

1. Title: Chinese Lantern Making

2. Name: Riley Chun. 1 December 2017.

3. Grade level/Subject/Context: 3rd grade Expressive arts, culture. We are currently learning about the Chinese culture, and the different arts Chinese culture consists of. This lesson was designed to teach students how to make a Chinese lantern primarily used for the Yuan Xiao Festival. During this lesson, students will each make their own lantern, and then may choose to write a passage on it. Students will also learn about the Lantern Festival. Time: 45 minutes.

4. TIP Critical Question: What is the Yuan Xiao Festival?

5. Standards:

Oregon Art Standards:

Anchor Standard 10: Connecting-Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Writing:

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELPA:

2-3.1 An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.

2-3.8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Learning Targets:

1) I can make a Chinese lantern.

2) I can write 3 sentences stating what I wish for and why.

Rationale: At the very minimum, I would like my students to be able to say they know how to make a Chinese lantern. I added that they could write sentences about what they wish for and why because it is part of the custom and meaning behind the lantern. I would like for my students to be able to connect the two concepts of making the lantern and then what the meaning of the lantern is. I felt that these two targets should be the minimum students would learn from

this lesson. I understand that there is so much more to Chinese lantern making, however, for age appropriateness, I decided to hold the students accountable for these two targets.

7. Content Objectives:

Content Objectives:

- 1) By the end of this lesson, students will be able to demonstrate their understanding of the process of making a lantern by constructing their own lantern.
- 2) By the end of this lesson, students will be able to demonstrate their understanding of the ceremony by showing their appreciation by discussing the festival.
- 3) By the end of this lesson, students will be able to demonstrate their understanding of the process of festival by writing their wishes for the New Year.

Rationale: At the end of the lesson, I would like my students to have something they can show to someone who asked what they learned about Chinese culture. If they were able to show them a Chinese lantern, and then be able to tell the person how they made it, would be ideal. I would also like my students to show their understanding that the Chinese lantern is used at the Lantern Festival as a symbol of reflection for what they are wishing for, or sending positive wishes. These sentences represent their understanding that Chinese lanterns are a symbol for a meaning, and this was the meaning.

8. Language objectives:

- 1) Students will demonstrate their understanding of the meaning of lanterns by writing declarative statements express what they want or wish for.
- 2) Students will need to know how to use linking words and phrases.

Rationale: In alignment with the content objectives, I would like my students to be able to use their written language skills to express their thoughts. I want to be able to hear their voice through their writing. This will also help EL Learner's as they practice writing statement sentences in English. The sentence structure of stating a point and then linking the statement to a "because" and having a reason for their statement, will be powerful speech.

9. Language Demands:

Academic Vocabulary: Lantern, Lunar year, Chinese New Year, Yuan Xiao Festival

Syntax: Students will need to know how to write basic sentence structures.

Discourse: Students will need to know how to write sentences.

10. Student Assessment:

As the students are working on the construction of their lanterns, and writing their sentences, I will walk around to monitor progress and check for understanding. I will check to see that each student is using the correct sentence frame, and writing the correct type of sentences. Students will need to participate in all activities of this lesson. Students will be assessed on the completion of their Chinese lantern, and the 3 grammatically correct sentences on their lantern stating 3 things they wish for and why.

Rationale: The completion of the students' lantern and three sentences will be a good determination of the student was participating throughout the lesson, and understood the purpose of the lantern and how to make it. Chinese lanterns are different from other cultural lanterns, and so the significance is important for the students to understand. It is important to monitor the progress of their learning, as this can be the time to correct their understanding and where they can also demonstrate their understanding. Writing declarative sentences could be a challenge, but this is a good practice for students and another opportunity to practice their writing.

11. Materials/Preparation:

- Different colored construction paper -1 sheet per student
- Scissors
- Glue
- Tape
- Stapler
- Pencil

12. Differentiation Strategies: While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

Process: Students who are having a hard time cutting the strips of the sides of the lantern, may use an already pre-cut lantern.

