

BUENA SUERTE EN EL MUNDO

Subject/Course: Spanish (Novice-Mid or Novice-Beginner)

Topic: Good Luck Symbols as Reflections of World Cultures

Designer: Virginia vonReichbauer, Moorestown Upper Elementary School, Moorestown, NJ

Grades: 4 – 6

STAGE 1 – DESIRED RESULTS: WHAT DO I WANT MY STUDENTS TO LEARN?

National Standards: Communication, Cultures, Connections, Comparisons, Communities

Over-arching understandings as interpreted by MTPS World Language Department

Communication: *Successful, meaningful communication uses vocabulary, grammar and knowledge of the target culture and language.*

Cultures: *Understanding relationships among practices, products, and perspectives of different cultures enhances communication.*

Connections: *Knowledge transcends language barriers but is influenced by cultural perspectives.*

Comparisons: *Comparisons with other languages and cultures enhance understanding of one's own.*

Communities: *Language learning allows one to participate in a world of diverse communities.*

Established Goals:

1. Students will learn that symbols and superstitions about luck are reflections of culture (emphasis on Spanish-speaking, French-speaking, Chinese and American cultures).
2. Students will learn to appreciate and accept cultural differences through a study of good and bad luck symbols and superstitions in a variety of cultures.
3. Students will increase their comprehension of the target language (Spanish) through the acquisition and use of new vocabulary related to luck and by listening to a story about luck narrated in Spanish.
4. Students will learn about Chinese traditions through a story about luck.
5. Students will learn about the Chinese zodiac through a Chinese legend.

Big Idea: Good Luck Symbols Reflect Cultures

Enduring Understandings:

1. People's ideas about luck vary depending on their culture of origin.
2. Some luck symbols and beliefs are found in many cultures.
3. What is good luck for one person may be bad luck for another.
4. Good luck depends on one's perspective.
5. Differences among cultures are neither good nor bad, just different

Essential Questions:

1. What are some symbols and superstitions of good luck in various cultures (Spanish-speaking, French-speaking, Chinese, American)?
2. Are any of these symbols and superstitions the same across cultures?
3. Can one's attitude determine what is good or bad luck?

Students will know...

1. The Spanish vocabulary associated with good and bad luck symbols in several cultures.
2. Colors in Spanish
3. Some forms of the verbs "tener" "estar" "ser" and "ir" in the present tense
4. Vocabulary of emotion: estar contento/ frustrado/ enojado/ tímido/ sorprendido/confundido
5. Question words ¿Qué? ¿Quién?
¿Cómo? ¿Cuándo? ¿Cuánto? ¿Dónde? ¿Por qué?
6. The answer word "porque"

7. Spanish numbers to 25
8. Spanish ordinal numbers
9. Pronunciation of the language
10. Family vocabulary (madre, abuelo, abuela)
11. Market vocabulary
12. Certain clothing, appearance and body parts vocabulary
13. Spanish names and locations of a variety of countries
14. The terminology dates (years)
15. Descriptive words for personal characteristics
16. Names of animals

Students will be able to...

1. Identify and categorize luck symbols as to the culture(s) with which they are associated.
2. Locate the highlighted countries on a world map.
3. Answer factual questions about a culturally-based story about luck.
4. Sing a Spanish song about luck.
5. Interpret ideas about luck as presented in a story.
6. Identify customs associated with the Chinese New Year.
7. State years in Spanish.
8. Describe personal characteristics in Spanish
9. Understand a legend in Spanish.
10. Describe the Chinese Zodiac Calendar.

STAGE 2 – ASSESSMENT EVIDENCE: WHAT WILL PROVE MY STUDENTS ARE LEARNING?

Performance Assessments:

Standards: 7.1 COMMUNICATION

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.
4. Comprehend brief oral exchanges on familiar topics. (Grade level appropriate health topics (e.g., wellness, feelings and emotions)
5. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information (recognition of key words, main idea).

