

CHINA: An Interdisciplinary Unit for Grades K-6

THEME: China

ESSENTIAL QUESTION: What has been the crossroads between China and the United States given their Eastern and Western orientations?

STATE AND NATIONAL STANDARDS

Primary (PK-3)

SCIENCE:

1. VA Standard K.6.c: The student will investigate and understand basic needs and life processes of plants and animals
 - c) offspring of plants and animals are similar but not identical to their parents and to one another.
2. VA Standard 1.4: The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include:
 - a) needs (food, air, water, light, and a place to grow);
 - b) parts (seeds, roots, stems, leaves, blossoms, fruits); and
 - c) characteristics (edible/nonedible, flowering/nonflowering, evergreen/deciduous).
3. VA Standard 2.6.a: The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include
 - a) temperature, wind, precipitation, drought, flood, and storms.
4. NS. K-4.3 Life Science: As a result of activities in grades K-4, all students should develop understanding of
 - ◆ The characteristics of organisms
 - ◆ Life cycles of organisms
 - ◆ Organisms and environments (Education World, 2010)

SOCIAL STUDIES:

1. VA Standard K.5: The student will develop an awareness that maps and globes
 - a) show a view from above;
 - b) show things in smaller size;
 - c) show the position of objects.
2. VA Standard 2.1: The student will explain how the contributions of Ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
3. VA Standard 3.7: The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.
4. I Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity. (National Council for the Social Studies, 2010)

MATH:

1. VA Standard K.10: The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, block.
2. VA Standard 1.18: The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.
3. VA Standard 2.5: The student will
 - a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate;
 - b) count backward by tens from 100;
 - c) group objects by threes and fours; and
 - d) recognize even and odd numbers, using objects.
4. Understand numbers, ways of representing numbers, relationships among numbers, and number systems. In pre-K through grade 2 all students should count with understanding and recognize “how many” in sets of objects. (National Council of Teachers of Mathematics, 2010)

READING/LANGUAGE ARTS:

1. VA Standard K.8: The student will demonstrate comprehension of fiction and nonfiction.
 - e) Identify what an author does and what an illustrator does.
 - f) Identify the topics of nonfiction selections.
2. VA Standard 1.1: The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
3. VA Standard 2.7: The student will read fiction and nonfiction, using a variety of strategies independently.
4. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (National Council of Teachers of English, 2010)

ARTS:

1. VA Standards, Visual Arts 1.8: The student will develop eye/hand coordination by drawing and constructing.
2. VA Standards, Music 2.3: The student will respond to music with movement.
 2. Perform dances and games from various cultures.
 4. Dramatize songs, stories, and poems.
 5. Perform interpretive movement.

3. VA Standards, Vocal/Choral Music, CB.5: The student will perform an assigned vocal part in unison and in simple harmony.
4. Theater, K-4, Content Standard: 3: Designing by visualizing and arranging environments for classroom dramatizations. (The Kennedy Center Arts Edge, 2010)

HEALTH AND PHYSICAL EDUCATION:

1. VA Standard K.4: The student will use appropriate behaviors and safe practices in physical activity settings.
 - a) Demonstrate good listening skills when learning procedures and receiving instructions.
 - b) Demonstrate ability to share and be cooperative and safe with others.
 - c) Demonstrate an understanding of general and personal space.
2. VA Standard 1.1.b: The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
3. VA Standard 3.1.c: The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
 - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence).
4. Children should participate in several bouts of physical activity lasting 15 minutes or more each day. (National Association for Sport and Physical Education , 2010)

Upper Elementary and Sixth Grade (4-6)

SCIENCE:

1. VA Standard 4.1: The student will plan and conduct investigations in which
 - a) distinctions are made among observations, conclusions, inferences, and predictions;
 - b) hypotheses are formulated based on cause- and-effect relationships.
2. VA Standard 5.7: The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include
 - d) plate tectonics (earthquakes and volcanoes)
3. VA Standard 6.7: The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include
 - c) divides, tributaries, river systems, and river and stream processes.
4. NS.5-8.6: Personal and Social Perspectives. As a result of activities in grades 5-8, all students should develop understanding
 - Populations, resources, and environments. (Education World, 2010)

