

Chinese New Year

by Andrea Hsu

photographs by Mark Round



Book Summary

The Chinese New Year is a time of celebration and festivities. This story looks at how a mother and her son prepare for the holiday.

Features of the Book

- The use of repetition as a support.
- The variety of verbs – “make,” “sweep,” “put,” “change,” “hang,” and “wait.”
- The Chinese cultural content.
- The blends – “sw,” “ch,” “cl,” and “bl.”
- The challenge in the vocabulary – “dumplings,” “blankets,” “lanterns,” and “envelopes.”
- The change from “We” to “I” on page 7.
- The high-frequency words – “We,” “the,” “out,” “to,” “my,” and “for.”

Purpose

Chinese New Year can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** hearing the individual sounds in a word;
- S** introducing and discussing the meaning of new words within the story;
- S** encouraging rereading of the text to clarify understanding;
- S** practicing using poetic language to write poems.

Introducing the text

Talk with the group about celebrations.

- *What times of the year do we have celebrations?*

Discuss all of the children’s suggestions.

Encourage the group to talk about the activities and the special clothing, food, or presents that are found at the celebrations they think of.

Read the title and the names of the author and photographer to the group.

Reading the text

- S** Hearing the individual sounds in a word.
- S** Introducing and discussing the meaning of new words within the story.

- S** Encouraging rereading of the text to clarify understanding.

Title page

- *What is the boy looking at?*
- *Why do you think these are under his pillow?*

Pages 2 and 3

- *What are the mother and her son doing here?*
- *How is the boy helping?*

Identify the names of the equipment, for example, rolling pin and chopsticks.

Pages 4 and 5

- *What are they putting on the chest of drawers?*
- *What else are they doing?*

Discuss the other occasions children know about when they wear special clothes.

- *How do you feel when you wear new clothes?*

Pages 6 and 7 – Discuss the lanterns and envelopes.

- *Have you seen lanterns like this before?*
- *What could be in the envelopes?*

Page 8 – Discuss what the cards might mean and make comparisons to cards we give on other occasions.

Children now read the book independently.


Revisiting the text

Look at the range of blends in the text – “ch,” “sw,” “cl,” and “bl.” Ask for other examples. Discuss how the boy might be feeling.

- *What words do you use when you are really looking forward to something?*

Following Up

- S** Practicing using poetic language to write poems.

 Support individual children as they write a poem about a holiday they celebrate.

Demonstrate how to use haiku or tanka format.

- B** Complete the blackline master opposite.