the zodiac and how were they chosen? What traits are associated with them? What is your animal sign or your close friend’s, and what traits does it represent? Why is the cat not counted in the animal signs?

9. **Summaries.** After the teacher summarizes the content of this lesson, students will do the in-class assignment to give feedback on what they have learned from this lesson. In pairs of "mainstream student/beginner student," draw the pictures of the two animals they choose and below the picture they should write three or four adjectives describing that zodiac animal. Remind the students that as part of the New Year Celebration, the Chinese people welcome in the new animal for the year. They use pictures of that animal for decorating. Tell them that people believed that the characteristics of people were like those of the animal of the year they were born. Give intermediate students the Chinese Zodiac Chart. Have them figure out the years for each animal. Then have them find out the year for their family members and friends were born. For the advanced students, ask them to add some additional characteristics to the chart.
Narrative

Lesson 2 has been modified to benefit English Language Learners (ELLs) of varying levels, ranging from beginner to advanced literacy. This lesson is written for the FCC (Family with Children from China) adult group which includes both mainstream students and ELLs.

I modified my original lesson plan to make input more comprehensive and meaningful. There are several modifications that teachers should always keep in mind:

- Slow pace and gestures
- Precision
- Simplified syntax
- Repetition
- Consistent vocabulary

Throughout this lesson I use several sheltered strategies. For example:

1. I will write clearly defined language objectives and content objectives on the board for students at the beginning of a lesson. The students will state at the end of the lesson whether the objectives have been met.

2. Lesson preparation. I will adapt to ELL’s needs through the use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, highlighted text to all levels of language proficiency and some supplementary materials including the five elements chart, Stem-branch system chart, Zodiac chart, pictures of twelve animals, key adjectives for describing the traits of zodiac animals, term web and teacher-made pictures and tables to make the input more comprehensible.

3. I will briefly review the last lesson to initiate this lesson in order to link the new concepts with past learning. I will ask students to use their own ideas and imagination and experiences to guess what the twelve animals might be in order to enhance the interaction between the teacher and students.

4. I will ask the students to read aloud the stories of how the 12 zodiac animals were chosen. Using the animal names to identify the zodiac creatures in the picture, I will ask the students what characteristics come to mind when they see each animal and write the names of the animals on
the paper, followed by building up vocabulary and using the adjectives linked with animals. Tell the students that the animals are often used as symbols for particular human traits.

5. I will ask students to brainstorm until they can come up with several adjectives to describe each of the 12 animals in the picture. I will write the three categories on the board as well. Have the students write down one positive and negative trait for each animal listed on their charts and ask them to look up the traditional descriptions of the zodiac animals and compare with their own words. I will call upon different language level students to read aloud the description of each animal and have them discuss these descriptions. I will have students to note the comical images of the animals using their imagination and humor.

6. I will create three meaningful activities to make the content comprehensible: 1) in groups of four, discuss the descriptions of the animals with the students. Ask them if they think the traits assigned to them seem appropriate or not. Remind the students that astrology is not a science but rather an amusing pastime, and that the interest in the animals of the zodiac adds another dimension to Chinese culture. Afterwards, I will have the students suggest which traits (positive and negative) should be added. 2) I will tell the students that they will learn more about the animal linked with the year of their birth. The students can do individual practice linked with the year of their birth if they don’t want people know their age or they can link other people’s year of birth. Continue the discussion of how these traits do or don’t seem appropriate. 3) Assign the 12 animals to one or two students, depending on class size. Using the information gathered for all the charts with a drawing of the animal, recent years associated with it, adjective it symbolizes, and the connection of the three charts, have them make predictions in order to fill in the blanks on the last chart.

7. I will adjust the questions for various levels of ELLs and modify assignments by using multiple versions of both the worksheets and activities.

8. I will arrange students into small groups and the mainstream students will involve all group activities such as pairs, partners and groups of four with varied language levels to engage all group activities. The students will work in small groups or pairs throughout the lesson and link new knowledge to existing knowledge among their peers. This format allows students to share their understanding and knowledge in many cases. During the open discussion, I will use alternate grouping strategies for the varying levels of ELLs. Students will share information in cooperative groups in order to build off of one another to help and benefit all levels of language learners.

9. I will ask students to do the in-class assignment to give feedback on what they have learned from this lesson and the students will engage in the content activities with varied language levels and use what they have learned to write and describe content information.
Sheltered ELL Strategies Checklist  Lesson 2

<table>
<thead>
<tr>
<th>Kay Vocabulary</th>
<th>Supplementary Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun related to Chinese Zodiac</td>
<td>Zodiac pictures, chart</td>
</tr>
<tr>
<td>Adjectives related to animal traits</td>
<td>Relationship of five elements, heaven stems and earth branches.</td>
</tr>
<tr>
<td>Traits about 12 animals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sheltered Features</th>
<th>Engage Appropriate Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Visuals (Realia, Manipulative, Gestures)</td>
<td>✓ Use questions appropriate for language levels</td>
</tr>
<tr>
<td>✓ Model (Instructions, Processes)</td>
<td>✓ Assign appropriate tasks for varying levels</td>
</tr>
<tr>
<td>✓ Activate Background Knowledge</td>
<td>Literacy/Academic Development</td>
</tr>
<tr>
<td>Make Text Comprehensible</td>
<td>Allow use of L1 for planning and conceptualization</td>
</tr>
<tr>
<td>✓ Graphic Organizers</td>
<td>✓ Lots of real oral and written language</td>
</tr>
<tr>
<td>✓ Develop Vocabulary</td>
<td>✓ Hands on activity</td>
</tr>
<tr>
<td>✓ Simplify Written Text</td>
<td>✓ Independent practice</td>
</tr>
<tr>
<td>Make Talk Comprehensible</td>
<td>✓ Whole class work</td>
</tr>
<tr>
<td>✓ Graphic Organizers: Listening Guides</td>
<td>✓ Partners</td>
</tr>
<tr>
<td>✓ Frame Main Ideas</td>
<td>Assessment</td>
</tr>
<tr>
<td>✓ Pace Teacher's Speech</td>
<td>✓ Individual</td>
</tr>
<tr>
<td>Engage: Opportunities for Output</td>
<td>✓ Group</td>
</tr>
<tr>
<td>✓ Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>✓ Small Group Work</td>
<td></td>
</tr>
<tr>
<td>✓ Meaningful, real-life activities</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Sequence

1-Content/language Objectives. | Time Allotment (Min.)
--- | ---
2-Review: Links past learning and new concepts. | Before class 5
3-Building up vocabulary using handout. | 10
4-Brainstorm: Descriptions of the zodiac animals. | 10
5-Group activity: Discuss the descriptions of the animal's traits. | 10
6-Individual practice: linked with the year of their birth. | 10
7-Group work: Make a prediction. | 10
8-Assessment: In-class assignment to give feedback on what they have learned from this lesson | 10

Total: 65 Min.
Modified Lesson 2: Chinese Zodiac

General Information

The Chinese zodiac divides people into 12 personality types - the 12 animals. There are also five elements (metal, wood, water, fire and earth) which also determine the characteristics and the fate of people. These five elements are represented by the five planets (respectively Venus, Jupiter, Mercury, Mars and Saturn, with the same names in Chinese). The 12 Chinese signs are governed by the five elements. Individually each element's sign appears only once every 60 years – calculated by multiplying 12 signs by five elements. Thus, the Chinese calendar is based on a 60-year cycle called the Sexagenary Cycle. Each year of the cycle is given a name and is made up of two parts - the Celestial Stem and the Earthly Branch. There are 10 Celestial Stems and 12 Earthly Branches. The Stem is used in the front of (on the top of) the Branch. Chinese call them Heavenly Stem and Earthly Branch and use a specific sequence as the counting system for the calendar.

Five Elements

![Five Elements Diagram]

5 Elements: Metal Wood Water Fire Earth
Ten Heavenly Stems and Twelve Earthly Branches

<table>
<thead>
<tr>
<th>Sequence Order</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heavenly Stems</strong> (10)</td>
</tr>
<tr>
<td><strong>Earthly Branches</strong> (12)</td>
</tr>
</tbody>
</table>

**List of the 10 Heaven Stems (Tiāngān 天干)**

甲 乙 丙 丁 戊 己 庚 辛 壬 癸

Jiǎ Yǐ Bǐng Dīng Wǔ Jī Gēng Xīn Rén Guǐ

A B C D E F G H I J

**List of the 12 Earth Branches (Dìzhī 地支)**

子 丑 寅 卯 辰 巳 午 未 申 酉 戌 亥

Zǐ Chōu Yín Mǎo Chén Shì Wǔ Wèi Shēn Yǒu Xū Hǎi

a b c d e f g h i j k l
Heavenly Stems (10): Jia  Yi  Bing  
     (Chinese Pin-yin)  
     Ding  Wu  Ji  
     Geng  Xin  Ren  Gui  

Earthly Branches (12): Zi  ----  Rat  Chou  ----  Ox  
     (Chinese Pin-yin)  
     Yin  ----  Tiger  Mao  ----  Rabbit  
     Chen  ----  Dragon  Si  ----  Snake  
     Wu  ----  Horse  Wei  ----  Sheep  
     Shen  ----  Monkey  You  ----  Chicken  
     Xu  ----  Dog  Hai  ----  Pig
Terms Web

Chinese Lunar System

The Celestial Stem

Five elements

12 Earthly Branches (Twelve Animals)

5 x 12
60-years Cycle

Metal — Venus
Wood — Jupiter
Water — Mercury
Fire — Mars
Earth — Saturn

Jia
Yi
Bing
Ding
Wu
Ji
Geng
Xin
Ren
Gui

Zi ----- Rat
Chou ----- Ox
Yin ----- Tiger
Mao ----- Rabbit
Chen ----- Dragon
Si ----- Snake
Wu ----- Horse
Wei ----- Sheep
Shen ----- Monkey
You ----- Chicken
Xu ----- Dog
Hai ----- Pig
Legend 1

One legend holds that Lord Buddha summoned all the animals to come to him before he departed from Earth. Only twelve of the animals came to bid him farewell, so Buddha honored them each with a year in the order that it arrived. Thus, we have the 12 animal signs of today. Lord Buddha wanted to show recognition of these animals devotion, so he named each year in a twelve month year cycle after those twelve animals that came. The years are named in according to the order that the animals came to see him. Another version to this story is that Buddha held a great feast and invited all the animals of the world. Only twelve of the animals came. To reward the animal loyalty he named a year after each animal, in the order that they arrived at the feast.

Twelve of the animals came to Lord Buddha's bid farewell
Legend 2

Jade Emperor held a race to determine who was to head the cycle of the years. The first 12 animals to cross the chosen river would represent the 12 earthly branches that make up the cyclical order of years on the lunar calendar. Hence, all the animals gathered at the river bank and jumped in. Out of generosity, the Ox agreed to let a cat and a rat, both poor swimmers, to ride on its back during the race. The rat pushed the cat into the river and sat next to the ox’s ear throughout the course of the race. Right before the ox was about to land as the first place, the rat jumped ashore and won instead, leaving his carrier, the ox, as the second place. As the rest of the animals arrived, the 12 animal signs are determined.

Rat (#1)  Ox (#2)  Tiger (#3)  Rabbit (#4)
Dragon (#5)  Snake (#6)  Horse (#7)  Sheep (#8)
Monkey (#9)  Rooster (#10)  Dog (#11)  Pig (#12)

The first 12 animals to cross the chosen river would represent the 12 earthly branches that make up the cyclical order of years on the lunar calendar.
Questions

Why are there 12 animals in the Zodiac Cycle?

Why is there no cat?

Many years ago, according to an Ancient Chinese legend, Buddha decided to choose animals as the signs of 12 year cycle. He summoned all the animals to be present at a meeting next morning and he would secretly select the first 12 animals arriving to be the signs of a year respectively. The rat and cat, who were good friends, agreed to wake each other up. Next morning Rat, who woke up first, broke his promise and left cat sound asleep as he quietly left alone to arrive at the meeting. Buddha selected the first 12 animals as they arrived to be the signs for the years. They came in this order: the rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, and the pig. By the time the cat arrived everyone was celebrating their good fortune and that is why there is no cat in the zodiac. Needless to say, Cat and Rat became enemies from then on.
How to calculate the years of each animal?

In the United States, the years are dated from the birth of Jesus Christ, for example, 1977 means 1,977 years after the birth of Christ. This represents a linear perception of time, with time proceeding in a straight line from the past to the present and the future. In traditional China, dating methods were cyclical, cyclical meaning something that is repeated time after time according to a pattern. A popular folk method that reflected this cyclical method of recording years are the Twelve Animal Signs. Every year is assigned an animal name or "sign" according to a repeating cycle: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog, and Pig. Therefore, every twelve years the same animal name or "sign" would reappear.

Instead of asking directly how old a person is, people often ask what his or her animal sign is. This would place that person's age within a cycle of 12 years, and with a bit of common sense, we can deduce the exact age. More often, though, people ask for animal signs not to compute a person's exact numerical age, but to simply know who is older among friends and acquaintances.

Any year plus or minus 12 or 12 Multiple (For example: 12, 24, 36, 48, 60, 72, 96 and so on.) is the year with the same animal sign. For example, 2005 is the Year of Rooster, 2005-12 = 1993, 2005-24 =1981, 2005-36 = 1969, 2005-48 = 1957, 2005-60 = 1945, 2005-72 = 1933, 2005-84 = 1921, ... 2005, 1993, 1981, 1969, 1957, 1945, 1933, 1921 ... are all the Year of Rooster.
Background information about the Twelve Animal Signs

1. **zi (rat)**
Rats are said to be imaginative, charming and very generous to those they love - although they do have a tendency to be quick-tempered and over-critical. They are supposed to make good writers, critics and publicists.

7. **wu (horse)**
If you are born in the Year of the Horse then you are amazingly hard working and very independent. Although you are intelligent and friendly, you can sometimes be a bit selfish. Career wise you would make a good scientist or poet.

2. **chou (ox)**
Oxen are born leaders, inspiring confidence in everyone they come into contact with. However, they can be too demanding. Methodical and good with their hands, they make fine surgeons and hairdressers.

8. **wei (sheep)**
Those born in the Year of the Sheep are said to be charming, elegant and artistic, who like material comforts. A bit of a worrier they also have a tendency to complain about things. Jobs as actors, gardeners or beachcombers would suit.

3. **yin (tiger)**
Tigers are said to be bold and adventurous, and are bestowed with initiative and charm. However, they have a tendency to be risk takers, making them act before they

9. **shen (monkey)**
If you are born in the Year of the Monkey, you are very intelligent, well-liked by everyone, and will have success in any field you choose.
think about the consequences. They tend to make good bosses, explorers or racing drivers.

4. mao (hare, rabbit)
Rabbits are affectionate, cooperative and pleasant, with lots of friends. But they can get too sentimental and seem superficial. Ideal careers areas include law, diplomacy or the stage.

10. you (rooster)
The sign of the Rooster indicates a person who is hardworking and definite about their decisions. Roosters are not afraid to speak their minds and can therefore sometimes come across as boastful. They make good restaurant owners and world travelers.

5. chen (dragon)
Dragons tend to be popular individuals who are always full of life and enthusiasm, with a reputation for being fun-loving. They make good priests, artists and politicians.

11. xu (dog)
Dogs are honest and faithful to those they love but they tend to worry too much and find fault with others. They make ideal secret agents or business people.

6. si (snake)
People born in the year of the Snake are romantic and deep-thinking, wise and charming, although they tend to dismiss others too quickly and are a bit stingy with money. Ideal jobs include teaching or psychiatry.

