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| **Component** | **Description** |
| Author | Jonathan Gillentine, PhD, NBCT, Pearson Global Learning Fellow |
| Study title | Stories of *Jia Ting* and *Yi* [loyalty to family and doing what is right] |
| Content areas | Language and literacy, social development |
| Grade level | Preschool (adaptable to grade K) |
| Study duration | Study activities will occur from October through at least March, in conjunction with lessons from *Pono for Preschoolers*.  |
| Study theme | The theme of the study is to examine traditional Chinese values of *jia ting* (family) and *yi* (doing one’s duty) in contemporary children’s literature. The children will compare what they learn about these values with what they are already learning about concerning the traditional Hawaiian values of *`ohana* (family) and *pono* (righteousness).  |
| Instructional objectives | The children will:* Create journal entries (including drawings, letter-shaped symbols, letter strings, and invented spelling) to describe what they see in the family or situation depicted in each of the stories listed in the resource section, incorporating at least three items in each entry.
* Create a journal entry (as above) describing their own experience relating to or paralleling the events portrayed in each story.
* Talk about their journal entries with a teacher or a peer, using at least three phrases or sentences to express their thoughts on the entry.
* Participate in at least two roles (acting, narrating, videographing, or photographing) in each of the reenactments of stories or journal entries.
* Establish connections among what has been read to them in the stories, what they have heard in discussions, and what they have seen in reenactments by using words and phrases learned in the study to describe or respond to events, as appropriate, occurring in school or at home.
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| Specific global competencies | Learning to live together – it is vital for preschool children to learn how to interact appropriately, meaningfully, and with a sense of satisfaction within the social realm. The foundation for this skill must be attained very early in their learning career. Global awareness and global engagement must begin with the very youngest learners since they often have had the least exposure to the biases and prejudices of their elders. |
| Alignment to state standards | The lesson meets: Hawai`i preschool content standards: Curriculum guidelines for programs for four-year-oldsDomain II – Personal and social development* Standard 1 – Understand and express feelings appropriately.
* Standard 2 – Begin to develop a sense of self.
* Standard 3 – Develop social skills and positive peer and adult relationships.

Domain III – Communication, language development and literacy* Standard 1 – Use language in a variety of ways.
* Standard 2 – Listen with comprehension to a variety of spoken forms of language.
* Standard 3 – Acquire increasingly rich vocabulary and sentence structure.

Domain IV – Cognitive development [Symbolic play]* Standard 1 - Represent fantasy and real-life experiences through pretend play.
* Standard 2 – Engage in sustained symbolic play with other children.

[Social studies)* Standard 1 – Learn about themselves and other people.
* Standard 2 – Appreciate their own and other cultures.
* Standard 5 – Understand what people need to do to work and live together in groups.

Domain V – Creative development* [Visual art] Standard 2 – Begin to learn about art elements and techniques.
* [Creative movement and drama] Standard 1 – create and express themselves through a variety of . . . drama experiences.
* [Aesthetic appreciation] Standard 1 – Develop appreciation for natural and cultural beauty and for visual and performing arts.

For those who want to adapt the lesson for K students, the lesson also meets: Common core state (Hawai`i) standards for English language arts & literacy in history/social studies, science, and technical subjects* K reading standards
1. Ask and answer questions about key details in text.
2. Retell familiar stories, including key details.

 10. Actively engage in group reading activities with purpose and understanding.* K writing standards
1. Use a combination of drawing, dictating, and writing to compose opinion pieces.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events.

6. Explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 8. Recall information from experiences or gather information from provided sources to answer a question. * K speaking and listening standards

[Comprehension and collaboration]1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in various groupings.
2. Confirm understanding of an oral presentation by asking and answering questions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
4. Describe familiar people, places, things, and events.
5. Add drawings or other visual displays as desired.