Product: Students may dictate their sentences to be written for them. Students may write more than 3 sentences if they finish early.

Environment: Students may work at their desk, on the floor, or anywhere in the room they choose. They may work together or alone.

Content: Students can watch a video on the lantern festival.

13. Lesson Introduction/Set: (10 minutes)

Chinese Lantern Festival: <https://www.youtube.com/watch?v=xrhHvbHLbMc>

Gather students on carpet or common area, and show video on the Yuan Xiao Festival. After the video, talk about how the festival is important to Chinese culture. Ask the students to turn and

talk with a partner to *share one activity or event that happens at the lantern festival*. Return to a whole group, and ask a few students to share what one activity or event that happens at the lantern festival.

Rationale: I decided to start the lesson with a video, to give the students a visual of what the festival is like and what the actual Chinese lanterns look like. This also gives the chance for auditory and visual learners to see and hear the content presented to them. I incorporated a turn and talk after we discussed what the importance of the Yuan Xiao Festival is to Chinese culture because this will help students to remember one fact about what activity or event happens at the Festival.

14. Communication of Learning Targets: (2 minutes)

The learning targets will be posted on the board prior to the lesson. I will introduce the learning targets by asking the students to read them with me. Students will say, *1) I can make a Chinese lantern. 2) I can write 3 sentences stating what I wish for and why*. After we read them aloud, I will ask the students what they mean to them.

Rationale: Having the learning targets posted on the board will help the visual learners because they are able to see them throughout the entire lesson. It will be a good reminder for everyone, including me. When I ask the students to read them aloud, it helps the auditory learners because they are able to hear themselves repeating the learning targets. It is important for me to ask them what they mean to them because this requires the students to process the learning targets at a deeper level in order to actually think about what we will be doing during the lesson.

15. Learning Activities: (30 minutes)

- Whole Group: Discuss the importance of the Yuan Xiao Festival to Chinese Culture. (10 minutes)
- Individual Work: Students will construct their Chinese Lantern and write three declarative sentences stating what they want or wish for. (20-25 minutes)

Lesson Sequence

Time	Activity	Notes
10 minutes	<p>Introduction</p> <ol style="list-style-type: none"> 1. Gather students on carpet or common area, and show video on the Yuan Xiao Festival. 2. After the video, talk about how the 	<p>Chinese Lantern Festival: https://www.youtube.com/watch?v=xrhHvbHLbMc</p>

	<p>festival is important to Chinese culture.</p> <ol style="list-style-type: none"> 3. Ask the students to turn and talk with a partner to <i>share one activity or event that happens at the lantern festival.</i> 4. Return to a whole group, and ask a few students to share what one activity or event that happens at the lantern festival. 	Turn and Talk
2 minutes	<p>Communication of Learning Targets</p> <p>The learning targets will be posted on the board prior to the lesson.</p> <ol style="list-style-type: none"> 1. I will introduce the learning targets by asking the students to read them with me. 2. Students will say, <i>1) I can make a Chinese lantern. 2) I can write 3 sentences stating what I wish for and why.</i> 3. After we read them aloud, I will ask the students what they mean to them. 	
20-25 minutes	<p>Individual Work</p> <p>Students will construct their Chinese Lantern and write three declarative sentences stating what they want or wish for.</p>	Assist where needed. Apply differentiation strategies where needed. Check for understanding and progress.
10 minutes	<p>Closure</p> <p>Gather the students back on the carpet or the common area. Ask the students to sit in a circle, and ask them to share with the class what is one thing they wish for and why with their lantern.</p>	

16. Closure: (10 minutes)

Gather the students back on the carpet or the common area. Ask the students to sit in a circle, and ask them to share with the class what was one thing they wish for and why with their lantern.

Rationale: At the end of the lesson, I would like to leave the lesson by asking my students to share one wish or want with the class. This way they have a chance to share their lantern, and

the class can listen to one sentence they wrote about. This process also would help each student to practice speaking and listening to their peers.