12. hai (pig)
People born in the Year of the Boar are honest and tolerant and make good friends, but tend to expect the same from everyone else, and more often than not they end up disappointed. They thrive in the arts as entertainers.
Find out the Characteristics of animals

A cultural sidelight of the animal signs in Chinese folklore is that horoscopes have developed around the animal signs, much like monthly horoscopes in the West have been developed for the different moon signs, Pisces, Aries, etc. For example, a Chinese horoscope may predict that a person born in the Year of the Horse would be, "cheerful, popular, and loves to compliment others". These horoscopes are amusing, but not regarded seriously by the Chinese people.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Adjectives for the traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat (mouse)</td>
<td>loving, keeper of secrets, charming, hard-working</td>
</tr>
<tr>
<td>Ox</td>
<td>patient, easy-going, slow to anger</td>
</tr>
<tr>
<td>Rabbit</td>
<td>gentle</td>
</tr>
<tr>
<td>Tiger</td>
<td>courageous, proud, cautious</td>
</tr>
<tr>
<td>Dragon</td>
<td>successful, bold</td>
</tr>
<tr>
<td>Snake</td>
<td>elegant, sensible</td>
</tr>
<tr>
<td>Horse</td>
<td>popular, clever, capable</td>
</tr>
<tr>
<td>Sheep (goat)</td>
<td>sincere, sensible, artistic</td>
</tr>
<tr>
<td>Monkey</td>
<td>original, talented</td>
</tr>
<tr>
<td>Rooster</td>
<td>dependable, adventurous, forgiving</td>
</tr>
<tr>
<td>Dog</td>
<td>responsible, gracious</td>
</tr>
<tr>
<td>Pig (boar)</td>
<td>trustworthy, loyal</td>
</tr>
</tbody>
</table>
### Characteristics of twelve animals

<table>
<thead>
<tr>
<th>Sign</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat</td>
<td>Essentially charming, Compassionate. Renowned for thrift and love of family, at times rather superficial.</td>
</tr>
<tr>
<td>Ox</td>
<td>Calm, patient, studied character. Takes things slow, steady pace. At times rather dictatorial. Always industrious.</td>
</tr>
<tr>
<td>Tiger</td>
<td>Very warm, loving, Independent minded. Pays scant regard for other's feelings while pursuing fun and freedom.</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Also know as the Cat or Hare. Very sensitive soul. Loves spending time at home. Although quiet and discreet, still ambitious. Self-indulgent.</td>
</tr>
<tr>
<td>Dragon</td>
<td>Charismatic and colorful. Wants to be center of attention. Very arrogant.</td>
</tr>
<tr>
<td>Snake</td>
<td>High moral principles, mostly when applied to other. Sophisticated and charming. More than meets the eye.</td>
</tr>
<tr>
<td>Horse</td>
<td>Confident and proud. Prone to erratic behavior. Heart is in right place. Scatty.</td>
</tr>
<tr>
<td>Sheep</td>
<td>Sensitive, creative and multitalented. Eccentric. Much Fortitude. Loves to be loved, hates to be pushed.</td>
</tr>
<tr>
<td>Rooster</td>
<td>Brave and enthusiastic. Notoriously picky. Highly intelligent. Rarely has wool pulled over its eyes.</td>
</tr>
<tr>
<td>Animal</td>
<td>Compatible</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Rat</td>
<td>Monkey, Dragon</td>
</tr>
<tr>
<td>Ox</td>
<td>Rooster, Snake</td>
</tr>
<tr>
<td>Tiger</td>
<td>Dog, Horse</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Boar, Sheep</td>
</tr>
<tr>
<td>Dragon</td>
<td>Rat, Monkey</td>
</tr>
<tr>
<td>Snake</td>
<td>Rooster, Ox</td>
</tr>
<tr>
<td>Horse</td>
<td>Dog, Tiger</td>
</tr>
<tr>
<td>Sheep/Goat</td>
<td>Boar, Rabbit</td>
</tr>
<tr>
<td>Monkey</td>
<td>Rat, Dragon</td>
</tr>
<tr>
<td>Rooster</td>
<td>Ox, Snake</td>
</tr>
<tr>
<td>Dog</td>
<td>Horse, Tiger</td>
</tr>
<tr>
<td>Boar</td>
<td>Sheep, Rabbit</td>
</tr>
</tbody>
</table>
The Traits of twelve animals

<table>
<thead>
<tr>
<th>RAT</th>
<th>HORSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are imaginative.</td>
<td>You are a hard worker.</td>
</tr>
<tr>
<td>You are generous.</td>
<td>You are independent, intelligent and friendly.</td>
</tr>
<tr>
<td>You can be quick tempered.</td>
<td>You can be a bit selfish.</td>
</tr>
<tr>
<td>You will be happy as a writer, critic or publicist.</td>
<td>You will find success as an adventurer, scientist or poet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OX</th>
<th>SHEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a born leader.</td>
<td>You are charming, elegant and artistic.</td>
</tr>
<tr>
<td>You inspire confidence.</td>
<td>You like to be comfortable.</td>
</tr>
<tr>
<td>You are demanding.</td>
<td>You can complain and worry too much.</td>
</tr>
<tr>
<td>You are methodical and good with your hands.</td>
<td>You will make a good actor, gardener or beachcomber.</td>
</tr>
<tr>
<td>You will make a good surgeon, general or hairdresser.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIGER</th>
<th>MONKEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are sensitive, emotional and capable of great love.</td>
<td>You are very intelligent, clever, and well-liked by everyone.</td>
</tr>
<tr>
<td>You are stubborn about what you think is right.</td>
<td>You will have success in any field.</td>
</tr>
<tr>
<td>You will make a good boss, explorer or race car driver.</td>
<td></td>
</tr>
<tr>
<td>RABBIT</td>
<td>ROOSTER</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>You are affectionate, cooperative, and pleasant. People like to be around you.</td>
<td>You are a hard-worker.</td>
</tr>
<tr>
<td>You are sentimental.</td>
<td>You speak your mind.</td>
</tr>
<tr>
<td>You will make a successful business person, lawyer, diplomat or actor.</td>
<td>You can be boastful.</td>
</tr>
<tr>
<td></td>
<td>You will make a good restaurant owner, publicist or world traveler.</td>
</tr>
<tr>
<td>DRAGON</td>
<td>DOG</td>
</tr>
<tr>
<td>You are full of life and enthusiasm. You are popular and &quot;fun-loving&quot;.</td>
<td>You are honest and faithful. You can worry too much.</td>
</tr>
<tr>
<td>You will make a good artist, priest or politician.</td>
<td>You will make an excellent business person, teacher or secret agent.</td>
</tr>
<tr>
<td>SNAKE</td>
<td>PIG</td>
</tr>
<tr>
<td>You are wise and charming. You are a good thinker.</td>
<td>You are a good friend.</td>
</tr>
<tr>
<td>You can procrastinate.</td>
<td>You are sincere, tolerant and honest. You are sometimes disappointed.</td>
</tr>
<tr>
<td>You save money.</td>
<td>You will thrive in the arts as an entertainer or</td>
</tr>
<tr>
<td>You will make a good teacher, writer or psychiatrist.</td>
<td>you will be a great lawyer.</td>
</tr>
</tbody>
</table>
Chinese Zodiac Chart

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Years</th>
</tr>
</thead>
</table>
### Supplementary Materials

**Sixty-years Cycle**

<table>
<thead>
<tr>
<th>1</th>
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<th>4</th>
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<tr>
<td>甲子</td>
<td>乙丑</td>
<td>丙寅</td>
<td>丁卯</td>
<td>戊辰</td>
<td>己巳</td>
<td>庚午</td>
<td>辛未</td>
<td>壬申</td>
<td>癸酉</td>
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<tr>
<td>jiazi</td>
<td>yichou</td>
<td>bingyin</td>
<td>dingmao</td>
<td>wuchen</td>
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<td>gengwu</td>
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<td>renshen</td>
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<td>丁丑</td>
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<td>dingchou</td>
<td>wuyin</td>
<td>jimao</td>
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<td>renwu</td>
<td>guiwei</td>
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<td>戊午</td>
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<td>壬戌</td>
<td>癸亥</td>
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<td>dingsi</td>
<td>wuwu</td>
<td>jiwei</td>
<td>gengshen</td>
<td>xinyou</td>
<td>renxu</td>
<td>guihai</td>
</tr>
</tbody>
</table>
Supplementary Materials

CHINESE ZODIAC CIRCLE

[Diagram showing the Chinese zodiac circle with the twelve animals and their elements: Fire, Water, Earth, Metal, and Wood, along with their specific years.]
## Five-Element Chart

<table>
<thead>
<tr>
<th>5 elements</th>
<th>Metal</th>
<th>Water</th>
<th>Wood</th>
<th>Fire</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Branch</td>
<td>Monkey</td>
<td>Rat</td>
<td>Tiger</td>
<td>Horse</td>
<td>Dragon, Dog</td>
</tr>
<tr>
<td>Female Branch</td>
<td>Hen</td>
<td>Hog</td>
<td>Rabbit</td>
<td>Snake</td>
<td>Cow, Sheep</td>
</tr>
<tr>
<td>Color</td>
<td>White(Golden)</td>
<td>Black</td>
<td>Green</td>
<td>Red</td>
<td>Brown</td>
</tr>
<tr>
<td>Seasons</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
<td>Between Seasons</td>
</tr>
<tr>
<td>Hours</td>
<td>15-19</td>
<td>21-01</td>
<td>3-7</td>
<td>9-13</td>
<td>1-3, 7, 9, 13, 15, 19, 21</td>
</tr>
<tr>
<td>Directions</td>
<td>West</td>
<td>North (cold)</td>
<td>East</td>
<td>South (hot)</td>
<td>Center</td>
</tr>
<tr>
<td>Flavor</td>
<td>Spicy</td>
<td>Salty</td>
<td>Sour</td>
<td>Bitter</td>
<td>Sweet</td>
</tr>
<tr>
<td>Fruit</td>
<td>Peach</td>
<td>Chestnut</td>
<td>Palm</td>
<td>Almond</td>
<td>Date</td>
</tr>
<tr>
<td>Organs</td>
<td>Lungs</td>
<td>Kidneys</td>
<td>Liver</td>
<td>Heart</td>
<td>Spleen</td>
</tr>
<tr>
<td>System</td>
<td>Respiratory</td>
<td>Excretory</td>
<td>Nervous</td>
<td>Circulatory</td>
<td>Digestive</td>
</tr>
<tr>
<td>Body</td>
<td>Skin</td>
<td>Bone</td>
<td>Nerve</td>
<td>Blood</td>
<td>Muscle</td>
</tr>
<tr>
<td>Face</td>
<td>Nose</td>
<td>Ears</td>
<td>Eyes</td>
<td>Tongue</td>
<td>Mouth</td>
</tr>
<tr>
<td>Emotion</td>
<td>Sad</td>
<td>Fear</td>
<td>Anger</td>
<td>Happy</td>
<td>Worry</td>
</tr>
<tr>
<td>Disease</td>
<td>Dry</td>
<td>Cold</td>
<td>Wind</td>
<td>Hot</td>
<td>Wet</td>
</tr>
<tr>
<td>Personal</td>
<td>Renown</td>
<td>Gentle</td>
<td>Upright Honest</td>
<td>Polite</td>
<td>keep Promises</td>
</tr>
<tr>
<td>Planet</td>
<td>Venus</td>
<td>Mercury</td>
<td>Jupiter</td>
<td>Mars</td>
<td>Saturn</td>
</tr>
<tr>
<td>Voice</td>
<td>E</td>
<td>O</td>
<td>A</td>
<td>I</td>
<td>U</td>
</tr>
<tr>
<td>5 elements</td>
<td>Metal</td>
<td>Water</td>
<td>Wood</td>
<td>Fire</td>
<td>Soil</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>Lunar Month of</td>
<td>Monkey</td>
<td>Rat</td>
<td>Tiger</td>
<td>Horse</td>
<td>Dragon, Dog</td>
</tr>
<tr>
<td>of</td>
<td>Hen</td>
<td>Hog</td>
<td>Rabbit</td>
<td>Snake</td>
<td>Cow, Sheep</td>
</tr>
<tr>
<td>Color</td>
<td>White(Golden)</td>
<td>Black</td>
<td>Green</td>
<td>Red</td>
<td>Brown</td>
</tr>
<tr>
<td>Seasons</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
<td>Summer</td>
<td>Between Seasons</td>
</tr>
<tr>
<td>Directions</td>
<td>West</td>
<td>North (cold)</td>
<td>East</td>
<td>South (hot)</td>
<td>Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wood</th>
<th>Fire</th>
<th>Earth</th>
<th>Metal</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organ</td>
<td>liver/gallbladder</td>
<td>heart/small intestine</td>
<td>spleen/stomach</td>
<td>lung/large intestine</td>
<td>kidney/bladder</td>
</tr>
<tr>
<td>Emotion</td>
<td>angry</td>
<td>joy</td>
<td>thinking/reflection</td>
<td>grief</td>
<td>fear</td>
</tr>
<tr>
<td>Facial</td>
<td>eye</td>
<td>tongue</td>
<td>mouth/lips</td>
<td>nose</td>
<td>ear</td>
</tr>
<tr>
<td>Part</td>
<td>tendon</td>
<td>blood vessel/pulse</td>
<td>flesh</td>
<td>skin/hair</td>
<td>bone</td>
</tr>
<tr>
<td>Body location</td>
<td>neck/hand and feet</td>
<td>chest</td>
<td>spine/limbs</td>
<td>shoulder</td>
<td>flank</td>
</tr>
<tr>
<td>Sound</td>
<td>breathe</td>
<td>laugh</td>
<td>sing</td>
<td>cry</td>
<td>mourn</td>
</tr>
<tr>
<td>Fluid</td>
<td>tear</td>
<td>sweat</td>
<td>other body fluid</td>
<td>mucus</td>
<td>saliva</td>
</tr>
<tr>
<td>Direction</td>
<td>east</td>
<td>south</td>
<td>center</td>
<td>west</td>
<td>north</td>
</tr>
<tr>
<td>Season</td>
<td>spring</td>
<td>summer</td>
<td>midsummer</td>
<td>autumn</td>
<td>winter</td>
</tr>
<tr>
<td>Weather</td>
<td>windy</td>
<td>hot</td>
<td>wet/damp</td>
<td>dry</td>
<td>cold</td>
</tr>
<tr>
<td>Color</td>
<td>green</td>
<td>red</td>
<td>yellow</td>
<td>white</td>
<td>black</td>
</tr>
<tr>
<td>Taste</td>
<td>sour</td>
<td>bitter</td>
<td>sweet</td>
<td>spicy hot</td>
<td>salty</td>
</tr>
</tbody>
</table>
Ten Representatives

Spouse, Children, Money, Job and Parents

For this example, Female Water represents the person of this birth chart. This birth chart has four columns (Year, Month, Day and Hour) with eight characters (four Stems and four Branches). Since DAY-Stem presents a person, seven other Stems and Branches surrounding the DAY-Stem must have the close relationship with the person.

Before talking about the relationship, we need to review the Yin-Yang relationship of five elements again.

| Affinity | Wood helps Fire to burn
|          | Fire burns to dust
|          | Metal forms in the Soil
|          | Metal holds the Water
|          | Water helps Tree to grow

| Enmity   | Wood fights with Metal
|          | Fire fights with Water
|          | Soil fights with Wood
|          | Metal fights with Fire
|          | Water fights with Soil

Base on attraction relationship from the numerology:
- Yang Wood (1) and Ying Soil (6) like each other
- Ying Wood (2) and Yang Metal (7) like each other
- Yang Fire (3) and Ying Metal (8) like each other
- Ying Fire (4) and Yang Water (9) like each other
- Yang Soil (5) and Ying Water (10) like each other

From the Affinity, Enmity and Attraction relationships, we can infer anything close a person like his or her spouse, children, mother, father, brothers, sisters, friends even money.
For example, a person (Me) with Male-Wood 🌳 DAY-Stem.

<table>
<thead>
<tr>
<th>Stem</th>
<th>Representative</th>
<th>Man</th>
<th>Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>甲</td>
<td>same element with same sex. sibling or friends</td>
<td>Brothers</td>
<td>Sisters</td>
</tr>
<tr>
<td>乙</td>
<td>same element with different sex. sibling, friends. overcome soil (money), contend for money from father or business. contend for girl friends (wife).</td>
<td>Sisters</td>
<td>Brothers</td>
</tr>
<tr>
<td>丙</td>
<td>generated by me with same sex. overcome male metal (Discipline) to relax. make money (female soil) to buy and enjoy food.</td>
<td>father-in-law - father of female soil (wife)</td>
<td>Daughter - Fire is generated by Wood</td>
</tr>
<tr>
<td>丁</td>
<td>generated by me with different sex. overcome female metal (restrain). express yourself no restrain in mind or body (show-off). hurling job, think for money.</td>
<td>Grandma - mother of male soil (father)</td>
<td>Son - Wood generates Fire and the pressure to my husband</td>
</tr>
<tr>
<td>戊</td>
<td>克服 by me with same sex. easy money from someone or investment - conquer to get it.</td>
<td>father - attract with female water (mom)</td>
<td>mother-in-law - mother of my husband</td>
</tr>
<tr>
<td>己</td>
<td>overcome by me with different sex. Property - conquer to have it with more efforts.</td>
<td>Wife - attract with male wood (me)</td>
<td>father - husband of my mother (male water)</td>
</tr>
<tr>
<td>庚</td>
<td>overwhelms me with same sex. Discipline hard way. the pressure to me like my job.</td>
<td>Son - growing out from female soil (wife)</td>
<td>boy friend - same sex with my husband</td>
</tr>
<tr>
<td>辛</td>
<td>overwhelms me with different sex. restrain. the pressure to me like my career.</td>
<td>daughter - growing out from female soil (wife)</td>
<td>husband - someone restrains my living</td>
</tr>
<tr>
<td>壬</td>
<td>generates me with same sex. baby sitter - help me to grow like mom. someone can protect me. mentor.</td>
<td>Grandpa - attract with female fire (grandma)</td>
<td>mother - water grows wood (me)</td>
</tr>
<tr>
<td>癸</td>
<td>generates me with different sex. help me growing. parents, mother</td>
<td>mother</td>
<td>grandpa - husband of mother-in-law</td>
</tr>
</tbody>
</table>
Ten representatives help us to get information about the relationship of your relative, career and money. If the DAY-Stem is not the Male Wood, you can do the same way to find the ten representatives.

<table>
<thead>
<tr>
<th>Representative</th>
<th>Too less</th>
<th>Too many</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sibling or friends</td>
<td>weak in will and health. alone, too much pressure, cannot handle money and career alone. If too much money, too less mother, then born poor.</td>
<td>strong in will and health. many sibling or friends. Too many contender for money and spouse. If too less money, then late marriage.</td>
</tr>
<tr>
<td>Money contender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy food (gourmet)</td>
<td>less opportunity for good food. poor in expression, cannot make too much money.</td>
<td>Too much freedom. like to show off. pretty face or body. hurting image. good in speech. If too less friend, weaken yourself. If many friends, make money.</td>
</tr>
<tr>
<td>Jeopardize career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy money</td>
<td>less money opportunity. If too many friends, no money. born poor. father must work hard. hard to find your wife. less relation with father</td>
<td>many money opportunity. If too less friend, you cannot gasp the money. so you work for money. money generates job (career)</td>
</tr>
<tr>
<td>Property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disciplined by devil</td>
<td>Less discipline, Less career opportunity. No job pressure</td>
<td>Too much pressure on your job and career.</td>
</tr>
<tr>
<td>Restrained by angel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby sitter</td>
<td>less supporter, weak in will, less mother relationship. job pressure</td>
<td>Senior or elder like you. supporters release your pressure. close to mother. generate friends</td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Heavenly Stem Relationship

The Five Elements are Metal, Water, Wood, Fire and Earth. They can be broken down into Yin and Yang as Yang Wood, Yin Wood, Yang Fire, Yin Fire, Yang Earth, Yin Earth, Yang Water and Yin Water. They also have affinity and enmity interrelationships.