SOCIAL STUDIES:

1. VA Standard USI.8: The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - b) identifying the geographic and economic factors that influenced the westward movement of settlers;
 - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
2. VA Standard USII.3.b: The student will demonstrate knowledge of how life changed after the Civil War by
- a) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
3. VA Standard CE.3: The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- a) describing the processes by which an individual becomes a citizen of the United States;
4. The Characteristics, Distribution, and Complexity of Earth's Cultural Mosaics: Students should be exposed to a rich appreciation of the nature of culture so they can understand the ways in which people choose to live in different regions of the world. (National Geographic Expeditions, 2010)

MATH:

- 1. VA Standard 4.11.a: The student will estimate and measure length, using actual measuring devices, and describe the results in both metric and U.S. Customary units, including part of an inch (1/2, 1/4, and 1/8), inches, feet, yards, millimeters, centimeters, and meters;
- 2. VA Standard 5.18: The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.
- 3. VA Standard 6.10: The student will estimate and then determine length, weight/mass, area, and liquid volume/capacity, using standard and nonstandard units of measure.
- 4. In grades 3-5 all students should recognize and generate equivalent forms of commonly used fractions, decimals, and percents. (National Council of Teachers of Mathematics, 2010)

READING/LANGUAGE ARTS:

- 1. VA Standard 4.5: The student will read and demonstrate comprehension of nonfiction.
- 2. VA Standard 5.8: The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- 3. VA Standard 6.4: The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- 4. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (National Council of Teachers of English, 2010)

ARTS:

- 1. VA Standard Music 4.14: The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.

3. Participate in music activities that involve sharing.
2. VA Standard Music 5.9: The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
3. VA Standard Visual Arts 5.6: The student will develop ideas for works of art by brainstorming, conducting research, and making preliminary sketches.
4. Dance, 5-8, Content Standard: 5: Demonstrating and understanding dance in various cultures and historical periods. (The Kennedy Center Arts Edge, 2010)

HEALTH AND PHYSICAL EDUCATION:

1. VA Standard 4.1.c: The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
 - b) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.
2. VA Standard 5.1.c: The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.
 - c) Perform different types of rhythm/dance sequences including American and international dances.
3. VA Standard 6.2.a: The student will apply movement principles and concepts to movement-skill performance.
 - a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, speed, and pathways.
4. Children should participate each day in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits. (National Association for Sport and Physical Education , 2010)

Goals and Significance of Unit

A. Goals

1. Students will learn about ancient China and Chinese culture, geography, and contributions to world knowledge
2. Students will understand the Chinese-American experience and contributions to the American cultural milieu.

B. Significance

1. China is an ancient culture and currently the world's most populous nation with a 1.35 billion people or 20% of the total world population.
2. Chinese Americans comprise the largest percentage of Asian Americans and have contributed a rich history and culture to the United States.

Task Analysis Sequence

A. Identify ideas to be stressed

1. Chinese culture is more than 5000 years old and has influenced world culture through architecture and art, folklore, scientific discoveries, and traditions.
2. The topography and biological ecosystems of China and the United States share certain characteristics and differ in other features.
3. Chinese Americans have made fundamental contributions to U.S. western expansion and culture.
4. The Chinese immigration experience differed from European immigration to the United States. “Chinatowns” remain vibrant communities in some large U.S. cities.

