

**Teacher Implementation Plan**  
**Due: June 1, 2011**

Name: Caitlin Evans

Date: May 15, 2011

School Winchester Thurston

Name of Collaborators (if any): Jennifer Kraar (Librarian), Tina Plaks (Art Teacher), Shaloma Smith (Mandarin Teacher)

Unit Title: China for Kindergarten!

Unit Abstract: I plan to integrate the study of Chinese folktales, inventions, culture, history and geography into my Language Arts, Science and Social Studies curriculums. I will do this over the course of the year by reading a wide variety of fiction and non-fiction, having discussions, looking at the globe and world map, watching segments of the film Wild China, playing Chinese jump rope, and doing projects like writing, making paper, noodles, and kites.

Content Standards Targeted/End of Cluster Benchmarks: Listen attentively to stories, make predictions, recall main points, compare and contrast literature, follow directions, locate places on a map.

Content Area(s): Reading, Writing, Speaking and Listening

Targeted Grades: Kindergarten

How Will This Unit Be Integrated into Your Curriculum: In Language Arts, Science and Social Studies, with the collaboration of other teachers in the school and possibly parents from China.

Time of Implementation (how and when will the unit be implemented): Over the course of the academic year through stories, discussions and a variety of projects.

Big Idea: Students will understand that China is an ancient, fascinating culture with many important inventions and interesting stories, and that it's always good to be curious about other cultures and learn both about them and from them.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline): Where is China? Who are the Chinese? What did they invent? What folktales come from China? How are they similar and different to those from other cultures? What holidays do they celebrate and how and why?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

1. Read *The Story of Paper (Noodles, Kites)* and make our own paper, noodles and kites.
2. Read *Daisy Comes Home*, discuss the setting, characters, and plot and write a different ending to the story.
3. Watch a segment of the film *Wild China* and discuss the similarities of the actual photography to the artwork in the stories we have read so far.
4. Read *The Empty Pot*, have a discussion about the importance of honesty, and write about a time that it was hard for us to be honest.

**Culminating Lesson/Activity (the final lesson/activity that ties all lessons together): We will invite the Pre-K class to our celebration of Chinese New Year with a display of our creations, foods, and a the reading of our favorite Chinese story.**

**Assessment: What evidence of learning will you accept? Writing Samples, discussions with recall of information, and projects.**

**Resources Needed (please list specific resources): All of the materials on my wish list will be utilized.**

**An explanation of how the seminar helped you develop the plan: This seminar vastly increased my knowledge and sparked my curiosity and imagination about Asian cultures. It also made me do the hard work to figure out how to best bring cultural studies to five and six-year-olds in a hands-on, meaningful way. I decided to focus on China because of my school's commitment to teaching Mandarin.**

NOTE: we may upload your implementation plan as an "Uploaded Contribution" to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

No, please do not make my implementation plan available on the NCTA online portal.