Affinity relationship (Attraction)

A lot of ancient Chinese philosophy came from observing the laws of nature. One legend tells of how ancient Chinese philosophers saw a diagram just like this on the back of a horse (maybe a hippopotamus) coming out of a river. One and six are at the bottom, two and seven are on the top, three and eight are on the left, and four and nine on the right and five and ten are at the center. Odd (Yang) and even (Yin) numbers are together just like husband and wife. So they applied this numerology to the Heavenly Stem sequence.

- Yang Wood (1) and Yin Earth (6) like each other and generate the Earth ingredient.
- Yin Wood (2) and Yang Metal (7) like each other and generate the Metal ingredient.
- Yang Fire (3) and Yin Metal (8) like each other and generate the Water ingredient.
- Yin Fire (4) and Yang Water (9) like each other and generate the Wood ingredient.
- Yang Earth (5) and Yin Water (10) like each other and generate the Fire ingredient.

There is an Affinity relationship when the difference of two Stem sequences is five.

For example, on the Chinese Fortune Calendar if your DAY stem is a Yang Wood (1), and the Yin Earth (6) represents your spouse, there is a difference of the two numbers is five. In the above chart, Yin Water represents your mother (Water helps Wood grow and Yin is the female sex) and Yang Earth represents your father (Yang Earth and Yin Water love each other).
Enmity relationship (Rejection)

The enmity relationship is determined from the position of elements. Ancient Chinese considered "face to face" as the enmity relationship. Wood is in the east and faces Metal in the West. Water is in the north and faces Fire in the south. They dislike each other, so they live in opposite places. When Yang meets Yang or Yin meets Yin, they reject each other which is also natural.

Yang Wood (1) and Yang Metal (7) will fight each other.
Yin Wood (2) and Yin Metal (8) will fight each other.
Yang Fire (3) and Yang Water (9) will fight each other.
Yin Fire (4) and Yin Water (10) will fight each other.

There is an Enmity relationship when the difference of two Stern sequences is six.
Earthly Branch Relationship

Affinity relationship (Attraction)

The affinity relationship of Earthly Branches is from the relative positions (in the sky) of Sun and Moon in an old calendar system.

- Rat (1) and Cow (2) like each other and generate Earth ingredient.
- Dragon (5) and Chicken (10) like each other and generate Metal ingredient.
- Snake (6) and Monkey (9) like each other and generate Water ingredient.
- Tiger (3) and Pig (12) like each other and generate Wood ingredient.
- Rabbit (4) and Dog (11) like each other and generate Fire ingredient.

Enmity relationship (Rejection)

Just like Stem relationship, the enmity relationship is from relative positions of the elements. Chinese considered "face to face" as the enmity relationship. Wood is in the east and faces Metal in the West. Water is in the north and faces Fire in the south. They are dislike each other, so they live in different places. Also, same genders reject each other which is natural.

- Rat (1) and Horse (7) will fight each other.
- Cow (2) and Sheep (8) will fight each other.
- Tiger (3) and Monkey (9) will fight each other.
- Rabbit (4) and Chicken (10) will fight each other.
- Dragon (5) and Dog (11) will fight each other.
- Snake (6) and Pig (12) will fight each other.

There is an Enmity relationship when the difference of two Stem sequences is six.
Five-Element Relationship

The elements next to each other are conducive, beneficial, congenial, friendly, supporting and generating.

- Water generates Wood - Water is the mother of Wood
- Wood generates Fire - Wood is the mother of Fire
- Fire generates Earth - Fire is the mother of Earth
- Earth generates Metal - Earth is the mother of Metal
- Metal generates Water - Metal is the mother of Water

An element has capability to destroy, defeat, overcome and overwhelm the element next to it.

- Water can extinguish Fire
- Wood can break the ground (Earth)
- Fire can melt Metal
- Earth can make Water disappear
- Metal can break Wood

The elements facing each other are hostile, fighting, resisting, and hurting mutually.

- Water dislikes Fire
- Wood dislikes Earth
- Fire dislikes Metal
- Earth dislikes Water
- Metal dislikes Wood
Special Earthly Branch Relationships

When three animals are together, they can become a very powerful energy of a certain element, which impact the balance of Five Elements in the birth chart. There are two kind of special earthly branch combinations. One is called Powerful Trio and the other is called Gang of Three.

**Powerful Trio**

<table>
<thead>
<tr>
<th>Monkey</th>
<th>Rat</th>
<th>Dragon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monkey, Rat and Dragon form a powerful force of Water

<table>
<thead>
<tr>
<th>Sheep</th>
<th>Rabbit</th>
<th>Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sheep, Rabbit and Pig form a powerful force of Wood

<table>
<thead>
<tr>
<th>Tiger</th>
<th>Horse</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tiger, Horse and Dog form a powerful force of Fire

<table>
<thead>
<tr>
<th>Cow</th>
<th>Chicken</th>
<th>Snake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cow, Chicken and Snake form a powerful force of Metal

**Gang of Three**

<table>
<thead>
<tr>
<th>Pig</th>
<th>Rat</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pig, Rat and Cow are in the north together form a powerful force of Water

<table>
<thead>
<tr>
<th>Tiger</th>
<th>Rabbit</th>
<th>Dragon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tiger, Rabbit and Dragon in the east together form a powerful force of Wood

<table>
<thead>
<tr>
<th>Snake</th>
<th>Horse</th>
<th>Sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Snake, Horse and Sheep in the south together form a powerful force of Fire

<table>
<thead>
<tr>
<th>Monkey</th>
<th>Chicken</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monkey, Chicken and Dog in the west together form a powerful force of Metal
The above chart is a static illustration showing the different body/mind relationships associated with each organ. To get a sense of the dynamic nature of these interactions, let's look at how these elemental forces generate and regulate energy (chi) in nature, and by extension, in the human body and mind.

```
+-----------------+-----------------+-----------------+-----------------+-----------------+-----------------+-----------------+
| Element         | Organ           | Bowel           | Surface         | Opening         | Trait           | Mental Part     | Taste           |
|                 |                 |                 | Part            |                 |                |                 |                 |
| Water           | Kidneys         | Bladder         | Bones           | Ears            | Fear            | Will Power      | Salty           |
| Wood            | Liver           | Gall Bladder    | Nerves          | Eyes            | Anger           | Mental Activity | Sour            |
| Fire            | Heart & Sexual  | Small Intestine | Blood vessels   | Tongue          | Arrogance and   | Intuition, Joy, | Bitter          |
|                 | Glands          |                 |                 |                 | Impatience      | Peace           |                 |
| Earth           | Spleen & Pancreas| Stomach         | Muscles         | Mouth           | Worry           | Pondering       | Sweet           |
| Metal           | Lungs           | Large Intestine | Skin            | Nose & Sinuses | Sadness         | Orderliness and Rightness | Spicy          |
+-----------------+-----------------+-----------------+-----------------+-----------------+-----------------+-----------------+-----------------+
```
Five Element Chart

This is the basic Five Element (Metal, Water, wood, Fire, Soil) Chart. The chart shows something related to elements. All these relationships are the basic concept for the fortune telling system. We use relations to verify people’s past, predict people’s future, prevent from encountering a bad luck and live in the more comfortable environment.

<table>
<thead>
<tr>
<th>Male Stem</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Stem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male Branch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Branch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Season</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supplementary Materials

The Jade Emperor and the Twelve Animals

The Jade Emperor ruled the heavens and all they contained but he had never been to earth, and he wondered about the shapes and colors of all its creatures. One day he summoned his chief advisor. "I have ruled for many years," said the Emperor, "but I have never seen these strange animals. What do they look like? I want to see their features and characteristics; I would like to observe the way that they move and hear the sounds that they make. How intelligent are they, and how do they help humanity?" The advisor told him that there were thousands of earthly creatures - some walked, others flew, some crawled and others slithered. It would take many months to gather examples of each and present them. Did his majesty want to see them all? "No, I shall waste too much time. Select the twelve most interesting animals and bring them to me so I can grade them according to color and shape." The advisor thought of all the animals he knew and decided to send an invitation to the rat, and told him, in turn, to give an invitation to his friend the cat. Further invitations were sent to the ox, the tiger, the rabbit, the dragon, the snake, the horse, the ram, the monkey, the rooster, and the dog asking them to present themselves before the Emperor at six o'clock the following morning. The rat was proud to receive this invitation and immediately set off to reveal the good news to the cat. The cat was also overjoyed but, afraid that he might oversleep, made the rat promise to wake him in time. That night the rat pondered on how handsome and sleek the cat was and how ugly he would appear in comparison. He decided that the only way to prevent the cat taking all the praise was to let him oversleep the following morning. At six O'clock, eleven animals lined up before the Jade Emperor who slowly inspected them. When he came to the end of the line he turned to his advisor. "They are all interesting but why are there only eleven animals?" The advisor had no answer but quickly sent a servant down to earth to catch the first animal he saw and bring it back to heaven. The servant arrived on a country road and saw a farmer carrying a pig to market. "Please stop," entreated the servant, "I need your pig now! The Jade Emperor wants to see this creature immediately. Think of the honor of displaying this pig to the ruler of heaven." The farmer was duly impressed by the servant's news and so he handed over his pig, which was then carried off to the parade. Meanwhile the rat was afraid he would go unnoticed and so he jumped on the ox's back and began to play a flute. The Emperor was so charmed by this unusual animal that he gave him first place. The Jade Emperor then gave the ox second place since he had been generous enough to let the rat sit on his back. The tiger looked courageous and was given third place, and the rabbit, because of his fine white fur, was given fourth place. The Emperor thought the dragon looked like a powerful snake with legs and so placed him fifth. The snake was sixth because of his curving, sinuous body, the horse seventh because of his elegant bearing, and the ram eighth because of his strong horns. The monkey was agile and alert so was given ninth place, the rooster had such fine feathers he was tenth, and the watchful and protective dog was given eleventh place. The pig stood at the end of the line; he may not have been as interesting as the others but he had made the effort to be there and was allowed the final place. When the ceremony had finished the cat came running into the palace and begged the Emperor to consider him, but it was too late - the animals had been chosen. When the cat saw the rat standing in first place he chased him with intent to kill. This is why even today, the cat and rat cannot be friends.
Vocabulary practice

Adjectives for the traits of twelve animals

<table>
<thead>
<tr>
<th>Discreet</th>
<th>Charismatic</th>
<th>Colorful</th>
<th>Arrogant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophisticated</td>
<td>Creative</td>
<td>Multitalented</td>
<td>Fortitude</td>
</tr>
<tr>
<td>Wily</td>
<td>Cunning</td>
<td>Brave</td>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Proud</td>
<td>Confident</td>
<td>Scatty</td>
<td>Honest</td>
</tr>
<tr>
<td>Bad tempered</td>
<td>Self-righteous</td>
<td>Intelligent</td>
<td>Loving</td>
</tr>
<tr>
<td>Charming</td>
<td>Hard-working</td>
<td>Compassionate</td>
<td>Warm</td>
</tr>
<tr>
<td>Quiet</td>
<td>Eccentric</td>
<td>Patient</td>
<td>Easy-going</td>
</tr>
<tr>
<td>Slow</td>
<td>Calm</td>
<td>Dictatorial</td>
<td>Industrious</td>
</tr>
<tr>
<td>Courageous</td>
<td>Cautious</td>
<td>Successful</td>
<td>Bold</td>
</tr>
<tr>
<td>Elegant</td>
<td>Sensible</td>
<td>Popular</td>
<td>Clever</td>
</tr>
<tr>
<td>Capable</td>
<td>Sincere</td>
<td>Artistic</td>
<td>Loyal</td>
</tr>
<tr>
<td>Original</td>
<td>Talented</td>
<td>Dependable</td>
<td>Adventurous</td>
</tr>
<tr>
<td>Forgiving</td>
<td>Responsible</td>
<td>Gracious</td>
<td>Trustworthy</td>
</tr>
</tbody>
</table>
Listening Guide for Beginner:

1. Repeat the Five Elements, Ten Celestial Stems and Twelve Earthly Branches.

2. Describe the one legend.

3. Match the animal with the picture.

Rat  Ox  Tiger  Rabbit  Dragon  Snake
Horse  Sheep  Monkey  Chicken  Dog  Pig
Listening Guide for Intermediate:

1. Describe the two legends.

2. Link adjectives with appropriate animals (at least three):

<table>
<thead>
<tr>
<th>Animal</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat (mouse)</td>
<td>Discreet</td>
</tr>
<tr>
<td>Ox</td>
<td>Sophisticated</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Wily</td>
</tr>
<tr>
<td>Tiger</td>
<td>Proud</td>
</tr>
<tr>
<td>Dragon</td>
<td>Bad tempered</td>
</tr>
<tr>
<td>Snake</td>
<td>Charming</td>
</tr>
<tr>
<td>Horse</td>
<td>Quiet</td>
</tr>
<tr>
<td>Sheep (goat)</td>
<td>Slow</td>
</tr>
<tr>
<td>Monkey</td>
<td>Courageous</td>
</tr>
<tr>
<td>Rooster</td>
<td>Elegant</td>
</tr>
<tr>
<td>Dog</td>
<td>Capable</td>
</tr>
<tr>
<td>Pig (boar)</td>
<td></td>
</tr>
</tbody>
</table>

|                  | Charismatic      |
|                  | Creative         |
|                  | Multitalented    |
|                  | Fortitude        |
|                  | Forgiving        |
|                  | Cunning          |
|                  | Brave            |
|                  | Enthusiastic     |
|                  | Responsible      |
|                  | Confident        |
|                  | Scatty           |
|                  | Honest           |
|                  | Trustworthy      |
|                  | Self-righteous   |
|                  | Intelligent      |
|                  | Loving           |
|                  | Original         |
|                  | Hard-working     |
|                  | Compassionate    |
|                  | Warm             |
|                  | Talented         |
|                  | Eccentric        |
|                  | Patient          |
|                  | Easy-going       |
|                  | Calm             |
|                  | Dictatorial      |
|                  | Industrious      |
|                  | Cautious         |
|                  | Successful       |
|                  | Bold             |
|                  | Dependable       |
|                  | Sensible         |
|                  | Popular          |
|                  | Clever           |
|                  | Adventurous      |
|                  | Sincere          |
|                  | Artistic         |
|                  | Loyal            |
Listening Guide for Advanced:
Fill in blanks with (at least three adjectives for each):

<table>
<thead>
<tr>
<th>Animal</th>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rat (mouse)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rabbit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tiger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dragon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheep (goat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monkey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rooster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pig (boar)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Oral Activity for Beginner:

1. Tell the three major parts of Chinese lunar system and fill these in the blanks

2. Briefly tell about 60-year-cycle

3. Answer the question: Why is there no cat?
Oral Activity for Intermediate:

Using this zodiac chart, fill in the missing years. (Follow the example of the rabbit.) Find the year you were born. Find the years for the members of your family were born. Do the characteristics of the animals match those of you or your family? Do you think this is true for everyone? (Be ready to answer these questions in class.) When you finish, illustrate your zodiac chart. HAVE FUN!!
Oral Activity for Advanced:

1. Talk about your own pet (or your friend’s and family’s):

2. Suggest which traits should be added (at least three):

   - Opinion 1
   - Opinion 2
   - Opinion 3
Writing Activity for Beginner:

Find and circle the words hidden in the puzzle.

RABBIT
SHEEP
DRAGON
SNAKE
OX
MONKEY
DOG
ROOSTER
PIG
TIGER
HORSE
RAT
Writing Activity for Intermediate:

Answer the questions:

- What are the 12 animals of the zodiac?
- How were they chosen?
- What is your animal sign or your closed friend?
- What trait does it represent?
Writing Activity for Advanced:

Pick up three animals to compare their compatible and opposite.
Cooperative Group Activities:

1. Answer the questions.
   - What are the 12 animals of the zodiac and how were they chosen?
   - What traits are associated with them?
   - What is your animal sign or your closed friend, and what traits does it represent?
   - Why cat is not count to the animal signs?

2. Write your prediction on the blanks:

<table>
<thead>
<tr>
<th>5 elements</th>
<th>Metal</th>
<th>Water</th>
<th>Wood</th>
<th>Fire</th>
<th>Soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunar Month of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunar Month of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seasons</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Directions</td>
<td></td>
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</tr>
</tbody>
</table>
Lesson 2: Original Lesson Plan

Goal:

The students will learn about the 12 animals of the Chinese zodiac. They will focus on the animal associated with the year of their birth, the five basic elements and the lunar calendar.

Objectives:

- Students will understand that the Chinese calendar is divided into cycles of 12 years, in which each year is represented by an animal.
- Students will be familiar with the story explaining the choice of the 12 zodiac animals.
- Students will understand that each animal of the calendar symbolizes certain character traits.
- Student will know that the Chinese associate the traits of each zodiac animal with people born in that year. Students will know their own signs within the Chinese zodiac.

Procedures:

1. The teacher will briefly review information about the Chinese lunar calendar. He or she will explain how the calendar is divided into 12-year cycles, each year being associated with a certain animal and the 60-year cycle associated with the five elements and introduce the elements theory.

2. The teacher will explain that these are two of many versions of this particular legend of origins. Hand out the copies of the pictures of the zodiac animals and the twelve animals chart from the website. Use the animal names on top of the chart to identify the zodiac creatures in the picture.

3. In groups, discuss with students about the animal linked with the year of their birth. Discuss how these traits do or don't apply to members of the class. Remind the students that astrology is not a science but rather an amusing pastime, and that similarly the interest in the animals of the zodiac adds another dimension to Chinese culture.

4. Class discussion. After all the activities have been completed, have the students respond to the following question: What are the 12 animals of the zodiac and how were they chosen? What traits are associated with them? How are the animals used as symbols? What is your animal sign?

