

The tale of Peach Blossom Spring

Introduction

The tale of Peach Blossom Spring is a window of ancient china that historicizes and enriches our understanding of two Chinese dynasties Jin (317-420) and Liu Song (420-479). It is a tale that has been kept alive too by reading, drawing and making videos about it. The significance of cultural tales in general is that tales are short and full of symbolism that nurture children’s imagination. Learning about different tales is more evident in Los Angeles county where there is an ethnically and culturally diverse society. Incorporating the cultural and historical voices of other countries is always important especially in California because some population of students might see themselves reflected in these tales while others might learn about other countries. Sharing multicultural tales from other countries here in USA acknowledges a specific culture such as in this case China within a place and a specific time frame in Chinese history. Additionally, through listening to the tales, students can learn about other elements that reflect typical sceneries of other countries such as in this case blossoming peach trees, bamboo and mulberry groves, and sunflowers. For the purpose of this unit plan, students will engage in this ancient Chinese tale of Peach Blossom Spring written by Tao Yuanming in 421.

During the next three days, students will watch the following mini youtube video every day to help them remember the sequence of the story and detail of the story. The lesson plans follow the structure of Unique Learning Systems which is the curriculum for alternate curriculum within LAUSD.

<https://www.youtube.com/watch?v=aH-tJerdw7c&list=LLPI1Ub9fv2dGHZ1ytPT8eKQ&index=6&t=0s>

Day One- Where Does the Fisherman Go?

Topic Connection: in this unit, students are learning about tales from other cultures. This tale of Peach Blossom Spring introduces students to a tale that describes ancient Chinese country life.

Reading Standards for Literature

Key Ideas and Details: identify characters, setting and events in a story.

Craft and Structure: Comparing Tales from China, Japan, and South Korea.

Integration of Knowledge and Ideas: Use illustration to describe the protagonist and events in a tale.

Reading Standards for Descriptive Narratives

Craft and Structure: use text feature to locate key information in a text.

Differentiated Tasks		
Level 3	Level 2	Level 1
Verbally Describe characters, setting and events from a story.	Use picture support to identify characters, settings, and events from a story	Select a picture to identify a character or an event from a story (single option)
Describe protagonist and events based on illustrations for a story.	Point to pictures within a story to identify protagonist and events.	Select the protagonist or an event when presented with an illustration from a story.

Topic words: fisherman, fish, river, cave, villagers, field, boat, sunflowers, blossoming peach trees, bamboo and mulberry groves.

Literacy Words: Author, title, illustrator, and story.

Instructional Routine.

Introduce the topic words fisherman, fish, river, cave, villagers, field, boat, sunflowers, blossoming peach trees, bamboo and mulberry groves.

Continue talking about how it would be living in a faraway place by a river and owning a boat to fish. Ask focus questions such as, “have you ever-gone fishing?” Discuss student responses. Have students discuss what are the natural elements that surround a river or a lake such as fish, sand, grass, and trees.

Play the video 桃花源记 Peach Blossom Spring and discuss the difference between the author who wrote the tale (Tao Yuanming)and the author who made the video (Jiang Guoji and Juku Shin).

As you play the video, point to the different natural elements such as the river, fish, blossoming peach trees, the cave, valley, gardens, bamboo and mulberry groves, and houses.

Review the learning goal with the students: I will remember the details of the tale.

During the video.

Emphasize the topic words.

Comment on the protagonist, setting and events by stating, “I can see the _____.” Continue reading and commenting on details in the video that support information.

After the video.

Revisit the learning goal. Ask, “I will remember the details of the tale.”

Level 3” Prompt the student to identify and describe one of the details in the story. Ask questions, such as “What the story is about?” “what is he doing in the river?”

Level 2 “Have the students identify the detail with support. Picture support such as the communication board.








Level 1: Have the student identify one of the details in the story by making a selection. For example, display a picture of a fish and say, “show me a fish.” Picture support may include story illustration.









Check for understanding

Level 3: Can the student identify and describe a detail from the story?

