

Title: Round is a Mooncake: Culture Through Shapes Project by DB

By

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Project Summary

To launch the Culture Through Shapes Project, I will read *Round is a Mooncake* to my students. This is a book about Chinese culture and it follows a young girl through a day in her life and looks at the shapes of objects that represent her culture. As I read I will explain to students that this is how the girl's family lives and the objects they enjoy and things they like to do, which are all things that represent their Chinese culture. During reading, I will ask students what the object is, if they have the object in their house or if their family uses something different. Then students will identify the shape of the object.

After reading, I will ask students to think about their own cultures, things that their families enjoy doing or specific traditions that may be different from other families. For homework, students will interview their families about their own cultures and fill out a Culture Interview. Within the interview, students will be responding to a series of questions in which they will discover details about their culture by receiving information from their families. At the end of the interview, students are prompted to find objects that represent their own cultures and they are directed to choose one object and draw it. Students will focus on looking for known shapes in the objects that represent their culture.

The following day, students will use the drawing they did at home, and create a final version, either out of clay or on construction paper. Once all of the projects are complete, students will share on our classroom document camera and discuss their cultures with the class. This project is

intended to allow students an opportunity to explore their own individual culture and discover shapes that exist throughout their everyday lives.

Lesson Goal(s) and Objective(s)

- CCSS.ELA-Literacy.SL.1.6: Students will produce complete sentences when appropriate to task and situation
- CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- CCSS.ELA-Literacy.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Students will learn about their cultures.
- Students will use shapes to represent an object in their culture.

Audience

This activity is designed for 1st grade students ages 6 and 7.

Materials Needed

- *Round is a Mooncake*
- Parent Letter
- [Culture Interview](#)
- Paper with a spot for students to draw an object that represents their culture (from home or that they found on the internet with their parents) (at end of [Culture Interview](#))
- Construction paper
- Clay

Description of the Teaching and Learning Process

- This project will last about 3-4 Days
- Day 1:
 - Read *Round is a Mooncake*

- While reading, point out main character's culture and objects from her culture
 - Introduce the book by explaining we are going to be reading about objects from Chinese culture
 - Tell students to look at the houses, objects found within the character's house. Ask "what is the same in your house? What is different?"
 - The book contains the following objects that I would point out and see if students have them in their house or if they have something different, maybe even something from their own culture:
 - Mooncake
 - Paper lanterns
 - Chinese bowls
 - Cups of jasmine tea
 - Checkers
 - Chinese stamps
 - Tofu and radish cakes
 - Dim sum
 - Paintbrush for writing chinese letters
 - Sacks of rice
 - A puppet stage
 - Money in a envelope
 - Chinese books
 - When we come across an object, we I will name the object and then ask students what shape the object is
 - After reading, discuss what culture is, different cultures around the world, and cultures within our class
- Send students home with interview and blank paper for them to draw an object representing their culture
 - Within the interview, students will provide information about their own cultures including:

- What their culture is
 - Specific cultural celebrations
 - Specific cultural traditions and customs
 - A list of at least one object that represents their culture
- This is how the students will learn about their own cultures and represent it in their writing
 - Here is an example of an object that represents a culture:

Draw an object from your culture in the box:



Swedish Dala Horse

- Day 2-4:
 - Have students get out their drawings they did at home and decide if they want to recreate the object using clay, or draw a final version on a piece of construction paper
 - Students will work on re-creating their object that represents their culture and do an optional writing piece explaining their object if they finish early. They will use the following sentence stems:
 - My object that represents my culture is _____.
 - It is the shape of a _____.
 - It is used in my culture as a _____.
 - My family does _____.
 - Once all students have finished, we will use the document camera in the classroom for students to showcase their objects they created and explain a little about their cultures

About Me/Us

Hello! My name is Deidre Bergquist, I am a Colorado Native and this is my second year teaching first grade in Adams 12 school district. I received my undergraduate degree in 2018 from CU Boulder and I am currently pursuing my Master's degree in Curriculum and Instruction from the School of Education at CU Boulder.