Assessment:

1. Students will find the animal signs for their family members or their friends.

2. They will answer the question: What is your close friend’s animal sign, and what traits does it represent?
Lesson 3
Lesson 3: Traditional customs of Chinese New Year

<table>
<thead>
<tr>
<th>List of Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sources for this Modification</td>
<td>3-3</td>
</tr>
<tr>
<td>Function/Notion Chart for ELLs</td>
<td>3-4</td>
</tr>
<tr>
<td>Revised Lesson Plan</td>
<td>3-5</td>
</tr>
<tr>
<td>Descriptive Narrative</td>
<td>3-9</td>
</tr>
<tr>
<td>Sheltered ELL Strategies Checklist</td>
<td>3-10</td>
</tr>
<tr>
<td>Key vocabulary</td>
<td>3-12</td>
</tr>
<tr>
<td>Main idea</td>
<td>3-13</td>
</tr>
<tr>
<td>Pre-reading materials</td>
<td>3-14</td>
</tr>
<tr>
<td>Modifies Lesson 3</td>
<td>3-24</td>
</tr>
</tbody>
</table>

- Legends

- Traditional Customs:
  - Preparing Dumplings (Jiao Zi)
  - New Year's Money (Red Bag)
  - Firecrackers
  - “The Hearth God”
  - Spring Couplets
  - New Year Prints
  - “The Door Gods”

- New Year's Eve Dinner

- The 15-Day Celebration of Chinese New Year
The Sources of Written Materials:

http://www.chinatoday.com/culture/zodiac/zodiac.html

http://www.lausd.k12.ca.us/Haskell_EL/calendar%20past%20events/chinesenew%20year%20gifs/chinesenewyear.html


http://www.redpacket.com/nian.cfm


http://pureinsight.org/pi/articles/2003/2/27/1476.html

http://www.travelchinaguide.com/intro/social_customs/zodiac

http://www.midnight


http://www.educ.uvic.ca/faculty/mroth/438/CHINA/15-day_celebration.html
## Language Functions for ELLs

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>Function</th>
<th>Situation Topic</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Beginner | Identifying vocabulary words  
Asking questions  
Expressing understanding | Matching  
Fill in blanks  
Identifying pictures  
List different traditions  
Group discussions  
Share information | Year  
Beast  
Prey  
Color  
Vigil  
Mishap  
Luck  
Dumpling  
Pass-over  
Celebrate | Adjectives  
Pronouns |
| Intermediate | Defining words  
Expressing opinion  
Comparing and Contrasting  
Writing | Fill in blanks  
Share information  
Link legend and custom Individual practice  
Take notes  
Summarize | Spring Couplets  
Observe  
Color  
Vigil  
Firecracker  
Mishap  
Auspicious  
Symbolize  
Dumpling  
Spring Couplets | Comparisons  
Proper Nouns  
Present/Past tense verbs |
| Advanced | Expressing opinion  
Comparing and contrasting  
Narrating | Group and class discussions  
Link legends and customs Individual practice  
Take notes  
Summarize  
Oral presentation | Observe  
Tradition  
Vigil  
Mishap  
Luck  
Dumpling  
Wealth  
Cacophony  
Pass-over  
Spring Couplets  
New Year Print  
Firecrackers | Descriptive nouns  
Proper Nouns  
Adjectives  
Present/Past tense verbs |
Modified Lesson Plan for ELLs - Lesson 3

Goal:

I want all students to know that the Chinese New Year originated from a variety of legends and recognize traditional customs have connections with legends and traditions, and to recognize that the Chinese New Year and its celebrations are unique and distinct. I want all students to use English to participate in social or cultural interaction.

Language Objectives:

All students will learn new cultural key words (posted on the board) and will able to:

- Name at least 3 traditional customs.
- Use “WH” questions.
- Describe Chinese New Year legends and make a comparison with their own legends.
- Talk about their favorite celebration.
- Share different cultural traditions and values with their peers.

1. Beginner students:
   - Identify traditional customs vocabulary words.
   - Express understanding by filling in blanks on practice sheets.
   - Share information with groups and participate in class discussions.
   - Write sentences linking legends and customs.

2. Intermediate students:
   - Define words related to legends and customs.
   - Link legends and customs
   - Compare Chinese traditional customs with the New Year
   - Write a summary about the Chinese New Year.

3. Advanced students:
   - Inquire about holidays that originate from a variety of different backgrounds, legends or traditions.
   - Narrate 3 special customs through symbols and their respective meanings.
   - Design a party to celebrate the Chinese New Year in cooperative groups and present the plan in class.

Standard: ESL 9-12: Goal 1 Standard 1, & 2
            Goal 2 Standard 1, 2 & 3
Content Objectives:

- I want my students to recognize that legends are a way of explaining our perception of the world in which we live.
- I want my students to learn about different traditional customs and activities in the celebration of the Chinese New Year.
- I want my students to learn about the holiday’s origin from a variety of different backgrounds, legends and traditions.
- I want my students to share their ideas and to join in planning a Chinese New Year party.

Procedures:

1. **Course preparation:** Before the class starts, the teacher will write the following subject matters on the blackboard:

   - The language objectives for varying levels of ELLs
   - The content objectives
   - The main idea of this lesson
   - Key vocabulary for varying levels of ELLs
   - Limited literacy and beginner ELL students will have the opportunity to look through the short pre-reading materials prior to the lesson. The teacher will ask them to mark or highlight any word or information that surprises or puzzles them. If possible they will share what they saw in the reading with each other, and discuss with the ESL teacher, instructional assistant or classroom teacher.

2. **Warm up and activate background knowledge**

   Materials: old magazines, newspapers, ads, scissors, blank papers and glue.

   The teacher will ask students in groups of four to use these materials (pictures) to do put together a collage and then use it to tell others how to celebrate the New Year in their own culture.

   - **Brainstorm.** Ask students to think of all the things that they do to celebrate the New Year. Have them share in groups of four what they do to celebrate. Invite each group to share their ideas with the class. The teacher will write these ideas on the board for each group.

   - **Sharing.** List everything you know about the Chinese New Year in the K space on the "K-W-L chart", and write what you want to learn about it in the W space. Beginner levels can use a single word or pictures.

3. **Mini-Lecture (Part I - Legends):** The teacher will begin the lesson by framing the main idea. Students will repeat the key vocabulary and write the words on paper. During the reading of the text, the teacher will adjust the reading by suggesting reading at a slower pace, using gestures,
pausing, paraphrasing and enunciating. The students will complete a listening guide with varying standard for the three different levels of ELLs. The students will use the line to match or fill in the blanks. Then students will share the information about the origins of the Chinese New Year with their peers. In pairs, have the students respond to the discussion. What did you learn about the legends behind the Chinese New Year? Have each pair share with the rest of the class.

4. Mini-Lecture (Part II - Traditional Customs): Teacher will briefly describe the traditional customs of the Chinese New Year. The teacher will also show all the supplementary materials for each custom to make the lesson clear and meaningful. After the information is shared with the students, check for understanding with review questions.

5. Concept Development: Review some of the traditional things done during Chinese New Year celebrations. Define the concept of tradition. Share with the students some traditions that you have or traditions that we have here in America. The summary web between legends, traditions and customs will provide a visual concept of the holiday. Afterwards, ask students to finish the refill work sheet or writing activities by varying levels. This strategy is a useful tool to help students organize their thoughts in a meaningful way.

6. Open Discussion: After all the content has been discussed and completed, have the students respond to the following question: "What do you know about the Chinese New Year?"

7. Activity 1- Making Red Envelopes: Have the students to make a “red envelope.” Give them squares of red paper and follow directions given. If they wish, they can decorate the envelope to make it more special. The envelopes could be given to friends or family members.

8. Activity 2- Making Good Luck Symbols: In China, the word for good luck is “fu.” People paint signs with this character to hang in their homes and in the streets. These signs are painted in the traditional red and gold colors and are hung upside-down. The Chinese word for upside-down rhymes with the Chinese word for “arrive.” So it is kind of a play on words that by hanging the sign upside-down, good luck will arrive. Have the students use red squares to make their own “fu” sign. They can either draw the character themselves (by following directions) or decorate a pre-made sign using gold and red paint and glitter.

9. Compare & Contrast: This activity will help students compare the Chinese New Year celebration with the New Year celebrated on January 1st. Have students visualize the comparisons using the Venn Diagram. Have them title one circle “Chinese New Year” and the other circle “January 1st New Year.” Label the overlapping piece “same.” Have them fill out the diagram with information that is unique about each celebration, and have them fill out the overlapping section with things that each celebration has in common. After they work on it alone, let them get into small groups and share their ideas with each other. (Limited literacy and beginner students can use single words or sample sentences).

10. Summaries: For the beginners, the drawings will be assessed for understanding what the Chinese New Year is about. See if the students are able to incorporate at least three things that they have learned from this lesson. For the intermediate and advanced students, have them to
write their own plan for celebrating the New Year in the way that they do, and ask all students to fill what they learned about Chinese New Year in the L space of K-W-L chart and complete the worksheet.

11. Cooperative Group Discussion & Presentation: After the teacher summarizes the content of this lesson, students will be put in cooperative groups of four (from beginner literacy to advanced) and share the information they learned. Advanced students will give a presentation about their plans for the party.
Narrative

In the following lesson I present, which has been modified to benefit English Language Learners (ELLs) of varying levels, range from limited to advanced literacy. This lesson is written for the FCC (Family with Children from China) adult group which includes both mainstream students and ELLs.

I modified my original lesson plan to make input more comprehensible and meaningful. There are several modifications that teachers should always keep in mind:

- Slow pace and gestures
- Precise
- Simplified syntax
- Repetition
- Consistent vocabulary and formulary

Throughout this lesson I use several sheltered strategies. For example:

1. **Lesson preparation.** I will use the blackboard a) to clearly define the language objectives for varying levels of EELs, b) to note key vocabulary and c) frame the main idea. I will prepare some supplementary materials, including pictures and realia to rewrite the content and create pre-reading materials for limited literacy and beginners, and let them have an opportunity to look through the short reading sheet prior to the lesson and ask them to mark or highlight any word or information that surprises or puzzles them. If possible they will have the chance to share what they saw in the reading with each other and also discuss with either the ESL teacher, instructional assistant or classroom teacher.

2. I will use collages and K-W-L charts to link the students' background experience, activate their interests and encourage them to share what they already know about the topic.

3. During the reading of the text, I will adjust the teacher's speech by suggesting reading at a slow pace, using gestures and taking pauses. I will adjust the questions for various levels of ELLs and modify assignments by using multiple versions of both the worksheets and activities.

4. The students will work in small groups or pairs throughout the lesson. This format allows students to share their understanding and knowledge in many cases. During the open discussion, I will use alternate grouping strategies for the varying levels of ELLs in order to adjusting discourse. Students will share information in cooperative groups in order to build off of one another to help and benefit all levels of language learners.

5. I will create the meaningful hand-on activities to make the content more comprehensible. This strategy will be very successful in terms of focusing on specific points and highlighting specific vocabulary and enhance the interaction. I will also use numerous graphic materials and practice
programs that engage the students in terms of visual aids and reinforce new concepts to them about different cultural traditions, thus creating ideas for them to share for their own culture.

6. In the final section, I will use Venn diagrams to help students compare the Chinese New Year celebration with the New Year celebrated on January first. This strategy will assist students in connecting new knowledge to what is already known. I will ask students to write a party design in each cooperative group for celebrating the Chinese New Year and present it to the class.
Sheltered ELL Strategies Checklist  Lesson 3

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Supplementary Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year traditions and customs.</td>
<td>Pictures of couplets, firecrackers, new year prints, door gods, and lanterns.</td>
</tr>
<tr>
<td>A recipe of Chinese dumpling</td>
<td>Upside down &quot;Fu&quot; and red bag.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sheltered Features</th>
<th>Engage Appropriate Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualize Lesson</td>
<td>Use questions appropriate for language levels</td>
</tr>
<tr>
<td>✓ Visuals (Realia, Manipulative, Gestures)</td>
<td>✓ Assign appropriate tasks for varying levels</td>
</tr>
<tr>
<td>✓ Model (Instructions, Processes)</td>
<td>✓ Allow use of L1 for planning and conceptualization</td>
</tr>
<tr>
<td>✓ Activate Background Knowledge</td>
<td>✓ Lots of real oral and written language</td>
</tr>
<tr>
<td>Make Text Comprehensible</td>
<td>✓ Hands on activity</td>
</tr>
<tr>
<td>✓ Graphic Organizers</td>
<td>✓ Independent practice</td>
</tr>
<tr>
<td>✓ Develop Vocabulary</td>
<td>✓ Whole class work</td>
</tr>
<tr>
<td>✓ Simplify Written Text</td>
<td>✓ Partners</td>
</tr>
<tr>
<td>Make Talk Comprehensible</td>
<td>✓ Individual</td>
</tr>
<tr>
<td>✓ Graphic Organizers: Listening Guides</td>
<td>✓ Group</td>
</tr>
<tr>
<td>✓ Frame Main Ideas</td>
<td></td>
</tr>
<tr>
<td>✓ Pace Teacher’s Speech</td>
<td></td>
</tr>
<tr>
<td>Engage: Opportunities for Output</td>
<td></td>
</tr>
<tr>
<td>✓ Teacher Questioning and Response Strategies; Instructional Conversations</td>
<td></td>
</tr>
<tr>
<td>✓ Small Group Work</td>
<td></td>
</tr>
<tr>
<td>✓ Meaningful, real-life activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Time Allotment (Min.) Before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Content/language Objectives.</td>
<td></td>
</tr>
<tr>
<td>2-Warm up: Using Collage to activate background knowledge.</td>
<td>5</td>
</tr>
<tr>
<td>3-Brainstorm and sharing: Think of all the things that they do to celebrate the New Year.</td>
<td>10</td>
</tr>
<tr>
<td>4-Mini-Lecture: Explain legends and traditional customs.</td>
<td>15</td>
</tr>
<tr>
<td>5-Class discussion: Answer the questions about Chinese New Year traditions and customs.</td>
<td>15</td>
</tr>
<tr>
<td>6-Hands-on activity: Make a Red Envelopes and a good luck symbols.</td>
<td>15</td>
</tr>
<tr>
<td>7-Compare &amp; Contrast: Using Venn diagram to compare Chinese New Year with New Year.</td>
<td>10</td>
</tr>
<tr>
<td>8-Cooperative Group Discussion &amp; Presentation.</td>
<td>10</td>
</tr>
<tr>
<td>Total:</td>
<td>65 Min.</td>
</tr>
</tbody>
</table>
### Key Vocabulary for ELLs

<table>
<thead>
<tr>
<th>Limited literacy</th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Origin</td>
<td>Celebrate</td>
<td>Mishap</td>
</tr>
<tr>
<td>Origin</td>
<td>Beast</td>
<td>Red bag</td>
<td>Tradition</td>
</tr>
<tr>
<td>Luck</td>
<td>Animal</td>
<td>Observe</td>
<td>Celebrate</td>
</tr>
<tr>
<td>Beast</td>
<td>Prey</td>
<td>Tradition</td>
<td>Observe</td>
</tr>
<tr>
<td>Vigil</td>
<td>Observe</td>
<td>Vigil</td>
<td>Tradition</td>
</tr>
<tr>
<td>Animal</td>
<td>Tradition</td>
<td>Hearth</td>
<td>Ancestor</td>
</tr>
<tr>
<td>Prey</td>
<td>Vigil</td>
<td>Firecrackers</td>
<td>Vigil</td>
</tr>
<tr>
<td>Wealth</td>
<td>Wealth</td>
<td>Luck</td>
<td>Symbolize</td>
</tr>
<tr>
<td>Color</td>
<td>Mishap</td>
<td>Mishap</td>
<td>Hearth</td>
</tr>
<tr>
<td>Legend</td>
<td>God</td>
<td>Surplus</td>
<td>Luck</td>
</tr>
<tr>
<td>Mishap</td>
<td>Luck</td>
<td>Auspicious</td>
<td>Auspicious</td>
</tr>
<tr>
<td>Tradition</td>
<td>Red bag</td>
<td>Symbolize</td>
<td>Dumpling</td>
</tr>
<tr>
<td>Dumpling</td>
<td>Dumpling</td>
<td>Dumpling</td>
<td>Surplus</td>
</tr>
<tr>
<td>Celebrate</td>
<td>Pass-over</td>
<td>Wealth</td>
<td>Wealth</td>
</tr>
<tr>
<td>Red bag</td>
<td>Legend</td>
<td>Spring</td>
<td>Symbolize</td>
</tr>
<tr>
<td></td>
<td>Celebrate</td>
<td>Couplets</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass-over</td>
<td>Couplets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Print</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Pass-over</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Firecrackers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Red bag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cacophony</td>
</tr>
</tbody>
</table>
Pre-reading materials for Limited literacy and beginner ELL students

The beginnings of the Chinese New Year can be traced back to the 14th century B.C.E. Legend has it that the Emperor Huangdi invented the Chinese calendar in 2637 B.C.E.

According to legend, the *nian*, a kind of monster with long horns on its head, was an enormous and ferocious beast who originally fed only on domesticated animals but turned one winter to eating people.

---

Monster Nian
After observing the *nian* for some time, the people discovered that it had an unusual fear of three things: *The color red, loud noises, and fire*. Thus, when winter came again, each family in the village will:

1. Hanging Red peach wood slats red paper-cut, Red lantern or Red spring couplets on their doors:

![Spring couplets](image1.png)

![Good Luck “Fu”](image2.png)
Red Paper-cut

Spring Couplets

Red Lantern
2. Banged on loud instruments, such as firecrackers:
3. Set bonfires in front of their homes.

Bonfires

When the beast came again that night to forage on the villagers, he was terror-stricken by the sight of the red wood on the door, the blazing fires, and the cacophony ringing in the air. Without so much as a look, he fled to the mountains from whence he has never returned.
Traditional Customs of Chinese New Year

1, Preparing Dumplings (Jiao Zi)

The most popular New Year dish made in family kitchens are small meat dumplings called jiaozi. It is regarded as great fun for the whole family to get together and make jiaozi.