B. Identify skills to be taught

1. Reading and Language Arts:
 - i. Critical literacy
 - ii. Oral communication
 - iii. Written communication
2. Social Studies:
 - i. Mapping
 - ii. Research
3. Math:
 - i. Numbers and operations
 - ii. Measurement
 - iii. Data Analysis

C. Identify attitudes to be developed

1. Recognition and appreciation of Chinese contributions to world culture
2. Curiosity about and sensitivity to different cultural traditions
3. Awareness and appreciation of Chinese Americans contributions and impact on U.S. culture

Learning Objectives

1. Primary: Given read-alouds and independent investigations of Chinese New Year artifacts, students will identify key characteristics of the Chinese New Year celebration (e.g., zodiac, origin folktale, family preparations, food).
2. Primary: Given classroom rehearsal, students will perform as a class a dramatic interpretation of a Chinese folktale for an invited audience.
3. Upper Elementary: Given cooperative investigation with a small group of peers, students will create a visual display comparing an aspect of Chinese and U.S. geography (e.g., river systems, tectonic plates and seismic activity, ecosystems).
4. Sixth Grade: Given research on Chinese-American history and trends, students will write an analysis of Chinese-American immigration and assimilation experience that includes a short biography of a prominent Chinese-American.

Strategies to be Employed for Learning

A. Students could *read*

1. Chinese New Year fiction (e.g., *Dragon Feet* by Marjorie Jackson) and nonfiction (e.g., *Chinese New Year* by Lola M. Schaefer)
2. Chinese folktales (e.g., *Ping Li's Kite* by Sanne te Loo for early readers and *The Great Race* by David Brouhard for more advanced readers)***
3. Fiction and nonfiction books about the Chinese-American experience (e.g., *Kite Flying* by Grace Lin for early readers and *The American Wei* by Marion Hess Pomeranc for more advanced readers)
4. (or recognize) the characters for China and the United States and the characters for the twelve animals of the Chinese Zodiac
5. Reference books and websites concerning Chinese innovations in architecture and technology
6. Reference books and websites about Chinese geographical features (e.g., river systems, tectonic plates and seismic activity, ecosystems).

B. Students can *investigate*

1. Patterns, shapes, and colors using Chinese New Year and other cultural artifacts
2. Chinese architecture
 - i. Great Wall
 - ii. Forbidden City (rectangular structure)
 - iii. Tian Tan (round structure)
3. Chinese ecosystems and compare and contrast Chinese and U.S. examples of plant and animal life
4. Chinese immigration statistics to the U.S. from the 1848 Gold Rush to the present
5. Chinese and U.S. population trends and their impact on each nation's environment

C. Students could *listen to*

1. Audio books for early elementary (*Lion Dancer*, *Ernie Wan's Chinese New Year* by Kate Waters, Madeline Slovenz-Low as read on “Reading Rainbow”) and intermediate students (*Dragonwings* by Laurence Yep)
2. Traditional Chinese instruments (e.g., erhu) and selections from Beijing opera
3. Contemporary Chinese music (e.g. children’s songs <http://www.youtube.com/watch?v=X3f5pta5epw> and pop artists such as Jay Chou <http://www.youtube.com/watch?v=E0HKGf0BFs>)
4. Presentations about Chinese New Year traditions from local experts
5. (or view) “Reading Rainbow’s” *Lion Dancer*, *Ernie Wan's Chinese New Year* by Kate Waters, Madeline Slovenz-Low

D. Students can *construct*

1. Chinese New Year artifacts (e.g., *hong bao* red envelopes, lanterns, and scrolls)
2. Venn Diagrams to sort mahjong tiles, Chinese New Year artifacts, and manipulatives depicting Chinese animals
3. Paper kites of Chinese zodiac animals and masks inspired by Beijing Opera traditions
4. Models of Chinese architecture (e.g. the Great Wall, Tian An Men, Tian Tan, and Water Cube and Birds’ Nest Olympic venues).
5. Artistic interpretations of Chinese traditional brush and modern peasant paintings
6. Charts and graphs showing measurements in metric and U.S. customary units to analyze Chinese and U.S. geographic features and meteorological events.