Level: Can the student identify a detail from the story using picture support as necessary?

Level 1: Can the student identify, a detail from the story by making a selection (may be single option).

	 Question to ask	 answer
 Title		
 Author of the Story		
 Author of the Video		
 Protagonist		
 Settings		

 Student Name:	 Yes	 No
 Is there a protagonist?		
 Is there a setting?		
 Is there a beginning, middle and end?		
 Are there illustrations?		
 Did the author make up a story?		

Day Two- Listen and Comprehend

Reading Standards for Literature

Key Ideas and Details: Answer questions about key details of a story. Play a familiar video, including key details.

Topic Connection: in this unit, students are learning about tales from other cultures. This tale of Peach Blossom Spring introduces students to a tale that describes ancient Chinese country life.

Differentiated Tasks		
Level 3	Level 2	Level 1
Verbally, retell a story, including the main idea and key details.	Use picture supports to retell key details from a story.	Retell key details from a story through an active participation response (e.g., voice input device, eye gaze, choice board).

Topic words: fisherman, fish, river, cave, villagers, field, boat, sunflowers, blossoming peach trees, bamboo and mulberry groves.

Literacy Words: answer, detail, retell, question and story.

Reading Standards for Literature: Answer question about key details of a story, including key details.

Instructional Routine.

Introduce

Play again the youtube video the Tale of Peach Blossom Spring, as directed on day one.

<https://www.youtube.com/watch?v=aH-tJerdw7c&list=LLPI1Ub9fv2dGHZ1ytPT8eKQ&index=6&t=0s>

Then, introduce this activity by asking a focus question about the youtube video. For example, ask “Did you like this video?” Discuss students’ responses. Explain that there is no right or wrong answer to this question; some students may like the youtube video and some may not.

Tell students now answer other questions about the youtube video, the Tale of Peach Blossom Spring. Explain that the answers to these questions can be found in the video. Say, “I am going to ask you questions about our video. Your job is to answer the questions.”

Review the learning goal with students: I will answer questions about the video.

Model

Display the comprehension questions and read the first question aloud. Model using the video to answer the question.

Model marking or selecting your answer on the comprehension question page.

Provide Practice

Level 3: The questions are video only. Have the student answer the questions independently.

Level 2: The questions are video only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.

Level 1: The questions are written in a symbol-supported sentence format. Have the student answer the question by selecting from multiple picture choice.

Review

Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in video.



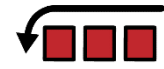
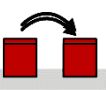
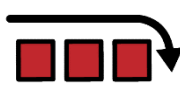
Have students alternate asking and answering the comprehension questions and the questions on the standards connection chart to support retelling of the story.

Check for understanding

Level 3: Can the student retell a story, including the main idea and key details?

Level: Can the student use picture support to retell key details from a story?

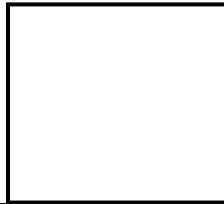
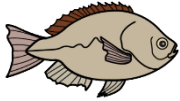
Level 1: Can the student retell key details from a story, through an active participation response?

	<p>Main Idea: What is the message in this history?</p>
	<p>Who or what is the story about?</p>
	<p>In the beginning...</p>
	<p>Then...</p>
	<p>At the end...</p>

Guess what am I?



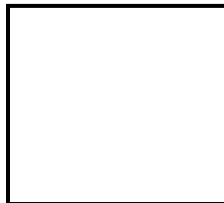
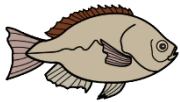
I live in the river. I like to swim.

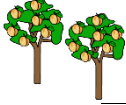




Guess what am I?



I enjoy fishing. When I fish and sit on a boat.



	<p>I am planted on earth. I have long and big branches. I enjoy giving fruit.</p>
	
	
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Name: _____

1.- What is the story about?

Fish Fisherman boat

2.- What happened to the fisherman when the current moved the boat?