2, New Year's Money (Red Bag or Ya Sui Qian)
In old China, on the New Year Eve, people tied money together with color thread and put the money at the foot of the bed. This tradition is no longer seen now. However, the more common way from the old time till now is that the older people give money to children. In this way, the older people think it can reduce their ages. Presents of money are given at New Year in a red envelope with good luck characters on it. Red is a lucky colour and will bring good luck to the person receiving it.

Why do the parents give the kids Red Packets?

When do the parents give the kids Ya Sui Qian?

How do the parents give the kids Ya Sui Qian?

3, Firecrackers

Before the invention of firecrackers, people scared off evil spirits and ghosts with the loud pop that issued from bamboo sections when placed in fire. It creates a festive air during major holiday occasions and the original purpose of these early firecrackers gradually faded into obscurity.

4, The Hearth God

About a week prior to the lunar New Year, on the twenty-third or twenty-fourth day of the twelfth lunar month, the Kitchen God, the most important domestic deity, is transported to the Jade Emperor, the ruler of the heavens, to report on the family's behavior from the previous year. The Kitchen God is represented by a paper image and is hung throughout the year near the family's stove.

Hearth God
5. Spring Couplets

Each Chinese New Year, families in China decorate their front doors with poetic couplets of calligraphy written with fragrant India ink and expressing the feeling of life's renewal and the return of spring.

6. New Year Prints

New Year prints are a distinctive form of popular art, which, like spring couplets, also evolved from the tradition of peach wood charms. These prints may be generally placed in three categories: wood block prints, paper cuttings, and paper drawings. Later, the prints incorporated stories, dramas, and folk customs to express the sense and sensibilities of the public.
7, Door Gods

Door Gods, printed on paper and pasted on gates at New Year's time, are protectors of the house. There are two types of door gods: martial door gods and literary door gods.

Door God
Modified Lesson 3  Chinese New Year

Part I  Legends

The beginnings of the Chinese New Year can be traced back to the 14th century B.C.E. Legend has it that the Emperor Huangdi invented the Chinese calendar in 2637 B.C.E.

The Chinese New Year is China's biggest holiday, also known as the Spring Festival, starts at the beginning of spring. It occurs somewhere between January 30 and February 20. Today, many fascinating legends are associated with the origins of the Chinese New Year. Hope you enjoy the following legends.

Question - How the Festival has some relationship with the monster lies in a story about the origin and development of the Spring Festival.

Legend 1

According to legend, the nian, also the Chinese word for "year," was an enormous and ferocious monster who originally fed only on domesticated animals but turned one winter to eating people when there was no other prey. Unable to endure this daily terror, the people looked for a way to rid the beast from the village.

After observing the nian for some time, the people discovered that it had an unusual fear of three things:

- The color red
- Loud noises
- Fire.

Thus, when winter came again, each family in the village

- Hung red peach wood slats on their doors
- Banged on loud instruments
- Set bonfires in front of their homes
When the beast came again that night to forage on the villagers, he was terror-stricken by the sight of the red wood on the door, the blazing fires, and the cacophony ringing in the air. Without so much as a look, he fled to the mountains from whence he has never returned.

Legend 2

The beast, Nian, had the power to swallow up all the people in a village in one big bite. Village people were very scared of Nian. One day, an old man came to the villagers' rescue, offering to subdue Nian. The old man asked Nian, "I know you can swallow people, but can you swallow other beasts of prey instead of people who are by no means your worthy opponents?" Nian accepted the old man's challenge and swallowed the beasts that had harassed the villagers and their farm animals for years. The old man disappeared riding off on Nian. In this legend, the old man turned out to be an immortal god. Nian is gone and the other beasts of prey are scared into hiding in the forests. The villagers can once again enjoy their peaceful life. Before the old man left, he told the villagers to put red paper decorations on their windows and doors at each year's end in order to keep Nian away. It is believed Nian is afraid of the color red.
The tradition of observing the conquest of Nian is carried on from generation to generation. Today, Nian refers to the New Year's day or the Spring Festival. People often say *Guo Nian*, which means 'live the festival.' Furthermore, Nian also means the year. For an example, the Chinese often greet each other by saying *Xin Nian Hao*, which means Happy New Year! Xin means new and Hao means good.

Today, on the Eve of the New Year day, every family in China will:

- Putting up red couplets, hung red lantern and light some candles at home
- Lighting firecrackers
- Keeping vigil throughout the night and wait for the day to come

In early morning of January 1st in Lunar Calendar, people visit their relatives and friends and send them their best wishes. Chinese people gradually acquired this custom and the Spring Festival became the most important traditional holiday in China. This story is said to be the origin of the traditional customs. People say the words "Guo Nian" which mean both, "Survive the Nian" and "Celebrate the year." The word "guo" in Chinese means both observe, and pass-over.
Part II  Traditional Customs

As part of the Chinese New Year celebration, people buy presents, decorations, special foods and new clothing. Railroad stations throughout China are filled with travelers who take their vacation days around New Year to return home for a family reunion. Days before the New Year, Chinese families will

- Cleaning their house → sweeps away bad luck and
  → makes the house ready for good luck to enter

- Doors and windowpanes get a new coat of red paint

- The home is decorated with paper-cuts and poems called couplets of "happiness", "wealth", and "longevity".

Custom 1— Preparing Dumplings (Jiao Zi)

One popular food is "jiao Zi". Jiao Zi are a kind of dumpling made by stuffing a dough wrapper with finely chopped beef, pork, vegetables, onions, ginger, and spices. The outer covers are pinched tightly and then cooked in boiling water. When ready, the dumplings are removed from the pot and eaten with a sauce made from soy sauce, vinegar, sesame oil, and garlic. Since the shape of the dumplings resembles a gold ingot, eating Jiao Zi symbolizes the calling of wealth into one's life, and some people stuff real money in dumplings which will bring wealth to the lucky one who finds the coin.

Dumplings
Custom 2-- New Year's Money (Red Bag)

In the old days, New Year's money was given in the form of one hundred copper coins strung together on a red string and symbolizing the hope that one would live to be a hundred years old. Today, coins or notes are placed inside red envelopes in denominations considered auspicious and given to represent luck and wealth. In Chinese tradition, one of the best ways to wish younger generation best luck in the New Year is to give them a red bag with encouraging words and money inside. So parents or elder generation prepare many red bags in New Year's Eve, and give them out the first day of Chinese New Year. This is regarded as an auspicious practice which promises good luck in the new year. After the New Year's Eve dinner, the elder members of the family distribute Ya Sui money to the children.

What is Ya Sui money? In Chinese, the word "sui" (year) is homonymic with the word "Sui" (demon). Thus, "Ya Sui" is interpreted as suppressing demons, "Ya": suppressing, and "Sui": evil. It is believed that this practice can help to suppress evil and drive away demons. This comes from the tradition that everyone becomes one year older on New Year's Day.

Why is red so popular? Red is a lucky color and will bring good luck to the person receiving the gift.
Custom 3—Lighting Firecrackers

Before the invention of firecrackers, people scared off evil spirits and ghosts with the loud pop that issued from bamboo sections when placed in fire. These "exploding bamboo" were later used to create a festive air during major holiday occasions and the original purpose of these early firecrackers gradually faded into obscurity. From this time on, the types and shapes of firecrackers changed constantly evolving into the fountains and aerial fireworks that illuminate the night skies on festival occasions today.

Custom 4--The Hearth God

About a week prior to the lunar New Year, on the twenty-third or twenty-fourth day of the twelfth lunar month, the Kitchen God, the most important domestic deity, is transported to the Jade Emperor, the ruler of the heavens, to report on the family's behavior from the previous year. The Kitchen God is represented by a paper image and is hung throughout the year near the family's stove. Long considered the soul of a Chinese family, the stove is where all is seen and heard. To encourage a good report, families smear the Kitchen God's mouth with honey or molasses, to sweeten his tongue. They remove his image from the stove and then burn it to send his spirit to the heavens. Some families offer spirit money during the deity's burning and even dip him in liquor to produce a bright flambé. When New Year's Eve arrives, a new Kitchen God is posted to replace the old one for another year of observation. Today, many spiritual supply stores offer Kitchen Gods that are vertical wooden plaques painted red with gold Chinese calligraphy in addition to the traditional paper ones.

Custom 5--Spring Couplets

Each Chinese New Year, families in China decorate their front doors with poetic couplets of calligraphy written with fragrant India ink and expressing the feeling of life's renewal and the return of spring.
Fu (wealth and good luck).

In addition to pasting couplets on both sides and above the main door, it is also common to hang calligraphic writing of the Chinese auspicious characters for "spring" and "wealth" (Fu). In China, the word for good luck is fu. People paint signs with this character to hang in their homes and in the streets. These signs are painted in the traditional red and gold colors and are hung upside-down. The Chinese word for upside-down rhymes with the Chinese word for arrive. So it is kind of a play on words that by hanging the sign upside-down, good luck will arrive.
Custom 6-- New Year Prints

New Year prints are a distinctive form of popular art, which, like spring couplets, also evolved from the tradition of peach wood charms, is unique in Chinese art.

These prints may generally be placed in three categories:

- Wood block prints
- Paper cuttings
- Paper drawings
Custom 7-- Door Gods

Door Gods, printed on paper and pasted on gates at New Year's time, are protectors of the house. There are two types of door gods: martial door gods and literary door gods. The literary door gods, on the other hand, are based on scholar-official figures and hung on courtyard or inside room doors.
New Year's Eve Dinner

New Year's Eve dinner is a feast with all the members of the family getting together. On the night of New Year's Eve, Chinese families come together for a celebration dinner. This custom is also called "surrounding the hearth," from the custom in earlier times of eating dinner around the family hearth. Both children and adults eat together and dinner begins only after all of the family members are present at the table. Several of the dishes served have auspicious meaning and are indispensable to the night's menu:

- "Long Year Vegetable" (mustard greens) to represent long life,

- "Whole Chicken," symbolizing wealth for the whole family

- Fish is on the New Year's Eve dinner table but it cannot be eaten on New Year's Eve, since the Chinese words for "fish" and "surplus" sound the same and one wouldn't want to eat the next year's surplus.
### The 15-Day Celebration of Chinese New Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Special name</th>
<th>What people will do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>New Year</td>
<td>welcoming of the gods of the heavens and earth.&quot;Many people abstain from meat because it is believed that this will ensure long and happy lives for them.</td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td>pray to their ancestors as well as to all the gods. They are extra kind to dogs and feed them well as it is believed that the second day is the birthday of all dogs.</td>
</tr>
<tr>
<td>Day 3, 4</td>
<td></td>
<td>the sons-in-laws to pay respect to their parents-in-law.</td>
</tr>
<tr>
<td>Day 5</td>
<td>Po Wu</td>
<td>people stay home to welcome the God of Wealth. No one visits families and friends on the fifth day because it will bring both parties bad luck.</td>
</tr>
<tr>
<td>Day 6-10</td>
<td></td>
<td>Chinese visit their relatives and friends freely. They also visit the temples to pray for good fortune and health.</td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
<td>farmers to display their produce. These farmers make a drink from seven types of vegetables to celebrate the occasion. The seventh day is also considered the birthday of human beings. Noodles are eaten to promote longevity and raw fish for success.</td>
</tr>
<tr>
<td>Day 8</td>
<td></td>
<td>people have another family reunion dinner, and at midnight they pray to Tian Gong, the God of Heaven.</td>
</tr>
<tr>
<td>Day 9</td>
<td></td>
<td>make offerings to the Jade Emperor</td>
</tr>
<tr>
<td>Day 10-12</td>
<td></td>
<td>that friends and relatives should be invited for dinner. After so much rich food, on the 13th day you should have simple rice congee and mustard greens (choi sum) to cleanse the system.</td>
</tr>
<tr>
<td>Day 14</td>
<td></td>
<td>preparations to celebrate the Lantern Festival</td>
</tr>
<tr>
<td>Day 15</td>
<td>Lantern Festival</td>
<td>with the first full moon of the New Year, decorated lanterns are hung, the people wear white in honor of the moon and Yuanxiao are eaten.</td>
</tr>
</tbody>
</table>

Chinese New Year customs vary from place to place in China because China is a big country geographically, demographically and ethnically. But the spirit underlying the diverse celebrations of the New Year is the same, a sincere wish of peace and happiness for family members and friends.
Spring Couplets

Spring Couplets are written on red paper and hung on the doors of homes to bring good wishes to the New Year. You will be able to create your own Chun lian, or spring couplet, in class.
Spring couplets is a pair of sayings that offers good wishes at the beginning of the New Year. They are usually painted on red paper and are pasted on walls close to each other.

Here are some typical sayings:

May you be blessed with peace and safety wherever you are
May you be blessed with peace and safety in all four seasons

May all our wishes come true
May your business prosper

Good luck and good fortune
Riches be with you if you live in harmony
New Year Print
Red Bag (Hong Bao)
martial door god  literary door god

Jade Emperor

New Year Print
literary door god
martial door god
martial door god
Fireworks
Just for fun How to Make Original Beijing Style Dumplings

It is traditional that all family members sit together to make Dumplings (jiaozi) on the New Year's Eve. Jiaozi are eaten on the First Day of the New Year.

Here is the recipe for making original Beijing style Dumplings, including even how to make your own wrapper:

- 4 ½ cups (500g) flour, sifted
- 10 ½ oz (300g) lean boneless pork or beef (Chinese usually use pork), minced (if you are vegetarian, you may use 5 fried eggs instead, and then chop them into very small pieces)
- 1 tbsp salt, or to taste
- 2 stalks of Chinese cabbage, chopped to very small pieces
- 6 ½ tbsp (100g) scallions, chopped to very small pieces
- 2 tsp ginger, chopped to very small pieces
- 1/8 tsp five-spice powder (consists of mixed powder of anise pepper, star aniseed, fennel, cloves and cinnamon. Ground and mixed together they make the fragrant, cocoa-coloured 5 spice powder. You can get it at the Chinese Supermarkets. Wu Xiang Fen in Chinese)

You may skip steps 1 & 3 if you want to buy ready-made wrappers at the Chinese Supermarkets.

Boiled Dumplings (Jiao Zi)
Bring 8 cups (2 liters) of water to a boil over high heat, add half the dumplings. Stir them around gently with a label, and let the water return to a boil. Add enough cold water to stop the boiling, then bring back to a boil. When the water boils again, add more cold water and bring to a boil a third time. The dumplings will be done when they float to the surface. Remove, drain well, and serve.

Fried Dumpling
Stir 7 oz (200 ml) of water into the flour. Knead until the dough is smooth and elastic. Let rest for 30 minutes. Roll into a long cylinder and cut into 60 portions. Flatten each piece and roll into a circle about 3 inches (8 cm) in diameter. Place 1 portion of the filling on each circle and fold over. Pinch tightly to seal the edges and form a squat bonnet-shaped pouch. Repeat until all the dough and filling are used.

Arrange the pouches in a large pan. Heat to moderately hot, then add water to cover the pouches one-third of the way up. Cover the pan and cook over high heat until the water is almost absorbed. Trickle the flour-water mixture around the pouches. Cover the pan and saute over low heat until the flour forms a crisp film that link the dumplings together. Sprinkle the dumplings with a little sesame oil, cover again, and saute until the pouches are browned on the bottom. Remove with a spatula and serve. Saute and serve the dumplings in batches.
References for New Year Eve Dinner

Togetherness Tray

When visiting relatives, it's customary for them to offer guests tea, along with a round or octagonal tray filled with a variety of treats, from nuts to sweets. This is known as the Tray of Togetherness.

Traditionally, the tray was made of wood, with eight interior dishes of porcelain, but nowadays many people opt for plastic. I prefer the look of rosewood — it shows more class. The tray usually contains an inner set of eight compartments to help keep the goodies separated. Each compartment is filled with a special symbolic food:

- Candy Melon (growth and good health)
- Coconut (unity)
- Kumquat (gold; for prosperity)
- Longan (many good sons)
- Lotus Seeds (fertility)
- Lychee Nut (close family relationships)
- Peanuts (longevity)
- Red Melon Seeds (red; for happiness, joy, honesty and sincerity)
On New Year's Day, the Chinese family eat a vegetarian dish called "jai." The various ingredients are root or fibrous vegetables. These include: lotus seed = hope for many male offspring; ginkgo nut = hope for silver; black moss seaweed = hoped for wealth; dried bean curd = more hoped for wealth and happiness; bamboo shoots = wishing all goes well.

The entire first week is for socializing. This is when the Togetherness Tray is shared. The Seventh Day of the New Year is considered "Everyone's Birthday" as individual birthdays are not considered as important as turning a year older together at New Year's. Noodles are eaten to promote longevity and raw fish for success.
**Listening Guide for Beginner:**

Line the connective parts.

<table>
<thead>
<tr>
<th>Monster Nian</th>
<th>People kept vigil throughout the night</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afraid of the color red.</td>
<td>Lighting firecrackers</td>
</tr>
<tr>
<td>Afraid of loud noises</td>
<td>Hung red peach wood slats on their doors</td>
</tr>
<tr>
<td>Afraid of fire</td>
<td>Set bonfires in front of their homes</td>
</tr>
<tr>
<td>Eating people at night</td>
<td>Hanging red spring couplets</td>
</tr>
</tbody>
</table>
Listening Guide for Intermediate:

1. *Nian* was a __________. *Nian* eat people when there was no other ____ at night.

2. The people _______ the *nian* for some time and discovered that it had an unusual fear of three things: __________, loud noises, ________.

3. Each family in the village hung ________________ on their doors, banged on ________________, and set bonfires in front of their homes.

4. *Nian* was terror-stricken by the sight of the red wood on the door, the __________, and the cacophony ringing in the air. Without so much as a look, he fled to the mountains from whence he has never __________.
Listening guide for Advanced:

1, *Nian* was a __________. *Nian* eat people when there was no other ___ at __________.

2, The people __________ the *nian* for some time and __________ that it had an unusual fear of three things: __________, ____________, __________.