 [Conventions of standard English] 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 [Vocabulary acquisition and use]1. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.
2. Explore word relationships and nuances in word meanings.
3. Use words and phrases acquitted through conversations, reading, and being read to and responding to texts.
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| Instructional strategies andactivities | Some of the children have already participated in *Pono for Preschoolers* last year and will help to serve as models for participation in Stories of *Jia Ting* and *Yi.*1. Each of the stories will be read to the class by a teacher or other adult. In addition to recalling details from the story, the children will be asked other questions to promote deeper thinking about the events in the story and why they are meaningful for the characters. For example:
* What do you think will happen next?
* Why do you think the person said that?
* How is this person feeling?
* How would you feel if this happened to you?
* Did something like this ever happen before?
1. The children will be asked to complete one of two types of journal entries (described above), as is appropriate to each story. Each child’s efforts will be supported by “talking them through” the process of drawing the ideas and meaning they wish to convey, encouraging the child to write words to go with the drawing, and offering to write what they child dictates if they desire additional narrative to describe their picture.
2. After a journal entry is completed, a child will present it to either another teacher or a peer (someone who has not read it yet), describing it using at least three phrases or sentences, with support as needed. The child will be encouraged to answer questions about the entry.
3. The children and teachers will collaboratively create a reenactment of at least four of the stories read and four of the journal entries created. The teacher will lead the children in developing the story line for the reenactment, the dialog, the characters needed to portray the piece. They will then decide upon duties for each of the children as either actors, photographers, videographers, or narrators. In this phase of the study, the concept of emergent curriculum will be boldly embraced. That is to say that as children offer ideas not described here, such components will be added as often as possible!
4. Reenactment videos will be shared with other children in P and K classes, families, and early childhood professionals.
5. As children begin to internalize what they have learned, their teachers will prompt them to use words, phrases, and sentences to describe events in their lives. For example, a teacher might ask a child who describes an event, “That reminds me of what happened to Guji Guji. What do you think ‘being part of a family’ means?”
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| Formative assessment | Formative assessment at the preschool level typically includes written observations of children as they learn, language samples, stages of writing used by children, and specific data collection of words, phrases, and sentences used. These sources of data will be used to determine student success in meeting learning objectives and will also serve to inform instruction: adding support, scaffolding learning, providing additional experience and exposure to new material, concept development, and extension of new learning.  |
| Differentiation | There are children with language delays in our class, including six with developmental delays and two dual language learners. However, we regularly provide differentiated instruction to all the children since many of them are still developing an understanding of who they are as learners. Differentiation will consist of modeling of language, repetition of new words and phrases, hands-on use of new learning tools (including digital cameras and iPads), dictation of children’s narratives to accompany their drawings, and other supports as are deemed developmentally appropriate. |
| Resources | The following titles will be used in the study:**Jia Ting**Chen, Chih-Yuan, (2004). *Guji Guji.* La Jolla, CA: Kane/Miller.\*Chen, Chih-Yuan, (2003). *On my way to buy eggs.* La Jolla, CA: Kane/Miller.Cheng, Andrea. (2000). *Grandfather counts.* New York: Lee & Low.Lin, Grace. (2001). *Dim sum for everyone!* New York: Alfred A. Knopf.Lin, Grace. (2002). *Kite flying.* New York: Alfred A. Knopf.Yang, Belle. (2004). *Hannah is my name.* Cambridge, MA: Candlewick Press.Young, Ed. (2004). *I, doko.* New York: Philomel.\*Young, Ed. (2006). *My mei mei*. New York: Philomel.\***Yi**Demi. (1996). *The empty pot.* New York: Henry Holt.Lin, Grace. (2004). *Fortune cookie fortunes.* New York: Alfred A. Knopf.Lin, Grace. (1999). *The ugly vegetables.* New York: Alfred A. Knopf.\*Yee, Paul. (2006). *Bamboo.* Simply Read Books.\*\*Some stories can be used for both categories easily.  |
| Reflection | This study parallels work we are already doing with *Pono for Preschoolers*, an instructional component I adapted for use in our classroom that integrates and supports traditional Hawaiian cultural values in the reading of contemporary children’s literature. We have one family in our classroom that is Chinese, recently arrived from China; their elder son was in our class for the past two years. This year their middle child, another boy, is in our class. They will serve as an additional resource to our study.  |