

Gender and Generation in East Asia

I will be integrating Language Arts with Social Studies. In our Social Studies, we learn about different cultures that are present in California's History. We learn about immigrants from all over the world, such as China, Japan, Mexico, and of course United States of America (among many others). I believe that a good way to better understand another culture is by learning about their celebrations. In this curriculum project, I want to focus on how different cultures celebrate New Year and their different roles according to their gender and age.

Students are reading at grade level, working on improving their reading comprehension. We have read several different informational text to determine the main idea of a text, supporting details, and summarizing text. We have practiced writing Cornell Note Taking System when presented with print and video sources.

Fourth Grade Common Core State Standards for California, Reading Standards for Literature

RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Fourth Grade Common Core State Standards for California, Reading Informational Text

RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.3 Explain event, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Fourth Grade Common Core State Standards for California, Writing

W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Fourth Grade Common Core State Standards for California, Production and distribution of Writing

W 4.4 Produce clear and coherent writing (including multiple-paragraph texts) in which the development is appropriate to task, purpose, and audience.

Fourth Grade Common Core State Standards for California, Research to Build and Present Knowledge

W 4.7 Conduct short research projects to build knowledge through investigation of different aspects of a topic.

W 4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.

	Day 1	Day 2	Day 3	Day 4	Day 5
Text	The Last Dragon By Susan Miho Nunes	Chinese New Year 2019 Video: China: New Year	Japanese New Year Video: How do Japanese People Celebrate the New Year?	11 MEXICAN TRADITIONS FOR THE NEW YEAR Video: How do People in Mexico Celebrate the New Year?	N/A
Literacy Standard	RL 4.1, & 4.2	RI 4.1, RI 4.2, RI 4.3, W 4.8	RI 4.1, RI 4.2, RI 4.3, W 4.8	RI 4.1, RI 4.2, RI 4.3, W 4.8	W 4.2, W 4.4, W 4.7, W 4.8
Literacy Approach	Read Aloud	Shared Reading	Shared Reading	Shared Reading	Writing
	Introduction of the story, Stop and Summarize	Note taking, research	Note taking, research	Note taking, research	Research to Build and Present Knowledge

Day 1

Text: The Last Dragon By Susan Miho Nunes

This lesson was borrowed from Houghton Miffling Reading, California Teacher's Edition, Theme 4, Pages 452-480.

RL 4.1, & 4.2

Read Aloud

Anticipatory set

"Students, please grab your Reading book and join me at your designated place on the carpet. Remember how last week we read the story: A visit to Chinatown, and we learned about the Chinese New Year. Well today we read a great story called: The Last Dragon. What do you think the story will be about?"

Instruction

"I want everyone to sit 'crisscross apple sauce'. As usual you will follow along with your index finger while I read the story aloud. We will be stopping at the end of each page to summarize what we have learned so far. The story starts on page 453 of your Reading book. This is the story of a boy named Peter who finds an old costume at a store and after purchasing it tries to restore it."

Read page 455, and then ask questions to support comprehension. "Why does the author describe the dragon as blind and speechless?" (Have students volunteer to share their thinking). "What do you learn about Peter Chang's plans for the summer? (Have students volunteer to share their thinking).

Read page 456, and then ask questions to support comprehension. "How does the author let us know that Peter is not as wise as his parents?" (Have students volunteer to share their thinking). "Why does Peter think that things in Chinatown seem 'old'?" (Have students volunteer to share their thinking).

Read Page 459, and then ask questions to support comprehension. "What is it about the dragon that might attract Peter?" (Have students volunteer to share their thinking). "How does the author show that Peter himself is trained in some of the old ways?" (Have students volunteer to share their thinking).

Read page 460, and then ask questions to support comprehension. "What does Great Aunt mean when she calls the dragon a ten-man dragon?" (Have students volunteer to share their thinking). "How is Peter's visit with Great Aunt helping him learn about Chinese life?" (Have students volunteer to share their thinking).