3, Each family in the village hung _____________ on their doors, banged on______________, and _____________ in front of their homes.

4, *Nian* was terror-stricken by the _____________ on the door, the __________, and the cacophony ringing in the air. Without so much as a look, he fled to the mountains from whence he has never ____________.
Review Questions for Beginner:

Oral activity

1. Why do the parents give the kids Red bag?

2. When do the parents give the kids red bag (Ya Sui Qian)?

3. How do the parents give the kids?
Review Questions for Intermediate:

Oral Activity

1. Why Chinese people kept vigil throughout the night of New Year Eve?

2. What people will do at New Year Eve? Please list two.

3. Why people hang red spring couplets and new year prints?

4. What else do people use to decorate?
Review Questions for Advanced:

Oral Activity

1. Why people hang red spring couplets and new year prints?

2. Why people pasted Door Gods on gates at New Year’s time?

3. Why fish cannot be eaten on New Year's Eve?

4. Why people invert the “Fu”?
Writing activity for beginner level:

Day 1

Pray to their ancestors

Day 8

New Year

Friends and relatives come for dinner

Day 15

Decorated lantern
The sons-in-laws to pay respect to their parents-in-law.

Make offerings to the Jade Emperor

Pray to their ancestors as well as to all the gods. They are extra kind to dogs and feed them well as it is believed that the second day is the birthday of all dogs.

Visit the temples to pray for good fortune and health. Chinese visit their relatives and friends freely. They also

Day 7   Day 1   Day 5

Day 10-12   Po Wu   Day 8
# The 15-Day Celebration of Chinese New Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Special name</th>
<th>What people will do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Year</strong></td>
<td></td>
<td>Welcoming of the gods of the heavens and earth. Many people abstain from meat because it is believed that this will ensure long and happy lives for them.</td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3, 4</td>
<td></td>
<td>People stay home to welcome the God of Wealth. No one visits families and friends on the fifth day because it will bring both parties bad luck.</td>
</tr>
<tr>
<td>Day 6-10</td>
<td></td>
<td>Farmers to display their produce. These farmers make a drink from seven types of vegetables to celebrate the occasion. The seventh day is also considered the birthday of human beings. Noodles are eaten to promote longevity and raw fish for success. People have another family reunion dinner, and at midnight they pray to the God of Heaven.</td>
</tr>
<tr>
<td>Day 9</td>
<td></td>
<td>Friends and relatives should be invited for dinner. After so much rich food, on the 13th day you should have simple rice congee and mustard greens to cleanse the system.</td>
</tr>
<tr>
<td>Day 14</td>
<td></td>
<td>Preparations to celebrate the Lantern Festival</td>
</tr>
<tr>
<td>Day 15</td>
<td>Lantern Festival</td>
<td></td>
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</table>
Writing Activity for Advanced Level:

Preparing a Chinese New Year Party
Make a Chinese Red Bag (Hong Bao)

Instead of presents as in the West, the Chinese give gifts of money at Chinese New Year, at weddings and birthdays. The money is usually placed in a red packet/envelope decorated with an appropriate symbol, greeting or lucky sign, like the one pictured on the right.

To make your own Chinese gift packet you will need:

- a sheet of red paper
- scissors
- paper glue

Print this onto a sheet of red paper, or if you don’t have any red paper print it onto white paper and colour it in red. Cut out the packet and fold it along the dotted lines, folding in the direction away from the printed Chinese characters (if you want to make your packet particularly nice, you can paint the characters with gold paint). Straighten the packet out again, and turn it over so you are looking at the side without the characters, as in the diagram below.

Now fold over flap A and apply a little glue along its right edge. Fold over flap B and press it firmly onto the glued edge of flap A. Apply a little glue to flap C and press it firmly onto flap B.

You now have your Chinese gift packet! Flap D is the flap of the envelope and a little glue can be applied to seal it— but don’t forget to put your gift money inside first!
Good Luck (Fu) Symbols

K-W-L Chart

What you know about Chinese New Year?

What you want to know about Chinese New Year?

What you learned about Chinese New Year?
Venn Diagram Samples
Lesson 3: Lesson Plan (Original)

Goal:

I want my students to know that the Chinese New Year originated from a variety of legends and traditions and recognize that the Chinese New Year and its celebrations are unique and distinctive.

Objectives:

- I want my students to recognize that legends are a way of explaining our perception of the world in which we live.
- I want my students to learn about different traditional customs and activities in the celebration of the Chinese New Year.
- I want my students to learn that holidays originate from a variety of different backgrounds, legends and traditions.
- I want my students to share their ideas and to make a plan to organize a group party for celebrating the Chinese New Year.

Procedures:

1. **Brainstorm.** Ask students to think of all the things that they do to celebrate the New Year. Have them share, in groups of four, what they do to celebrate. Invite each group to share their ideas with the class. Write these ideas on the board.

2. **Mini-Lecture (Part 1).** Share the information about the origins of the Chinese New Year with their peers. In pairs, have the students respond to the discussion. What did you learn about the legends behind the Chinese New Year? Have each pair share with the rest of the class.

3. **Mini-Lecture (Part 2).** Explain to the students that all people celebrate the New Year differently. Briefly describe the customs of the Chinese New Year. After the information is shared with the students, check for understanding with review questions.

4. **Open discussion.** After all the activities have been completed, have the students respond to the following question: "What do you know about the Chinese New Year?"

Assessment:

1. **Drawing.** The drawings will be assessed for understanding what the Chinese New Year is about. See if the students are able to incorporate at least three things that they have learned from the lecture.

2. **Writing.** Have the students take time to write their own versions about why they celebrate the New Year in the way that they do. After the versions have been written, give the students time to share their versions with the rest of the class. Discuss with them the similarities and differences in the versions that they wrote, showing that all people see things in a different manner.
Lesson 4
# Lesson 5: Lantern Festival

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The Sources of Written Materials:

http://www.liondancer.com/

http://www.chcp.org/mpeg/index.html


http://www.redpacket.com/nian.cfm


http://pureinsight.org/pi/articles/2003/2/27/1476.html

http://www.travelchinaguide.com/intro/social_customs/zodiac

http://www.midnight


http://www.educ.uvic.ca/faculty/mroth/438/CHINA/15-day_celebration.html
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<td>Interrogatives, Comparisons, Prepositions</td>
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<td>Comparing and</td>
<td>Answer questions</td>
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Modified Lesson Plan for ELLs - Lesson 4

Goal:

I want all students learn about the cultural activities during the Chinese New Year celebration.

Language Objectives:

All students will learn new vocabulary about cultural activities, such as ancestor worship, the dragon dance, the lion dance, and stilt performances and will able to:

- Use new words and communication in social-cultural interaction.
- Indicate their interests, opinions or preferences related to content.
- Identify Chinese cultural activities.
- Share and request cultural information with their peers.

1. Beginner students:
   - Visually identify the dragon and lion when they appear in a Chinese New Year parade.
   - Describe the legends related to the dragon and lion.
   - Express their personal feelings and ideas about cultural activities.
   - Share the social and cultural traditions and values they've learned with their peers.

2. Intermediate students:
   - Define words related to different cultural activities.
   - Link legends with popular cultural activities.
   - Express their preferences by describing their favorite activity.
   - Compare their own cultural activities with the content they learned.

3. Advanced students:
   - Express understanding by answering questions.
   - Compare and contrast their own cultural information with the content.
   - Construct a chart or other graphic showings of the information from the content.
   - Oral presentation about their favorite activity.

Standard: ESL 9-12: Goal 1 Standard 1& 2
Goal 2 Standard 1
Goal 3 Standard 1
Content Objectives:

- I want my students to understand that the ancestor worship in the Chinese New Year is a vital part of Chinese culture.
- I want my students understand the symbolism of the dragon in Chinese culture and its role in New Year celebrations.
- I want my students know about the appearance and characteristics of the Chinese lion and its role in the New Year celebrations.
- I want my student discover the function of Stilt Walkers during the New Year parade.
- I want my students become familiar with the popular activities of the Chinese New Year.

Procedures:

1. **Course preparation.** Before the class starts, the teacher will write the following subject matters on the blackboard:
   - The goal of this lesson
   - The language objective for varying levels of ELLs
   - The content goal
   - Key vocabulary

2. The teacher will invite Chinese visiting scholars or native Chinese students who have just come back from China to talk about their experiences during the Chinese New Year Celebration in China and show their photos and slides or videos about the dragon dance and lion dance taken from China. Students will ask questions about cultural activities and collect more information.

3. **Brainstorm.** Ask students to think of all the things that they do to celebrate the New Year. Have them share, in groups of four, what they do to celebrate. Write these ideas and something that they remember from the guest lecture on paper.

4. The teacher will briefly review the information about Lesson 3. Then the teacher will hand out the pictures of traditional cultural activities for celebrating the Chinese New Year and the legends of the dragon and lion, and have students discuss in pairs.

5. **Mini-Lecture.** The teacher will explain to the students that all people celebrate the New Year differently and read aloud the activities during the celebration of the Chinese New Year. The students will discuss the contents and pictures as they go along. The teacher will have students pay special attention to the dragon and lion dances and explain to the students that they are going to learn more about the Chinese dragon and lion, as well as other activities.
6. **Discussion.** Open a class discussion by telling the students that the Chinese dragon is very different from the western (European) dragon. Ask for volunteers to describe the western dragon they might have heard about in stories (a nasty creature that eats humans, breathes fire, and flies with bat-like wings). Now look up descriptions of the Chinese dragon according to folklore and legend. Have different students read parts of the description aloud. The teacher will show students a hands-on parade dragon made by the teacher. Then students will watch the dragon dance tape from: [http://www.chcip.org/mpeg/index.html](http://www.chcip.org/mpeg/index.html).

7. The teacher will explain that the lion did not originally live in China. The local people heard about lions from travelers and trades people, and they formed their own ideas of what the creature looked like. This might lead to a discussion about how different people envision a given object described in many different ways. The teacher will explain that actually these animals were considered helpful and protective, much like guard dogs. Pairs of lion statues (called "fu lions") are often placed at the entrance to Buddhist temples and other sacred places. Tell the students that the lion often appears in a Chinese New Year parade. Let students watch the lion dance tape from [http://www.liondancer.com](http://www.liondancer.com). Ask them why today the lion dance is more popular then the dragon dance.

8. **Hands-on Activity and Summaries.** After the teacher summarizes the content of this lesson, students will do the in-class assignments with all levels of language proficiency to give feedback on what they have learned from this lesson. As part of learning about this celebration, students should be able to experience some of these activities. The teacher will remind students of the symbolism behind these activities and let students work in groups of four following directions to make a parade dragon puppet.

9. After all the activities have been completed, have the students respond to the following questions: What are the characteristics of the Chinese dragon? Why is the dragon connected with the Chinese New Year? What is the dragon dance? Why are firecrackers ignited during the New Year parade? What do Chinese lions look like and why are they considered protective guardians? Why do lions dance in the New Year parade?
Narrative

Lesson four has been modified to benefit English Language Learners (ELLs) of varying levels, range from beginner to advanced literacy. This lesson is written for the FCC (Family with Children from China) adult group which includes both mainstream students and ELLs.

I modified my original lesson plan to make input more comprehensible and meaningful. There are several modifications that teachers should always keep in mind:

- Slow pace and gestures
- Precision
- Simplified syntax
- Repetition
- Consistent vocabulary and formulary

Throughout this lesson I will use several “sheltered strategies.” For example:

1. Like last three lessons, I will write a clearly defined goal, language objectives and content objectives on the board for students at the beginning of a lesson. The students will state at the end of the lesson whether the objectives have been met.

2. I will rewrite the original lesson and adapt to ELLs’ needs through use of outlines, labeling of pictures, study guides, adapted text to all levels of language proficiency and preparation of comprehensible input using supplementary materials including the legends about some new year customs and activities, such as ancestor worship, married women visiting natal homes, the dragon dance, lion dance and stilts performances.

3. I will invite guest speakers like Chinese visiting scholars or native Chinese students who have just come back from China to give a lecture about their experiences during the Chinese New Year celebration in China and show students some photos and slides or videos if possible. I will ask students to ask questions about Chinese cultural activities and traditional customs and collect more information to understand the content.

4. I will let students brainstorm to think of all the things that they do to celebrate their own New Year. Have them share, in groups of four, what they do to celebrate, and ask them to write these ideas and something that they remember from the guest lecture on paper.

5. I will briefly review the contents of Lesson 3 and then handout the adapted context including pictures of the traditional cultural activities and the legends of the dragon and lion. I will explain to the students that all people celebrate the New Year differently and read aloud the modified content by suggesting reading at a slow pace, using gestures and taking pauses. I will adjust the questions for various levels of ELLs and modify assignments by using multiple versions of both the
worksheets and activities. I will also ask students of different language levels to read parts of the description aloud.

6. I will use the computer to show the movie of the dragon dance and lion dance from a website and use some supplementary materials to make the content concepts clear and comprehensible.

7. I will open a class discussion by telling the students that the Chinese dragon is very different from the western (European) dragon. Ask for volunteers to describe the western dragon they might have heard about in stories (a nasty creature that eats humans, breathes fire, and flies with bat-like wings) and have the students to compare it with the Chinese dragon and answer the following questions: What are the characteristics of the Chinese dragon? Why is the dragon connected with the Chinese New Year? What is the dragon dance? Why are firecrackers ignited during the Chinese New Year parade? What do Chinese lions look like and why are they considered protective guardians? Why do lions dance in the Chinese New Year parade?

8. I will arrange students into small groups and the mainstream students will involve all group activities such as pairs and groups of four with varied language levels in order to engage all group activities. The students will work in small groups or pairs throughout the lesson and link new knowledge to existing knowledge among their peers. This format allows students to share their understanding and knowledge in many cases. During the open discussion, I will use alternate grouping strategies for the varying levels of ELLs. Students will share information in cooperative groups in order to build off of one another to help and benefit all levels of language learners.

9. I will create a meaningful hands-on activity to make a parade dragon puppet which makes the content more comprehensible and students will be able to experience some of cultural activities in order to understand the symbolism behind these activities. I will also show students the hands-on dragon I made personally.

10. I will ask students to do the in-class assignment to give feedback on what they have learned from this lesson and the students will engage in the content activities with varied language levels and use what they have learned to write and describe content information. The beginners will match the related information, the intermediates will design their invitation card for friends and the advanced students will describe their own opinion about Chinese New Year Activities.
**Sheltered ELL Strategies Checklist  Lesson 4**

<table>
<thead>
<tr>
<th>Kay Vocabulary</th>
<th>Supplementary Materials</th>
</tr>
</thead>
</table>
| Noun and adjectives related to Chinese cultural and traditional activities | Dragon dance pictures  
Lion dance pictures  
Stilt performance pictures  
Directions for making Chinese parade dragon puppet |

**Sheltered Features**

<table>
<thead>
<tr>
<th>Contextualize Lesson</th>
<th>Engage Appropriate Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Visuals (Realia, Manipulative, Gestures)</td>
<td>✔ Use questions appropriate for language levels</td>
</tr>
<tr>
<td>✔ Model (Instructions, Processes)</td>
<td>✔ Assign appropriate tasks for varying levels</td>
</tr>
<tr>
<td>✔ Activate Background Knowledge</td>
<td>✔ Literacy/Academic Development</td>
</tr>
<tr>
<td>Make Text Comprehensible</td>
<td>✔ Allow use of L1 for planning and conceptualization</td>
</tr>
<tr>
<td>✔ Graphic Organizers</td>
<td>✔ Lots of real oral and written language</td>
</tr>
<tr>
<td>✔ Develop Vocabulary</td>
<td>✔ Hands on activity</td>
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<tr>
<td>✔ Simplify Written Text</td>
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**Lesson Sequence**

1-Content/language Objectives.
2-Invite guest speaker: talk their experiences.
3-Brainstorm: Ask students to think of all the things that they do to celebrate the New Year
4-Review last lesson: In pairs to the discussion Links past learning and new concepts
5-Mini-Lecture: Explain the activities.
6-Class discussion: Compare the Chinese dragon with western dragon
7-Watch the lion dance tape
8-Hands-on activity: Make a parade dragon puppet
9-Summary: Answer questions

**Time Allotment (Min.)**

- Before class
- 10
- 5
- 5
- 10
- 10
- 7
- 8
- 10

Total: 65 Min.
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Modifies Lesson 4:  New Year Activities

Profile

- Ancestor Worship
- Visits
- Dragon Dance
- Stilt Performa
- Lion Dance
- Married women visit natal home

New Year Activities
Activity 1  Ancestor Worship

Ancestors are remembered with great respect because they were responsible for laying the foundations for the fortune and glory of the present day family. The Chinese place great importance on filial piety; thus, ancestor worship is a central part of Chinese New Year activities. On the first day of the year, at the moment that spring arrives, the whole family then worships the gods and ancestral spirits by:

- Firecrackers
- Red dates, winter melon, peanut candy
- Burning paper money
Activity 2       New Year’s Visits

During the first few days of the new spring, it is imperative that the younger generation call on their elders, and that relatives and friends visit each other to offer New Year's felicitations. In today's society, this can be an important way of strengthening social relations and expressing care and consideration.

When meeting friends and family during this time, it is required etiquette to clasp one's hands together and say "Gong Xi" or "Congratulations!" And when receiving guests at home, the host must welcome the visitors with an array of sweets, such as peanuts, winter melon candy and red dates, saying auspicious phrases like "Eating sweets will bring you great wealth."
Activity 3  

The Dragon Dance

The Legend of the Chinese Dragon

In the West, the dragon has traditionally been seen as a symbol of evil to be slain by heroes in mythological stories. The opposite, however, is true in China, where the dragon represents prowess, nobility, and fortune.

