

**MANCHESTER COLLEGE**  
**Education Department**

**LESSON PLAN** by: Sahara Kipfer

**Source:** Original

**Lesson:** New Year Celebrations

**Length:** 3 days- 45 minutes each

**Age or Grade Intended:** 2<sup>nd</sup> grade

**Academic Standard(s):**

- Social Studies 2.1.4 - Identify and describe community celebrations, symbols and traditions and explain why they are important.
- Language Arts 2.5.7 - Write responses to literature that:
  - demonstrate an understanding of what is read.
  - support statements with evidence from the text.
- Language Arts 2.4.1 - Organization and Focus: Create a list of ideas for writing.

**Performance Objectives:**

Using the rubric that was given, in addition to the lists that were created, students will write a 1 page paper that compares and contrasts the ways that people in the United States and China celebrate New Year's, with 80% accuracy.

**Assessment:**

The teacher will use the attached rubric to evaluate the students' work. Students will already know what is expected of them because these guidelines would have been explained by the teacher.

**Advanced Preparation by Teacher:**

The teacher will need to have read *This Next New Year* and have developed questions to ask the class throughout the reading of the book. Copies of the book will need to be obtained for partner reading. In order to pair up the students, the teacher will need Popsicle sticks, with the students' name on them (one name per stick). The teacher should also find a copy of the book in large print, for the girl with the visual impairment (can be found in the adaptation and enrichment section).

**Procedure:**

**Introduction/Motivation:** The teacher will begin the lesson by asking the students: "What kinds of holidays do you celebrate at home?" (Bloom's: Knowledge)  
Only students who have their hands raised will be called upon and the teacher will write their responses on the chalkboard. (Gardner: Visual/Spatial) After a sufficient list of holidays, of at least seven or eight, is collected, the teacher will bring the focus to one particular holiday, New Years. Students should understand that this holiday is celebrated throughout the world, but in different ways, such as in China.

*Good complete!*

### Step-by-Step Plan:

Step 1: The teacher will read *This Next New Year* by Janet S. Wong while the students stay seated at their desks. Throughout the book, the teacher will ask the following questions:

- a. After reading page 2, the teacher will explain the definition of a "New Year's resolution." Students will then be asked "suppose it was New Year's Eve, what resolutions would you make?" (Bloom's: Synthesis)
- b. After reading page 7, ask the students "what can you say about the illustrations"- referring to the decorations that are put up to celebrate the Chinese New Year. (Bloom's: Comprehension)
- c. After reading page 14, ask students "why do you think the family is cleaning the entire house?" (Bloom's: Evaluation)
- d. After reading page 22, ask students "Instead of lighting firecrackers, what do people in the United States do at midnight?" (Bloom's: Knowledge) Expect answers like throwing confetti, yell "Happy New Year," make a New Year's resolution, etc.

Step 2: Students will then be instructed to read the book in pairs, in which the teacher will pass out a copy to each student. (Gardner: Verbal-Linguistic) To see who is partnered together, the teacher will draw Popsicle sticks with the students' names.

Step 3: While reading the book, students will be given the task of creating a list that consists of the ways that China prepares and ultimately celebrates the New Year. Each student will need to make their own list because this will be used for an individual project. (Gardner: Interpersonal and Visual-Spatial)

Step 4: Once students have completed steps 2 and 3, they will be instructed to return to their desks and silently read another book until every pair has finished reading the book.

Step 5: The teacher will introduce the concepts of comparing and contrasting. The definitions of both terms will need to be given, such as when you compare two or more things that means you are seeing how they are alike, but when contrasting two or more things, you are focusing on the differences. These explanations should also be written on the chalkboard, that way students can refer to the definitions as they write their paper, which will be announced in a later step. (Gardner: Visual-Spatial)

Step 6: Next the teacher will ask for two student volunteers. These students will stand at the front of the classroom, that way everyone will be able to see them. The teacher will remind the class of the definition of compare and students will be asked "What comparisons, or similarities, do you see between the two volunteers?" (Bloom's:

Excellent detail, Sarah!

Good

Comprehension) This will be done by raising their hand, in which the teacher will call upon those students and their responses will be written on the chalkboard. (Gardner: Visual-Spatial and Logical-Mathematical)

Step 7: The same procedure that occurred in step 6 will be repeated for the term contrast, but with two new student volunteers. (Gardner: Visual-Spatial and Logical/Mathematical)

Step 8: The teacher will then explain the writing assignment to the students. They are to write, not type, a one page essay that compares and contrasts the ways that people in the United States, in particular their family, and China celebrate the New Year's. At least three examples should be stated from both groups, in which students already have ideas from the book that they created with their partner. Since they already have ideas concerning China, they should do the same for how "Americans," such as their family, celebrate the New Year (Gardner: Visual-Spatial and Logical-Mathematical)

Step 9: Before students begin writing their papers, they should be reminded of how to write an introduction and conclusion paragraph. They were previously introduced to this in an earlier writing assignment, but may not remember exactly how to construct these types of paragraphs. To review, the teacher should write an example of each type of paragraph with the class, in which the students will help and not rely on the teacher to do all the work. These examples should be written on the overhead so that students can refer to them while working on their papers that day and the following days. (Gardner: Visual-Spatial and Verbal-Linguistic)

Step 10: The rubric that the teacher will grade the students on should be passed out and explained at this point, that way students know what is expected in their writing. (Gardner: Visual-Spatial) Students will be allowed to work on their essays for the remainder of the class period, then they will be given the option of taking them home, in addition to being given the next two class periods to continue and ultimately finish their assignment.