Read pages 462 & 463, and then ask questions to support comprehension. "What is Peter's explanation to Mr. Pang meant to do?" (Have students volunteer to share their thinking). "What do you think convinces Mr. Pang to help?" (Have students volunteer to share their thinking).

Read page 465, and then ask questions to support comprehension. "How is Peter learning about Great Aunt's neighborhood as he tries to repair his dragon?" (Have students volunteer to share their thinking). "Peter keeps repeating the line '*There's something about this dragon.*' Do the people around him agree? How can you tell?" (Have students volunteer to share their thinking). "Miss Rose Chiao and Mr. Pang

don't take money for their repairs. What is the author saying about the way business is conducted in Chinatown? (Have students volunteer to share their thinking).

Read pages 467 & 668, and then ask questions to support comprehension. "Why does Great Aunt say *Wait and See*? What can you predict from her words?" (Have students volunteer to share their thinking). "Peter has almost attained his goal. Why does he feel a little sad?" (Have students volunteer to share their thinking).

Read page 471, and then ask questions to support comprehension. "What does the first paragraph tell you about Peter's character?" (Have students volunteer to share their thinking). "Given what you know about Peter, do you think that he will give up? Why?" (Have students volunteer to share their thinking).

Read page 472, and then ask questions to support comprehension. "Why do you think Dr. Fong went to the trouble of finding dragon eyes for Peter?" (Have students volunteer to share their thinking). "Think back to what you've learned about dragon eyes. Why can't the dragon see yet?" (Have students volunteer to share their thinking). "What does the author mean by *Peter's new friends*? Who are his new friends?" (Have students volunteer to share their thinking).

Read pages 475, 476, & 478 and then ask questions to support comprehension. "Why does the author have the surprise begin with burst of fireworks? (Have students volunteer to share their thinking). "Think about what you know about dragons' eyes. Why is the priest drawing dots?" (Have students volunteer to share their thinking). "Why does the dragon bow to Peter?" (Have students volunteer to share their thinking). "Great Aunt says that the dragon is like those of her childhood. What has Peter given to Great Aunt? What has she given him? (Have students volunteer to share their thinking).

Closure

"I want you to turn towards your partner and talk about your what you are thinking about this story" (After finishing the story allow a couple of minutes for students to think and talk about the story with their partner, before going to their desks an writing their personal response to the story).

Independent Practice.

"I will dismiss you from the carpet by tables, I will start with the most quiet groups first. Once you are at your table do not forget to write today's date on your journal. You will be getting 15 minutes to write your personal response to the story. "

Day 2

Text: Chinese New Year 2019

<https://www.chinahighlights.com/travelguide/special-report/chinese-new-year/>

<https://www.youtube.com/watch?v=6kFymXv6quQ>

RI 4.1, RI 4.2, RI 4.3, & W 4.8

Shared Reading.

Anticipatory set

“Students, please join me at your designated place on the carpet. Remember how we read the story the Last Dragon? Well, today we will learn more about how New Year is celebrated in China. We are going to read an article and then watch a short video about Chinese New Year’s Celebration. You will be taking Cornell style notes, while we read the article (on the Promethean Board) and watch the video. Focus on the different roles of adults and children. What do the men do? What do women do? We will be using this notes for a writing research project at the end of the week.”

Guided Practice

Have students take turns reading a paragraph each from the article Chinese New Year, on the Promethean Board, while students follow along and pause after every paragraph to allow thinking time and writing notes. “Remember that for Cornell style notes we will use the right side of the paper to write your notes. You will not write anything on the left side until we finish with the article. Once we finish the article you will write the question to your notes on the left side. Once you finish with all your questions, you will write a brief summary at the bottom of the page.”

After the first paragraph, stop and ask: “What have learned in this paragraph?”

After the second paragraph, stop and ask: “What happened during this paragraph? What did the children do? What did the adults do?”