Dragon cultures exit in both the Eastern and Western world. In the West, dragon was always thought of as evil which has a nasty creature eats humans, breathes fire, and flies with bat-like wings and they look significantly different from the Chinese dragon. Dragons are deeply rooted in Chinese culture, so Chinese often consider themselves, 'the descendants of the dragon.' Nobody really knows where the dragon comes from. The dragon looks like a combination of many animals, such as a reptile, a snake, an alligator, and a lizard. Or it may be just a product from the imagination of Chinese people. The dragon is a symbol of imperial power, nobility and fortune.

Traditionally the dragons are considered as the governors of rain falls in Chinese culture. They have the power to decide where and when to have rain falls. The kings of the water dragons live in the dragon palaces under the oceans. The dragon also plays an important part in Chinese Festivals. The dragon dance has a long history, which was already a popular event during the Song Dynasty.

In ancient days the dragon was regarded as a most sacred animal, and used to be the imperial emblem of Chinese emperors. Unlike the evil dragon the West, the Chinese Dragon is a beneficent and gracious creature and is worshipped as the divine ruler of Lakes, Rivers and Seas. It is the powerful yet gentle “Long” that brings rain to the earth, hasten the crops and cools the toiling framer. It is one of the most popular of Chinese art motifs, being sculptured on stone pillars of Chinese temples and embroidered on beautiful gold and silk tapestries.

As imagined by the Chinese, the dragon has the head of a camel, the horns of a deer, fiery eyes and a long beard. Its ears are like those of a cow, its paws like the tiger’s and its claws sharp like an eagle’s. Its neck is serpentine; it has the belly of a frog and the scales of a carp. The Dragon first appeared in the sky, legend tells us, while an heir to the throne was born, and the country was blessed with peace and prosperity for many generations thereafter. Thus, the Dragon also served as a symbol of good fortune.

In parade appearance, the dragon performs its gyrations in pursuits of a costumed figure who holds aloft a pole with a ball on the end called the "Precious Pearl." The creature’s movement and tempo are controlled by this leader who manipulated the "pearl" according to plan, accompanied by drums and gongs. According to the Chinese calendar, the dragon is the animal for those who were born this year and every 12 years before or afterwards. The year you were born is believed to influence your personality. Thus, for the dragons, they are soft-hearted, healthy, respected, energetic, and eccentric.
Western Dragon

Chinese Dragon
The dragon dance became popular during the Sung dynasty and after more than a millennium its seductive power remains undiminished. The dragon costumes used during the performance come in a variety of colors, including gold, teal, red, or a mixture of all. The dance may be performed during day or night, with the latter illuminated by a flaming ball leading the dragon in its flight through the night sky.
Activity 4  The Lion Dance

In addition to the Dragon Dance, the Lion Dance also has a long history in the Chinese tradition, it was originally used for worship and to pray for rain, but now the dance is used strictly for entertainment. Since fewer participants and lesser space are required to perform the dance, the Lion Dance can be seen just about anywhere in the Chinese community during the Chinese New Year or any traditional festivals.

Lion did not originally live in China. The local people heard about lions from travelers and trades people, and they formed their own ideas of what the creature looked like. This might lead to a discussion about how different people envision a given object described in many different ways.

Compared to the Dragon, the Lion’s head and body are easier to make, none the less, all the details on the Lion still requires a high level of dedicated craftsmanship. The Lion Dance is usually carried out by two persons: one to manipulate the upper portion of the lion and the other person control the tail portion. Sometimes, a third person would carry a silk flower ball or wear a mask of the laughing Buddha with a banana-leaf fan in one hand, this person further enhance the level of entertainment of the Lion Dance by dodging from left to right, jumping to and from to make fun of the lion, leading and teasing the Lion into action.
Activity 5  Stilt Performances

Stilt walking is not only a playful folk art and local-drama art, it also constitutes outdoor entertainment. Stilt walking, which relies on two wooden poles 30 to 50 cm long to make the performer tower above all others, is accompanied by musical and operatic performances. In parades, the stilt walkers are dressed in various costumes, usually with a theme which relates to some popular story or folk tale. The stilt walkers are also associated with various religious festivals and temple celebrations, as they act out the various heroic epics and deeds of various deities.

Walking on stilts is another traditional performance-event popular in China, especially in the northern part of the country. According to the archives, our Chinese ancestors began using stilts to help them gather fruits from trees. This practical use of stilts gradually developed into a kind of folk dance. Today’s skillful performers can perform truly amazing feats and extremely difficult movements on stilts. The professionals even put on dramas while walking about on stilts. If you are not a stilt-walker yourself, or can not do a dragon or lion dance, never mind! During Spring Festival time, you can go to temple fairs and enjoy superb performances of the dances, stilt-walking and amazing acrobatic shows. You can also try and enjoy the many varieties of local snack foods.
Activity 6  When Married Women Visit their Natal Home

Long a custom of the New Year season, married women traditionally go home to visit their parents on the second day on the first lunar month. The second day is chosen since it is believed that if a daughter returns home on the first day poverty will strike the family. When visiting, daughters must prepare gifts for her family.
Supplementary Materials
Legend about dragon

A long long time ago, the Heavenly Emperor was upset by the Chinese people's disrespect toward the Gods. As a punishment, he proclaimed a seven year draught. After the first year, many of the rice crop failed. By the second year, many of the fruit trees withered and by the fifth year, the ponds, lake and even many rivers are totally dried up. The land was parched and cracked and millions died. Out of great compassion, the Dragon Princess Ling begged her father to bring the water from the sea to the people. But the King refused for to disobey the Heavenly Emperor's decree is to court death. Yet, the Dragon Princess Ling could hear the moaning of little babies crying with hunger for their mother's dried up breast milk.

One dark night, the Princess Ling flew from the ocean to China—bringing with her a dense cloud of water. Baby woke up frightened by the sound of the rain—for they had never heard of it before. The old people ran out with pots and pans to gather the precious rain. The draught had ended with the Princess Ling bringing the rain. Other dragons joined her and the people were ecstatic when they saw the silver long forms of dragons.

Heavenly Emperor heard of this and were furious that the ring leader was a little dragon princess, Ling. She took all the blame for breaking the draught and as her punishment. The Heaven Emperor ordered that she would be chopped into pieces and thrown down to the people to let them know that he was still the King. Crying with shock and disbelieves, the people tenderly gathered all her pieces and sewed them together with long silks. They held the pieces up with a stick and started to weave them to try to bring her back to life. The people also put bamboo in the fire to give out a loud crack to wake her spirit and chase away the evil spirit.

Every New Year, the people remembered her great sacrifice and reenacted the whole Dragon Dance with the sound of fire crackers. With the different cultural taste, the Southern Chinese preferred a smaller form of Dragon dances—the Lion Dance but if you observe the Lion's head, it has a horn in the forehead. The Lion is another version of a smaller form of Dragon.

Meaning of the legend: The Chinese people from the beginning of time had shown a remarkable ability to understand the intricate working of nature. The relationship between rain and oceanic wind pattern. They know that water vapor were originated from the sea and endowed the dragon with rain making ability. Chinese dragon is benevolent in their spirit and benefit the people—contrasting to the western myth of a cold lecherous lizard-like dragon who captures virgin and hog treasure perhaps it is a religious backlash in the west toward the Older religious practice of the Serpent Power, as in Kundalinni of the Hindu Yoga. It also reflected the difference attitude between East and West toward sexual energy and impulses—the dragon symbolizes fertility and life, just like the snake in the biblical story of Eden.

Deeper meaning toward our Dantao Qigong practice—our Wutang Neigong Taiji Quan and Qigong originated from the Taoist Lung Meng—Dragon Gate—Sect of Complete Reality School of Internal Alchemy. The serpentine motion of the Dragon is the core and heart of our movements. When we move in Taiji and Qigong—each motion interweaves every bones like a sonic wave to the top of the head.
PARADE DRAGON PUPPET

Supplies:

- 2 - 9" paper plates
- Dragon face coloring sheet
- Construction paper - bright colors
- Craft stick
- Scissors
- Glue
- Stapler
- Markers
- Dragon face pattern

Directions:

1. Cut construction paper strips, one-inch wide and approximately 12" long. Fan fold strips for added effect.

2. Glue paper strips around the edges of the front of one plate.

3. Glue the second paper plate to the first plate with the craft stick, handle in between. Staple for reinforcement.

4. Cut out "ruffly" part of head (to hide the plate) and glue to back of paper plates which are stuck together.

5. Color dragon face coloring sheet with bright colored markers. Cut out and glue to center of back of paper plates, on top of "ruffly" part.

6. Add horns or bells or noise makers to the dragon puppet.

   In most cultures, dragons are considered to be evil or bad. In China, a dragon is considered to bring good luck.
Listening Guide for Beginner:

Add activity words about Chinese New Year.
Listening Guide for Intermediate:

Fill in three key words for each activity.

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<th>Activities</th>
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Listening Guide for Advanced:

Compare the Chinese Dragon with Western Dragon.

Chinese Dragon

Western Dragon
Oral Activity for Beginner:

1. Describe the dragon dances and the lion dances.

2. Answer the question: Why the lion dance is more popular than dragon dance?
Oral Activity for Intermediate:

**Answer the questions.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<td>What are the characteristics of the Chinese dragon?</td>
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<tr>
<td>Why is the dragon connected with the Chinese New Year?</td>
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<tr>
<td>What is the dragon dance?</td>
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<tr>
<td>Why are firecrackers ignited during the New Year parade?</td>
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<tr>
<td>What do Chinese lions look like and why are they considered protective guardians?</td>
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<tr>
<td>Why do lions dance in the New Year parade?</td>
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</tbody>
</table>
Oral Activity for Advanced:

Talk about all the activities you do to celebrate the New Year.
Writing Activity for Beginner:

Match the related information.
Writing Activity for Intermediate:

Design an invitation for Chinese New Year.
Writing Activity for Advanced:

Write two paragraphs to express your like and dislike about Chinese New Year activities and give two reasons.

Like

Dislike
Lesson 4: 

Original Lesson Plan

Goal:

The students will learn about the different activities during the celebration of the Chinese New Year.

Objectives:

- Students will understand that the ancestor worship in the Chinese New Year is a vital part of Chinese culture.
- Students will understand the symbolism of the dragon in Chinese culture and its role in New Year celebrations.
- Students will learn about the appearance and characteristics of the Chinese lion and its role in New Year celebrations.
- Student will discover the function of Stilt Walkers during the New Year parade.
- Students will become familiar with the popular activities of the Chinese New Year.

Procedures:

1. The teacher will read aloud the activities during the celebration of the Chinese New Year. The students will discuss the content and pictures as they go along. Teacher will have students pay special attention to the dragon and lion dances. The teacher will explain to the students that they are going to learn more about the Chinese dragon and lion, as well as other activities.

2. Open a discussion by telling the students that the Chinese dragon is very different from the western (European) dragon. Ask for volunteers to describe the western dragon they might have heard about in stories (a nasty creature that eats humans, breathes fire, and flies with bat-like wings). Now look up descriptions of the Chinese dragon legends. Have different students read parts of the description aloud. The teacher will hand out the dragon pictures from the website.

3. In groups discuss with students: Since the New Year festival traditionally marks the beginning of the planting season in China, a major character is the dragon, who brings the rain and good luck. During the celebration, the dragon is a huge puppet - a fierce-looking mask of bamboo or paper-maché worn by one man, and the long body of brightly colored cloth carried by the many dancers hidden beneath it. Spectators throw firecrackers at the dragon's feet, not only to frighten away evil spirits but also to keep the dragon awake. (Dragons supposedly hibernate during the winter.) Show the students pictures of the Chinese New Year parade.

4. The teacher will explain that the lion did not originally live in China. The local people heard about lions from travelers and trades people, and they formed their own ideas of what the creature looked like. This might lead to a discussion about how different people
envision a given object described in many different ways. The teacher will explain that actually these animals were considered helpful and protective, much like guard dogs. Pairs of lion statues (called "fu lions") are often placed at the entrance to Buddhist temples and other sacred places. Tell the students that the lion often appears in a Chinese New Year parade as well.

5. After all the activities have been completed, have the students respond to the following questions: What are the characteristics of the Chinese dragon? Why is the dragon connected with the Chinese New Year? What is the dragon dance? Why are firecrackers ignited during the New Year parade? What do Chinese lions look like and why are they considered protective guardians? Why do lions dance in the New Year parade?

Assessment:

1. Student presentation.
2. Write an essay on the celebration of the Chinese New Year.
Lesson 5
Lesson 5: Lantern Festival

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The Sources of Written Materials:

http://www.enchantedlearning.com/crafts/chinesenewyear/lantern/
http://www.newsgd.com/specials/seasonoffestivals/festivaltips/200502040207.htm
http://www.chinaembassy.org.np/culture/festivals/lantern_festival.htm
http://www.peopleholdinghands.com/lesson_chinesenewyear.html
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http://www.chineseculture.about.com/library/weekly/aa020998.htm
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http://www.chinapictures.org/photo/chinese-festivals/lantern-festival/40205174332037
http://www.activityvillage.co.uk
## Language Functions for ELLs – Lesson 5

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Modified Lesson Plan for ELLs - Lesson 5

Goal:

I want my students to learn about the Chinese Lantern Festival and its origins from a variety of legends and traditions and recognize the values represented in the celebration of the Chinese Lantern Festival.

Language Objectives:

All students should learn new cultural key words (posted on the board) and will able to:

- Use the cultural words to participate in Chinese cultural festivals.
- Express personal cultural needs, feelings and ideas.
- Explain the celebration of the Chinese Lantern Festival and make a comparison with their own cultures.
- Select their favorite celebration.
- Use a timeline to summarize the information from the whole unit.

1. Beginner students:
   - Gather information about folklore and legend orally.
   - Identify the customs pictures visually.
   - Express their understanding by answering questions.
   - Share information with groups and joining class discussions.

2. Intermediate students:
   - Define words related to legends and customs.
   - Link legend and custom.
   - Compare Chinese traditional customs with their own customs.
   - Write a summary about the Chinese Lantern Festival.

3. Advanced students:
   - Narrate how the Chinese celebrate the Lantern Festival and give two reasons why.
   - Construct a chart to summarize all the information from the whole unit.
   - Prepare for and participate in a class discussion.

Standard: ESL 9-12: Goal 1 Standard 1 & 2
              Goal 2 Standard 1 & 2

Content Objectives:

- I want my students to know that there are many different legends about the origins of the Lantern Festival.
- I want my students will know the story of Yuanxiao.
- I want my students will know how to use lanterns to decorate the room and be able to value the beauty of Chinese lanterns and appreciate cultural diversity.
- Students will make a timeline of important events in the Chinese New Year celebration.

**Procedures:**

1. Before the course starts, the teacher will write the following subjective matters on the board:
   
   - The goal of this lesson
   - Language objectives for ELLs
   - The content objectives
   - Key vocabulary
   - Four review questions for the last four lessons

2. The teacher will invite some native language speakers such as Spanish speakers to help ELL students go through the short reading sheet prior to the lesson and ask them to mark or highlight any word or information that puzzles them with their own language (L1 support). If possible they will have the chance to discuss with either the ESL teacher, instructional assistant or classroom teacher.

3. The teacher will create a key word bank for the whole unit and raise some questions from the last four lessons in order to activate and connect all knowledge about the Chinese New Year they learn. Have students think about it and ask students to prepare a creative approach in selecting the events and designing the timeline for this unit.

3. Students will be required to work in groups of either three or four. The teacher will hand out one of the legends of Lantern Festival (also called “Yuanxiao” festival) from the three legends to each group and have students read aloud and discuss the story. Then the teacher will reorganize the group into cooperative groups in which the students from different groups will share the three legends.

4. Brainstorm. Students will brainstorm and share the information and complete a listening guide with varying standards for the three different levels of ELLs using the information from legends and supplementary materials.

5. Mini-activity. Students will take place in an activity that will have them chose one legend they think matches the values and traditions of the Lantern Festival the most and give two reasons why they chose their respective story. After the activity has been completed, have the students respond to the following question: “How do Chinese people celebrate the Lantern Festival?”
6. **Hands-on Activity:** Have students make a Chinese paper lantern following the given directions and decorate their lantern paper in the classroom (these lanterns will be hung from the ceiling of the classroom or on windows and doors for display). Let the students share their work with others.

7. **Make a Timeline:** Have the student review the important events that occurred during the Chinese New Year celebration and ask them to map the events of the Chinese New Year celebration. Students will identify all cultural events and make and use a timeline in order to appreciate the unique nature and shared values of cultural celebrations.

8. **Summary and Class Debate:** After the teacher summarizes the content of this lesson and conducts a short review of the whole unit, students will do the in-class assignment to give feedback on what they have learned from this lesson. In cooperative groups with mainstream students, students will be assessed for understanding what the Chinese New Year is about. See if the students are able to choose at least two events that they have learned from this lesson and summarize those two events. The advanced students will be the main orator for their respective groups in order to participate in the class debate. The orator of each group will give three strong reasons to persuade other group to agree with their opinions.

9. **Closure:** All students are required to write about what they learned about the Chinese New Year in the L space of K-W-L chart.
Narrative

The following lesson I present, which has been modified to benefit English Language Learners (ELLS) of varying levels, ranges from beginner to advanced literacy. This lesson is written for the FCC (Family with Children from China) adult group which includes both mainstream students and ELLs.

I modified my original lesson plan to make input more comprehensible and meaningful. There are several modifications that teachers should always keep in mind:

- Repetition
- Simplified syntax
- Slow pace and gestures
- Precision
- Consistent vocabulary and formulary

Throughout this lesson I use several "sheltered strategies." For example:

1. I will clearly define a) the goal of this lesson, b) language objectives for ELL students, and c) content objectives on the board at the beginning of the lesson. The students will state at the end of the lesson whether the objectives have been met. Also, I will create a key word bank for the whole unit and raise some questions from the last four lessons for comprehensive reviewing.

2. I will invite some native language speakers, such as Spanish speakers to help ELL students to go through the short reading sheet prior to the lesson and ask them to mark or highlight any word or information that puzzles them with their native language (L1 support). If possible, they will have the chance to discuss with either the ESL teacher, instructional assistant or classroom teacher.