**Closure:** At the end of the class period on the third day, students will be required to hand in their compare/contrast essays. If students complete this assignment before the end of the class period on the third day, then they should quietly read another book.

#### **Adaptations/Enrichment:**

A girl with a visual impairment- a book that contains large print words should be obtained.

A boy with a learning disability should be given the directions for the presentation in written form, in addition to hearing the teacher explain it verbally.

A boy who is gifted in reading and writing- Instead of comparing and contrasting his "American" New Year's tradition with the Chinese ways, he could substitute it with the Indian culture instead. Therefore, he would be required to go to the library to research this culture.

**Self-Reflection:** Did I immediately engage my students' attention in the beginning? If not, how could I change the introduction to better captivate their interest? Were students able to draw upon three examples from the book and compare/contrast them to their own ways of celebrating New Year's? Should students have been given more time to write their papers? Were the adaptations appropriate for such students? For future references, what would I change about this activity, to see that it is more successful next time?

Excellent detail, Fabian!

## Compare and Contrast Grading Rubric

good

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| Category   | 3   | 2   | 1  | 0  |
|--|---|---|--|--|
| Correctly uses examples from their list            | 3 examples from your list are compared and contrasted | Only 2 examples from your list are compared and contrasted                | Only 1 example you're your list is compared and contrasted | You do not use any examples from your lists or your lists were not turned in with your paper |
| Introduction and conclusion paragraphs are written | Both paragraphs are fully developed and stay on topic | Only one paragraph is well-written, while the other strays from the topic | Paragraphs are not fully developed/ did not make sense     | Paragraphs are not written on the stated topic   |
| Spelling (high-frequency words)                    | No more than one word is spelled incorrectly          | Two to three words are spelled incorrectly                                | Four words are spelled incorrectly                         | Five or more words are spelled incorrectly   |
| Uses punctuation correctly                         | No more than one error is made                        | Two to three errors are made  | Four errors are made                                       | Five or more errors are made   |
| Writes neatly                                      | Handwriting is neat and readable                      | Can read most of the handwriting, but some words are hard to read         |  | Handwriting is too messy to read   |

**Total points = 15**

**Your points = \_\_\_\_\_**

**Grade/Percent = \_\_\_\_\_**

100 POINTS WILL BE DEDUCTED FOR NOT INCLUDING A CHILDREN'S BOOK AND A WRITING ACTIVITY

Name Sahara Kipter

Total points earned 30 / 30

Title of lesson plan: New Year Celebrations

*Super work!*  
2 / 2

Grade level (2 points)

- 2 points Grade level is indicated, clearly developmentally appropriate
- 1 point Grade level is indicated, but clearly not developmentally appropriate
- 0 points Grade level is not indicated or not developmentally appropriate

Credit to the creator (2 points)

- 2 points Credit is given to the creator of the lesson/web site included
- 0 points Credit is not given to the creator of the lesson plan or the web site is not included

Format/Grammar (5 points)

- 5 points Bright Idea is typed with no grammatical/spelling error
- 4 points Bright Idea is typed with one grammatical/spelling error
- 3 point Bright Idea is typed with two grammatical/spelling errors
- 0 points Bright Idea is not typed or contains three or more grammatical/spelling errors

Standards (2 points)

- 2 points Indiana Academic Standards listed and clearly taught in the plan
- 1 points Indiana Academic Standards list, somewhat clearly taught in the plan
- 0 points Indiana Academic Standards not listed OR not clearly taught in the plan

Objectives (2 points)

- 2 points Objectives clearly written, clearly taught in the plan, aligned with Indiana standards
- 1 points Objectives somewhat clearly written, somewhat clearly taught in the plan, somewhat aligned with Indiana standards
- 0 points Objectives not clearly written, not clearly taught in the plan, OR not aligned with Indiana standards

Assessment (2 points)

- 2 points Assessment for the lesson is clearly developed and linked to lesson; rubric or grade sheet provided
- 1 point Assessment for the lesson assesses part of the lesson; rubric or grade sheet is provided, but lacks development
- 0 points Assessment for the lesson is missing or does not assess the lesson; rubric or grade sheet is missing or does not reflect assessment

Lesson Plan Format (10 points)

- 10 points Lesson follows department format and clearly engages learners; creative
- 8 points Lesson follows department format and somewhat engages learners
- 6 points Lesson lacks one element of department format and is somewhat engaging
- 0 points Lesson does not follow department format and does not engage learners

Bloom's/Gardner's (5 points)

- 5 points Lesson clearly indicates where Bloom and Gardner are implemented
- 3 points Lesson somewhat indicates where Boom and Gardner are implemented
- 2 points Lesson indicates where Bloom OR Gardner is implemented (not both)
- 0 points Lesson does not indicate where Bloom or Gardner are implemented

**TEN POINTS WILL BE DEDUCTED FOR NOT INCLUDING A CHILDREN'S BOOK AND A WRITING ACTIVITY**