E. Students can *write*

1. Essay (or sentence) explaining a favorite element of Chinese New Year traditions
2. Chinese calligraphy selections
3. Fortune cookie sayings accompanied by an illustration of this prediction becoming reality (Initial activity: read aloud *Fortune Cookie Fortunes* by Grace Lin)
4. Letter from perspective of a recent Chinese immigrant to the U.S. explaining thoughts about personal challenge (e.g., conditions of railroad camps, cutting off queue, situation on Angel Island)
5. Biographical report about prominent Chinese-American (e.g., Michael Chang, Elaine Lan Chao, Steven Chao, Michelle Kwan, Bette Bao Lord, Yo-Yo Ma, I.M. Pei, , Amy Tan, Vera Wang, Jerry Yang

F. Students can *discuss*

1. Traditional Chinese foods and typical Chinese New Year menus (e.g., long noodles, dumplings, oranges, etc)
2. Characteristics of authors and illustrators as analyzed through author studies (Lisa Lee, Grace Lin, Lenore Look, Lawrence Yep, and Ed Young)
3. Similarities and differences between Chinese and other culture’s trickster folktales (e.g., Monkey King - <http://www.youtube.com/watch?v=Ec9cFekSAME> - , Brer Rabbit, Aesop’s Fox, and Anansi)
4. Importance of river systems in China and the U.S. (e.g., transportation, irrigation, fishing, and biodiversity)

5. Impact and results of Chinese-American minority status in a majority European-American community (e.g., Angel Island vs. Ellis Island, Chinatowns, educational and career options, etc.)

G. Students can *physically express* themselves through

1. Dramatic interpretation of Chinese New Year folktale (*Cat and Rat* by Ed Young)
2. Stylized movements and (<http://www.youtube.com/watch?v=WVBuvmg7GYo>) and Tai Chi exercises
3. Beijing Opera stylized movements (e.g., <http://www.youtube.com/watch?v=-VOCDFIW4xg>)
4. Musical performances of Chinese contemporary music videos (<http://www.youtube.com/watch?v=-ceQcoeuA-8>)

References

- Education World. (2010). *National Science Standards: Grades 5-8*. Retrieved from http://www.educationworld.com/standards/national/science/k_4.shtml
- Education World. (2010). *National Science Standards: Grades K-4*. Retrieved from http://www.educationworld.com/standards/national/science/5_8.shtml
- National Association for Sport and Physical Education. (2010). *Physical activity for children: A statement of guidelines for children ages 5 - 12, 2nd edition*. Retrieved from <http://www.aahperd.org/naspe/standards/nationalGuidelines/PA-Children-5-12.cfm>
- National Council for the Social Studies. (2010). *Curriculum standards for social studies: II. Thematic strands*. Retrieved from <http://www.socialstudies.org/standards/strands>
- National Council of Teachers of English, . (2010). *NCTE / IRA standards for the English language arts*. Retrieved from <http://www.ncte.org/standards>
- National Council of Teachers of Mathematics. (2010). *Math standards & expectations: Number and operations*. Retrieved from <http://www.nctm.org/standards/content.aspx?id=7564>
- National Geographic Xpeditions, . (2010). *Geography standards: The characteristics, distribution, and complexity of earth's cultural mosaics*. Retrieved from <http://www.nationalgeographic.com/xpeditions/standards/10/index.html>
- The Kennedy Center Arts Edge. (2010). *Standards*. Retrieved from <http://artsedge.kennedy-center.org/teach/standards.cfm>
- Virginia Department of Education. (2010). *The standards & SOL-based instructional resources*. Retrieved from http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

CHINA: An Interdisciplinary Unit for Grades K-6

THEME: China

ESSENTIAL QUESTION: What has been the crossroads between China and the United States given their Eastern and Western orientations?

GOALS: Students will learn about China, Chinese culture, and the Chinese-American experience.