3. I will rewrite the original lesson and adapt to ELLs' needs through the use of outlines, webs, graphic organizers, labeling of pictures, study guides, adapted text to all levels of language proficiency and preparation of comprehensible input using supplementary materials, including legends about Lantern Festival, pictures, teacher-made pictures and graphic guide, a recipe of Yuanxiao and bring up a real lantern to make the lesson clear and meaningful.

4. I will briefly review the last four lessons to explicitly link past learning and new concepts. I will ask students to prepare a creative approach in selecting the events and designing the timeline for this unit and provide students a chance to apply content and language knowledge in the classroom.

5. I will arrange students into small groups and the mainstream students will be involved all group activities such as pairs and groups of four with varied language levels to engage all group activities. The students will work in small groups or pairs throughout the lesson and link new knowledge to existing knowledge among their peers. This format allows students to share their understanding
and knowledge in many cases. During the open discussion, I will use alternate grouping strategies for the varying levels of ELLs. Students will share information in cooperative groups in order to build off of one another to help and benefit all levels of language learners.

6. I will ask students to brainstorm and share information and let them choose one legend they think matches the values and traditions of the Lantern Festival the most and ask them give two reasons why they chose this story. After the activity has been completed, have students do the in-class assignment to give feedback on their output on what they have learned from this lesson.

7. I will create a hands-on activity to have students make a Chinese paper lantern in order to make the input more meaningful. Afterwards, I will let students share their work with others and decorate their lantern paper in the classroom (these lanterns will be hung from the ceiling of the classroom for display) and have students experience the real atmosphere of the Chinese New Year celebration in order to practice using new knowledge from this lesson.

8. I will provide the opportunity for students to use a timeline strategy, for example, to have students review the important events that occur during Chinese New Year celebration and ask them to map the events of the Chinese New Year celebration and make a timeline which will help students appreciate the unique nature and shared values of cultural celebrations.

9. I will have students participate in a class discussion. In cooperative groups with mainstream students, each group will choose one or two cultural events they have learned from this lesson. The advanced student in each group will be the orator for their group in order to participate in the class discussion. The orator of each group will give three strong reasons to persuade other group members to agree with your opinions which will promote high-order thinking skills.

10. I will use the K-W-L chart to have students summarize what they have learned about the Chinese New Year from this unit.
Sheltered ELL Strategies Checklist  Lesson 5

Key Vocabulary
Noun and Adjectives
Related to lantern festival

Supplementary Materials
Lanterns pictures
Lantern decorating
Recipe of Yuanxiao
Directions for making Chinese Lantern

Sheltered Features
Contextualize Lesson
✓ Visuals (Realia, Manipulative, Gestures)
✓ Model (Instructions, Processes)
✓ Activate Background Knowledge
Make Text Comprehensible
✓ Graphic Organizers
✓ Develop Vocabulary
✓ Simplify Written Text
Make Talk Comprehensible
✓ Graphic Organizers: Listening Guides
✓ Frame Main Ideas
✓ Pace Teacher’s Speech
Engage: Opportunities for Output
✓ Teacher Questioning and Response
✓ Strategies; Instructional Conversations
✓ Small Group Work
✓ Meaningful, real-life activities

Engage Appropriate Proficiency Levels
✓ Use questions appropriate for language levels
✓ Assign appropriate tasks for varying levels
Literacy/Academic Development
✓ Allow use of L1 for planning and conceptualization
✓ Lots of real oral and written language
✓ Hands on activity
✓ Independent practice
✓ Whole class work Partners
Assessment
✓ Individual
✓ Group

Lesson Sequence
1-Content/language Objectives.
2-Native language speakers assistant.
3-Review/Links past learning and new concepts.
4-Group work: Share information.
5-Brainstorm:Complete a listening guide.
6-Group activity: Answer the question.
7-Hands-on activity: Make Chinese Lantern
8-Individual Practice: Make a timeline.
9-Class Debate: Persuade other group to agree with your opinions about the best activity.

Time Allotment (Min.)
Before class
10
5
10
5
10
10
8
7
10

Total: 65 Min.
### Key Vocabulary

<table>
<thead>
<tr>
<th>Entertainment</th>
<th>Activity</th>
<th>Light</th>
</tr>
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<td>Sight</td>
<td>Heaven</td>
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<td>Good-hearted</td>
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<td>Colorful</td>
<td>Impressive</td>
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<td>Favorite</td>
<td>Related</td>
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<td>Carried</td>
</tr>
<tr>
<td>Decided</td>
<td>Looked</td>
<td>Avenged</td>
</tr>
</tbody>
</table>
Modified Lesson 5: Lantern Festival (Yuanxiao Festival)

What the Chinese Lanterns look like?
What is Yuanxiao?

Yuanxiao are small dumpling balls made of glutinous rice flour.

Yuan -------- Literally means first  
Xiao -------- Refers to night

Yuanxiao Festival is the first time when we see the full moon in the Chinese New Year. It is traditionally a time for family reunion.

Activities:

Lanterns---------- Displaying of all types of beautiful lanterns

Yuanxiao---------- Eating small dumpling balls made of glutinous rice flour
Legends about Yuanxiao

The Yuanxiao Festival is on the 15th day of the first Chinese lunar month. It is closely related to the Spring Festival. In the old days, people began preparing for the Spring Festival about 20 days before. However, the Yuanxiao Festival marks the end of the New Year celebration. And after the Yuanxiao Festival, everything returns to normal. The most prominent activity of the Yuanxiao Festival is the displaying of all types of beautiful lanterns. So the occasion is also called the Lantern Festival.

Legend 1

Jade Emperor in Heaven was so angered at a town for killing his favorite goose that he decided to destroy it with a storm of fire. However, a good-hearted fairy heard of this act of vengeance, and warned the people of the town to light lanterns throughout the town on the appointed day. The townsfolk did as they were told, and from the Heavens, it looked as if the village was ablaze. Satisfied that his goose had already been avenged, the Jade Emperor decided not to destroy the town. From that day on, people celebrated the anniversary of their deliverance by carried lanterns of different shapes and colors through the streets on the first full moon of the year, providing a spectacular backdrop for lion dances, dragon dances, and fireworks.

Legend 2

Another legend associates the Lantern Festival with Taoism. Tianguan is the Taoist god responsible for good fortune. His birthday falls on the 15th day of the first lunar month. It is said that Tianguan likes all types of entertainment. So followers prepare various kinds of activities during which they pray for good fortune.

Legend 3

Buddhism first entered China during the reign of Emperor Mingdi of the Eastern Han Dynasty. That was in the first century. However, it did not exert any great influence among the Chinese people. One day, Emperor Mingdi had a dream about a gold man in his palace. At the very moment when he was about to ask the mysterious figure who he was, the gold man suddenly rose to the sky and disappeared in the west. The next day, Emperor Mingdi sent a scholar to India on a pilgrimage to locate Buddhist scriptures. After thousands of miles, the scholar finally returned with the scriptures. Emperor Mingdi ordered that a temple be built to house a statue of Buddha and serve as a repository for the scriptures. Followers believe that the power of Buddha can dispel darkness. So Emperor Mingdi ordered his subjects to display lighted lanterns during what was to become the Lantern Festival.
History

Until the Sui Dynasty in the sixth century, Emperor Yangdi invited envoys from other countries to China to see the colorful lighted lanterns and enjoy the gala performances.

By the beginning of the Tang Dynasty in the seventh century, the lantern displays would last three days. The emperor also lifted the curfew, allowing the people to enjoy the festive lanterns day and night. It is not difficult to find Chinese poems which describe this happy scene.

In the Song Dynasty, the festival was celebrated for five days and the activities began to spread to many of the big cities in China. Colorful glass and even jade were used to make lanterns, with figures from folk tales painted on the lanterns.

However, the largest Lantern Festival celebration took place in the early part of the 15th century. The festivities continued for ten days. Emperor Chengzu had the downtown area set aside as a center for displaying the lanterns. Eve today, there is a place in Beijing called Dengshikou. In Chinese, Deng means lantern and Shi is market. The area became a market where lanterns were sold during the day. In the evening, the local people would go there to see the beautiful lighted lanterns on display.

Today, the displaying of lanterns is still a big event on the 15th day of the first lunar month throughout China. People enjoy the brightly lit night. Chengdu in Southwest China’s Sichuan Province, for example, holds a lantern fair each year in the Cultural Park. During the Lantern Festival, the park is literally an ocean of lanterns! Many new designs attract countless visitors. The most eye catching lantern is the Dragon Pole. This is a lantern in the shape of a golden dragon, spiraling up a 27-meter high pole, spewing fireworks from its mouth. It is quite an impressive sight!
A recipe of Yuanxiao (If you enjoy cooking)

Here is a recipe of Yuanxiao for you.

Ingredients

- 4 1/2 cups (500 g) sticky rice flour
- butter 7 oz (200 g)
- black sesame powder 7 oz (200 g)
- sugar 8 oz (250 g)
- 1 tsp wine

Methods

1. Mix the butter with sesame powder, sugar and wine together. You need to heat a little bit. Make small balls about 0.3-0.4 oz (10 g) each.

2. Take 1/2 cup of sticky rice flour. Add water into the flour and make a flatten dough. Cook it in boiled water and take out until done. Let it cool down. Then put it in the rest of the sticky rice flour. Add water and knead until the dough is smooth.

3. Make the dough into small pieces about 0.3-0.4 oz (10 g) each. Make it like a ball using hands first and then make a hole in the ball like a snail. Put the sesame ball into it and close it up.

4. Cook them in boiled water. Make sure to keep stirring in one direction while cooking. When they float on the water, continue to boil for about one minute using less heat.
Supplementary Materials

Decorative Lanterns

Though decorative lanterns have traditionally been made from bamboo, electric counterparts have become more popular in recent years. Countless different designs are used for the lanterns, but most can be generally divided into iconic lanterns and depictive lanterns. Iconic lanterns are modeled after animals, dragons, flowers, people, machines, and any number of other objects; depictive animate lanterns on the other hand depict scenes from popular stories such as the Legend of the White Snake, The Cowherd and the Weaving Maiden, and The Romance of Three Kingdoms. These stories are all didactic in nature, teaching filial piety and other traditional values in a colorful and entertaining manner.
Chinese New Year Activities

Make your own Chinese New Year Lantern! (1)

Direction

What You Need

- Construction paper
- Scissors
- Tape
- Stapler
- Ruler
- Pencil
- Glue, glitter, sequins, if desired to decorate your lantern

How To Make It

1. Use your ruler to measure and cut 1" off the short end of your paper. Set aside to use as the handle.
2. Fold your paper in half lengthwise.
3. Draw a line 1" from the end of the long edge of the paper opposite the folded edge. This will be the line where you stop cutting.
4. Measure and mark lines 1" apart starting at the folded edge and moving towards the "stop cutting" line. (see photo)
5. Cut on the marked lines up to the "stop cutting" line.
6. Unfold the paper.
7. Re-crease the paper in the opposite direction. This will hide any pencil marks.
8. Match the long edges together on the lantern and use tape to hold it in place.
9. Staple the handle to the top of the lantern. (see photo)
10. Make as many lanterns as you wish and display them around your home.
11. If you wish, add glue, glitter, sequins or other things to decorate your lanterns.
Make your own Chinese New Year Lantern! (2)

Supplies:

- Colored paper (construction paper or gift wrapping)
- Scissors
- Glue, tape, or a stapler
- Fold a rectangular piece of paper in half, making a long, thin rectangle.

Make a series of cuts (about a dozen or more) along the fold line. Don't cut all the way to the edge of the paper.

- Unfold the paper. Glue or staple the short edges of the paper together.

Cut a strip of paper 6 inches long and 1/2 inch wide. Glue or staple this strip of paper across one end of the lantern - this will be the handle of the lantern.

Optional: Make a lot of lanterns and string them along a length of yarn. Decorate your room!
Make your own Chinese New Year Lantern (3)

Fold the tabs together using the two sections marked and into two separate pieces. Cut out these lanterns.
Class Activity: The Chinese New Year Timeline

Create a timeline for Chinese New Year Celebration.

New Year Eve

Day 15 (Lantern Festival)
Words Bank for Whole Unit

Lesson 1

Hour Day Week Month Year
Decade Epoch Waxing Waning
Lunar year Solar year New Moon
Ordinary year Leap year Great year
Cycle Century Lunisolar Crescent
First quarter Moon phase Season
Millennium Gibous Gregorian
Calendar Terminology Astronomical
System Theory Position

Lesson 2

Zodiac Animal Rat Monkey Ox
Rabbit Tiger Dragon Snake
Horse Sheep Rooster Dog Pig
Cycle Metal Earth Water Fire
Wood Element Trait Heaven Stem
Earth Branch Summoned Arrived
Feast Astrology Jade Emperor
Ancient Buddha Sexagenary
Represented Planet Instead
Farewell Determine Acquaintance
Characteristics

Lesson 3

Year Origin Luck Beast Vigil
Animal Prey Wealth Color
Legend Mishap Tradition Dumpling
Celebrate Red bag Observe Wealth
God Pass-over Ancestor
Symbolize Hearth Auspicious
Surplus Spring Couplets
New Year Print Firecrackers
Cacophony

Lesson 4

Activity Visit Spirit Evil
Workshop Lion Paper Money
Dragon Dates Dance Melon
Gift Ancestor Candy Wealth
Guest Nobility Power Parade
Return Married Home Women
Natal Auspicious Fortune Parent
Stilt Performance Energetic Eccentric
Popular Respected

Lesson 5

Lantern Good-hearted Yuanxiao Normal Colorful Shape Golden
Fortune Favorite Entertainment Activity Light Scripture Sight Heaven
Color Spectacular Mysterious Impressive Related Warned Appointed
Disappeared Ordered Celebrated Carried Decided Looked
Avenged Entered
Listening Guide for Beginner:

1. Describe the one legend.

2. Give the definition for following words:

   Yuan

   Xiao

Yuanxiao Festival is the first time when we see the ______ in the Chinese New Year. It is traditionally a time for family ______.
Listening Guide for Intermediate:

Answer the questions.

How Chinese people celebrate lantern festivals?

Tradition 1

Tradition 2
Listening Guide for Advanced:

Give two points for each legend.

Legend 1

Legend 2

Legend 3
Oral Activity for Beginner:

Express your opinion about Chinese Lantern Festival.
Oral Activity for Intermediate:

Compare the three legends by using the key vocabulary.
Oral Activity for Advanced:

1. Name one Lantern Festival value or tradition in each of the stories. Choose a different one for each story.

<table>
<thead>
<tr>
<th>A. The story of Jade Emperor and his Goose</th>
<th>B. The story of Tianguan and good fortune</th>
<th>C. The story of Emperor Mingdi And dispel darkness</th>
</tr>
</thead>
</table>

Festival value

- Family and reunion
- Honoring Gods
- Making and hanging lanterns
- Full moon
- Fireworks

2. Which story do you think matches the values and traditions of the Lantern Festival the most?

3. Give two reasons why you chose this story:

   Reason 1

   Reason 2
Writing Activity for Beginner:

Word Sorts: Lantern Festival

<table>
<thead>
<tr>
<th>Nouns (related to festival)</th>
<th>Adjectives (related to festival)</th>
<th>Past tense verb -ed</th>
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</thead>
<tbody>
<tr>
<td>lantern</td>
<td>beautiful</td>
<td>related</td>
</tr>
<tr>
<td>Yuanxiao</td>
<td>good-hearted</td>
<td>warned</td>
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<td>normal</td>
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<td>celebrated</td>
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<td>activity</td>
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<td></td>
<td>entered</td>
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<tr>
<td>light</td>
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</tr>
</tbody>
</table>
Writing Activity for Intermediate:

Choose at least two events that they have learned from this unit and summarize those two events.

Event 1

Summary

Event 2

Summary
Writing Activity for Advanced:

The advanced students will be the debater for their group to participate in the class debate. The debater of each group will give three strong reasons to persuade other group to agree with your opinions.

Reason 1:


Reason 2:


Reason 3:


Lesson 5: Original Lesson Plan

Goal:

I want my students to understand the Chinese "Lantern Festival," which originated from a variety of legends and traditions and have them recognize the Chinese Lantern Festival's purpose and its values.

Objectives:

- I want my students to know that there are many different legends about the origins of the Lantern Festival.
- I want my students will know the story of “Yuanxiao.”
- I want my students will know why the Chinese use lanterns to decorate.
- Students will make a timeline of important events in the Chinese New Year Lantern celebration.

Procedures:

- The teacher will read the legends about Lantern Festival and the story of Yuanxiao to the students.
- Students will brainstorm and chose one legend that they think matches the values and traditions of Lantern Festival the most and give two reasons why they chose their story.
- Class discussion: How do Chinese people celebrate the Lantern Festival?
- Have student research important events that occurred during the Chinese New Year celebration and make a timeline.
- Hands-on activity: Have students make Chinese paper lanterns and decorate their lantern paper in the classroom (these lanterns will be hung from the ceiling of the classroom for display). Let the students share their work with others.

Assessment:

1. Students will have a creative approach in selecting the events and designing the timeline.

2. Students are able to incorporate at least three things that they have learned from the lecture.
Checklists
## Sheltered ELL Strategies Checklist

<table>
<thead>
<tr>
<th>Sheltered Features</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
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<td>Contextualize Lesson</td>
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<td>Visuals (Realia, Manipulatives, Gestures)</td>
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<td>Activate Background Knowledge</td>
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<td><strong>Make Text Comprehensible</strong></td>
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<td>Allow use of L1 for planning and conceptualization</td>
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Checklist for Functions

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Lesson 1 → 1
Lesson 2 → 2
Lesson 3 → 3
Lesson 4 → 4
Lesson 5 → 5
## Checklist for Grammar Points

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Lesson 1→1
Lesson 2→2
Lesson 3→3
Lesson 4→4
Lesson 5→5