After the third paragraph, stop and ask: “What were some important event in this paragraph?”

After the fourth paragraph, stop and ask: “What have we learned?”, How are the roles of males and females different?”

Closure

“Re-read your notes and write questions that will be answered by your notes. Once you have finished write a brief summary at the bottom of your page.”

Independent Practice

“I will dismiss you from the carpet by tables, now we will watch a short video titled: China: New Year | Are We There Yet?” You will take notes while we watch the video and then write the questions and a brief Summary.”

Day 3

Text: Japanese New Year

<https://www.japan-guide.com/e/e2064.html>

<https://www.youtube.com/watch?v=IHpXL1MTDK0>

RI 4.1, RI 4.2, RI 4.3, & W 4.8

Shared Reading.

Anticipatory set

“Students, please join me at your designated place on the carpet. Remember how we read and watched a video about Chinese New Year. Well, today we will learn about how New Year is celebrated in Japan. We are going to read an article, Japanese New Year, and then watch a short video, How do Japanese People Celebrate the New Year? Focus on the different roles of adults and children. You will be taking Cornell style notes, while we read the article (on the Promethean Board) and watch the video. We will be using this notes for a writing research project at the end of the week.”

Guided Practice

Have students take turns reading a paragraph each from the article Japanese New Year, on the Promethean Board, while students follow along and pause after every paragraph to allow thinking time and writing notes. “Remember that for Cornell style notes we will use the right side of the paper to write your notes. You will not write anything on the left side until we finish with the article. Once we finish the article you will write the question to your notes on the left side. Once you finish with all your questions, you will write a brief summary at the bottom of the page.”

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After the third paragraph, stop and ask: “What were some important event in this paragraph?”

After the fourth paragraph, stop and ask: “What have we learned?”, How are the roles of males and females different?”

Closure

“Re-read your notes and write questions that will be answered by your notes. Once you have finished write a brief summary at the bottom of your page.”

Independent Practice

“I will dismiss you from the carpet by tables, now we will watch a short video titled: How do Japanese People Celebrate the New Year? You will take notes while we watch the video and then write the questions and a brief Summary.”

Day 4

Text: 11 MEXICAN TRADITIONS FOR THE NEW YEAR

<https://www.haciendatresrios.com/special-occasions/2011-in-mexico-11-mexican-traditions-for-the-new-year/>

<https://www.spanishpod101.com/blog/2018/12/20/new-years-eve-in-mexico/>

RI 4.1, RI 4.2, RI 4.3, & W 4.8

Shared Reading.

Anticipatory set

“Students, please join me at your designated place on the carpet. Remember how we read and watched a videos New Year’s in China and Japan. Well, today we will learn about how New Year is celebrated in Mexico. We are going to read an article, 11 MEXICAN TRADITIONS FOR THE NEW YEAR, and then watch a short video, How do People in Mexico Celebrate the New Year? Focus on the different roles of the adults and children. You will be taking Cornell style notes, while we read the article (on the Promethean Board) and watch the video. We will be using this notes for a writing research project at the end of the week.”

Guided Practice

Have students take turns reading a paragraph each from the article 11 MEXICAN TRADITIONS FOR THE NEW YEAR, on the Promethean Board, while students follow along and pause after every paragraph to allow thinking time and writing notes. “Remember that for Cornell style notes we will use the right side of the paper to write your notes. You will not write anything on the left side until we finish with the article. Once we finish the article you will write the question to your notes on the left side. Once you finish with all your questions, you will write a brief summary at the bottom of the page.”

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After the fourth paragraph, stop and ask: “What have we learned?”, How are the roles of males and females different?”

Closure

“Re-read your notes and write questions that will be answered by your notes. Once you have finished write a brief summary at the bottom of your page.”

Independent Practice

“I will dismiss you from the carpet by tables, now we will watch a short video titled How do People in Mexico Celebrate the New Year? You will take notes while we watch the video and then write the questions and a brief Summary.”