SIGNIFICANCE:

- 1) Chinese Americans comprise the largest percentage of Asian Americans and have contributed a rich history and culture to US multiculturalism.
- 2)

SCIENCE CONTENT:

Primary (PK-3)

- Life processes of animals
- Life needs and functional parts of plants

Upper Elementary and Sixth Grade (4-6)

- Basic types, changes, and patterns of weather
- Plate tectonics - earthquakes and volcanoes
- Natural processes and human interactions that affect watershed systems
- Populations, resources, and environments

SOCIAL STUDIES CONTENT:

Primary (PK-3):

- Map skills
- Influence of Ancient China
- Chinese building designs and famous structures

Upper Elementary and Sixth Grade (4-6)

- American westward expansion and reform (1801 to 1861)
- Post-Civil War American life including increase in immigration, growth of cities
- International cultures and the ways in which people live in different regions of the world

SCIENCE ACTIVITIES:

Primary (PK-3)

- Compare / contrast pandas and grizzly bears
- Compare / contrast bamboo and maple trees
- Explore wind and traditional Chinese kites

Upper Elementary and Sixth Grade (4-6)

- Use satellite imagery and maps to compare tracks and patterns of typhoons and hurricanes
- Research the Pacific Ring of Fire and its impact in Asia and the Americas
- Compare / contrast major river ecosystems in China (Yellow and Yangtze) and the US (Mississippi and Colorado)
- Compare / contrast environmental conditions and population pressures in the US and China

SOCIAL STUDIES ACTIVITIES:

Primary (PK-3)

- On a globe and map, identify China, the US, Pacific Ocean and other significant geographic elements
- Celebrate and research Chinese New Year; explore traditions, zodiac, and folktales
- Recreate Chinese architecture including the Forbidden City, Great Wall, and traditional pagoda

Upper Elementary and Sixth Grade (4-6)

- Research Chinese immigration and contributions to western expansion (railways)
- Examine the immigration experiences at Angel Island and Ellis Island.
- Investigate the establishment of “Chinatowns;” purpose, history, modern characteristics

MATH CONTENT:

Primary (PK-3):

- Counting
- Comparison of objects, using direct comparisons and nonstandard units of measure
- Grouping and classifying

Upper Elementary and Sixth Grade (4-6):

- Metric and U.S. Customary units to estimate and measure length
- Bar and line graphs to organize and display data

READING/LANGUAGE ARTS CONTENT:

Primary (PK-3):

- Comprehension of fiction and nonfiction
- Choral speaking and recitation of short poems, rhymes, songs, and stories with repeated patterns
- Wide range of print and non-print texts is used to build an understanding of texts, of themselves, and of the cultures of the United States and the world

Upper Elementary and Sixth Grade (4-6):

- Writing for a variety of purposes: to describe, to inform, to entertain, and to explain.
- Using technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge

MATH ACTIVITIES:

Primary (PK-3)

- Use an abacus for addition and subtraction
- Tangrams (Chinese origin) of zodiac animals
- Sort mahjong tiles into Venn diagrams (by color and number of depicted objects)
- Use Chinese zodiac animals as manipulatives
- Compare length of classroom items as measured by standard ruler as well as linear Chinese objects such as chopsticks, red envelopes, and mahjong tiles

Upper Elementary and Sixth Grade (4-6)

- Use metric and American units to display in charts and graphs
 - US and Chinese national demographic statistics
 - Chinese-American demographic data
 - Tectonics: earthquakes and volcanoes
 - Typhoons and hurricanes
 - River systems

READING/LANGUAGE ARTS ACTIVITIES:

Primary (PK-3)

- Read a variety of texts on Chinese New Year, Chinese folktales, Chinese-American culture, and the Chinese immigrant experience
- Write folktales about animals excluded from the Chinese Zodiac “Cat and Rat” by Ed Young
- Calligraphy: Develop fine motor skills and exposure to Chinese characters
- Create fortune cookie sayings
- Author study: Grace Lin, Lisa Yee, Lenore Look

Upper Elementary and Sixth Grade (4-6)

- Write journal entries and letters reflecting a perspective of the Chinese-American immigrant experience (railroad workers, Angel Island, Chinatown resident, notable musicians, scientists, politicians, athletes, authors, etc.)
- Author study: Lawrence Yep

ARTS CONTENT:

Primary (PK-3):

- Developing eye/hand coordination by drawing and constructing.
- Dramatization of songs, stories, and poems
- Designing by visualizing and arranging environments for classroom dramatizations.