Got a tan fell on the river went in to a passage

3.- Where does the fisherman land after the river flow slow down?

Valley beach desert

4.- How is the fisherman treated by the villagers?

Nicely badly avoidably



Name: _____

1.- What is the story about?

Fish

Fisherman

boat

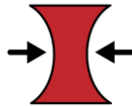


2.- What happened to the fisherman when the current moved the boat?

Got a tan

fell in the river

went into a narrow passage



3.- Where does the fisherman land after the river flow slow down?

Valley

beach

desert



4.- How is the fisherman treated by the villagers?

Nicely

badly

avoid



Day Three- Scrambled Sentences

Reading Standards for foundational Skills

Phonics and Word Recognition: Identify organizational features of a sentence (first word, ending punctuation, etc.) Identify a word as a sequence of letters with a sentence that is paired with a spoken word.

Standards for Language:

Conventions of Standard English: demonstrate conventions of standard English when speaking or writing, including uppercase and lowercase, common nouns, verbs, pronouns, adjectives, questions words, conjunctions, and prepositions.

Knowledge of Language: Apply conventions of language to communicate.

Differentiated Tasks		
Level 3	Level 2	Level 1
Identify and use beginning capitalization in sentences and names.	Identify and use beginning capitalization in a written sentence with support.	Identify capital letter in a name or sentence.
Identify and use end punctuation in sentences	Identify and use ending punctuation in a written sentence with support.	Identify ending punctuation in a sentence.

Topic Connection: in this unit, students are going to be exposed to sentences that are based on the tale of Peach Blossom Spring youtube video to practice appropriate grammar and conventions such as capitalization and punctuation.

Topic words: fisherman, catches, fish, cave, villagers, field, boat, bamboo, nice, few.

Literacy words: capital letter, letter, punctuation, word, sentence, and period.

Sentence Templates for the Tale of Peach Blossom Spring

- 1)The fisherman catches a few fish.
- 2)He sees a cave.
- 3) He lands at valley filled with fields.
- 4) The villagers are nice.

Introduce

Introduce the activity by asking a focus question about sentences. For instance, say, “listen: ‘is on a boat’ Is ‘is on a boat’ a sentence?” Discuss students’ responses, pointing out that ‘is on a boat’ is not a complete sentence because it does not tell who is on the boat. Then, work together to make the sentence complete.

Tell students they are going to build sentences from the word wall. Say, "I have some sentences from our video the tale of Peach Blossom Spring, but the words are all mixed up. Your job is to put the words back in order to build the sentence."

Review the learning goal with students: I will put words in order to build a sentence.

Model

Select a sentence template and word card (with or without picture supports). Present the words from the sentence in the correct order and read or have students read the sentence or a specific word aloud.

Mix the words and build the sentence again, this time noting sentence markers, such as initial capital letter and ending punctuation, that help determine words order. Once the words have been placed, read the sentence, and think aloud about whether it makes sense.

Provide practice

Choose the most appropriate activity format on the basis of each student's skills and needs. Have students read the complete sentence aloud to practice fluency.

Level 3: The word cards are text only. Prompt the student to use sentence marker and familiar language structures to order words.

Level 1 and 2: The word cards include picture support. Point out sentence marker and discuss how they can be used to determine word order.

Check for understanding

Level 3: Can the student use language structure and conventions to create complete sentences?

Level: With visual support, can the student use language structure and conventions to create complete sentences?

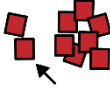



Level 1: Can the student use language structure to express an idea? How?

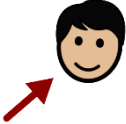

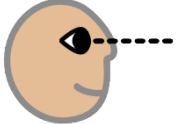
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




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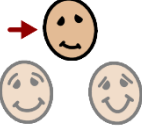

at	He	valley	with	fields.	filled	lands
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are	nice.	The	villagers
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	the	a			
few	The	a	catches	fisherman	fish.

a			
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He	at	fields.	lands	filled	valley	with

	the		
villagers	The	nice.	are