Upper Elementary and Sixth Grade (4-6):

- Identifying instruments from various music ensembles, including instruments from other cultures, using sight and sound
- Research of works of art and art traditions

HEALTH and PHYSICAL EDUCATION CONTENT:

Primary (PK-3):

- Non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling)
- Dance in various formations
- Nutrition

Upper Elementary and Sixth Grade (4-6):

- Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer

ARTS ACTIVITIES:

Primary (PK-3)

- Participate in “Cat and Rat” performance
- Create Chinese New Year art and projects:
 - red envelopes
 - dragon and lion masks
 - lanterns
 - scrolls
- Sing a Mandarin children’s song
- Watch a Chinese TV children’s show
- Calligraphy: Develop fine motor skills and exposure to Chinese characters

Upper Elementary and Sixth Grade (4-6)

- Investigate and listen to traditional Chinese (e.g., erhu, Beijing opera) and modern (Wang Li Hom, S.H.E.) music
- Use traditional Chinese brushes to create Chinese style landscapes and calligraphy:

HEALTH and PHYSICAL EDUCATION ACTIVITIES:

Primary (PK-3)

- Learn a simplified Tai Chi movement routine
- Perform a Chinese New Year dragon dance (parachute)
- Research different traditional diets and health implications

Upper Elementary and Sixth Grade (4-6)

- Learn a Tai Chi movement routine
- Learn a simple Wu Shu routine

TEXT SET:

Chinese New Year

Bringing in the New Year
Buddha in the Garden
Cat and Rat (Chinese Zodiac)
Chin Chiang and the Dragon's Dance
Chinese New Year
Chinese New Year
Chinese New Year, The
Chinese New Year's Dragon
D is for Dragon Dance
Dancing Dragon, The
Dragon Dance, Lift-the-Flap Book
Dragon Feet
Dragon New Year, The (legend)
Dragon Parade
Dragon Prince, The
Great Race, The
Happy New Year
Lanterns and Firecrackers
Last Dragon, The
Lion Dancer, Ernie Wan's Chinese New Year
Slovenz-Low
Long Long's New Year
My First Chinese New Year
Rooster's Antlers, The (Chinese Zodiac)
Sam and the Lucky Money
Su-Su, Chinese New Year Panda
This Next New Year

Grace Lin
David Bouchard
Ed Young
Ian Wallace
Lola M. Schaefer
Fay Robinson
Joanna Trougton
Rachel Sing
Ying Chang Compestine
Marcia Vaughan
Joan Holub
Marjorie Jackson
David Bouchard
Steven A. Chin
Laurence Yep
David Brouchard
Demi
Jonny Zucker
Susan Miho Nunes
Kate Waters, Madeline

Catherine Gower
Karen Katz
Eric A. Kimmel
Karen Chinn
Henry Eisemann
Janet S. Wong

Chinese-American Experience

Aloha in Chinatown
American Wei, The
Big Jimmy's Kum Kau Take Out
Chinatown
Coolies
Dim Sum for Everyone
Hannah Is My Name
Henry's First Moon Birthday
Kai's Journey to Gold Mountain, An Angel Island Story
Kite Flying
My Chinatown
Ugly Vegetables, The

Mary O'Neill Ketchum
Marion Hess Pomeranc
Ted Lewin
William Low
Yin Lee
Grace Lin
Belle Yang
Lenore Look
Katrina Saltonstall Currier
Grace Lin
Kam Mak
Grace Lin

Math and Characters

In the Park (Chinese Characters)
In the Snow (Chinese Characters)
Red is a Dragon, A Book of Colors
Round is a Mooncake

Huy Voun Lee
Huy Voun Lee
Roseanne Thong
Roseanne Thong

Folktales

Emperor and the Kite, The
Ping Li's Kite
Runaway Rice Cake, The
Sons of the Dragon King
Uncle Peter's Amazing Chinese Wedding
Weaving of a Dream, The
Yeh Shen A Cinderella Story from China

Jane Yolen
Sanne te Loo
Ying Chang Compestine
Ed Young
Lenore Look
Marilee Heyer
Ai-Ling Louie, Ed Young