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas (grade appropriate social studies topics).
5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
2. Copy/write words, phrases, or simple guided texts on familiar topics
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)
 - Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

Standards: 7.2 CULTURE

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Identify daily practices of people in the target culture(s).
2. Identify basic geographical features and some common landmarks in countries where the target language is spoken.
3. Identify aspects of the target culture(s) presented in photographs, children's books, and plays.
4. Identify distinctive cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken and written communication for an audience)

1. Reproduce a variety of tangible products typical of the target culture(s).
2. Identify and reproduce expressive products typical of the target culture(s)

Other Evidence (Performance Tasks, Academic Prompts, Quiz and Test Items, Informal Checks for Understanding):

- Vocabulary and geography quizzes, listening comprehension checks, reading comprehension activities, class participation activities, oral response, written worksheets, final project

STEP 3 – LEARNING PLAN: HOW WILL I HAVE TO TEACH TO ENSURE STUDENTS LEARN?

Learning Activities:

(Pre-learning activity):

Students will practice singing the song “¡Qué buena suerte!” by Charlotte Diamond from the CD Soy una pizza (see resources). Students can be expected to sing along with the chorus of this song after several repetitions. As they are learning the chorus, students can imitate the teacher's motions, in rhythm to the music, as follows:

“Tengo una cara feliz”: Use your index finger to make a big smile in front of your face.
“Zapatos en mis pies”: Lift up your foot and point to your shoe.
“Qué buena suerte”: Show two thumbs up or fingers crossed.
“No necesito más”: Cross your arms in front of you, then uncross them quickly, thrusting arms out to your sides.
“Arriba...”: Point up high.
“...brilla el sol”: Use index fingers of both hands to trace a circle up high in the air.
“Los pajaritos...”: Put your hands under your armpits and flap your “wings.”
“... cantan”: Put your fingers to your lips, then move your arm outward as you open up your fingers and palm.
“Qué buena suerte, no necesito más” – repeat as above.

Students enjoy singing this song along with the motions. It is especially fun if you choose several girls and boys (equal numbers of each!) to be the “leaders” in front of the class.

This song can be a 5-minute closing activity to any lesson prior to the official start of the “Buena Suerte” unit. When introducing the song, ask the students to determine the theme of the song (some possibilities: you don’t have to have lots of material goods in order to be lucky; you can be happier by sharing what you have than by keeping it all for yourself). (This brief conversation may have to be in English if you are working with Novice Beginners.) The themes are reflected later in the story of Sam and the Lucky Money.

This song will familiarize students with the term “buena suerte,” as well as numerous vocabulary items which will recur in the story of Sam and the Lucky Money (tengo, dinero, zapatos, pies, caras juguetes, comprar, compartir con alguien, etc.)

The teacher may formalize the acquisition of this vocabulary by asking students to complete a worksheet that asks them to fill in Spanish vocabulary as they hear it in the song (Attachment #1).

Day 1: ¿Buena suerte o mala suerte?

Grab bag: Several student volunteers will “draw” items from a grab bag. Each item will be a good or bad luck charm or token from the U.S. culture. As students pull out items, teacher will name them in the target language (Spanish).

-- OR --

Teacher will spread out “cards,” face down, each of which has a picture of one of the items listed below. (Pictures in Attachments at end of document: print, cut out, and paste onto construction paper; or print and put into a plastic sleeve.) Students will randomly choose a card.

-- OR --

Another technique is for the teacher to hold all the cards and ask students to try to guess the luck symbols that he/she holds.

Possible items could be:

Horseshoe – una herradura (plastic toys work for this)
Four-leaf clover – un trébol de cuatro hojas
Rabbit’s foot – una pata de conejo
Crossed fingers (a picture) – los dedos cruzados
Number 7 – el número siete
Mustard seed – una semilla de mostaza
Penny – un centavo

Wishbone – una espoleta
Black cat -un gato negro
Friday the 13th - viernes el trece
Tuesday the 13th - (mala suerte en España)
martes el 13
Broken mirror - Un espejo roto

As the students draw items, teacher will name them by saying, “Margarita tiene una herradura. ¿Buena suerte o mala suerte?” “Carlos tiene un gato negro. ¿Buena suerte o mala suerte?” Students can give a “thumbs up” or “thumbs down” with their replies. (For “martes el 13”, the teacher can add the choice, “No importa,” and point to a U.S. flag, then point to a Spanish flag and emphasize “mala suerte”.) Also, as items are being named and decisions made as to good or bad luck, the teacher will ask students to make motions to be associated with each of the vocabulary items. For example, for the 4-leaf clover, pretend to hold the stem of a clover between your thumb and forefinger. Then using your other hand, count the imaginary leaves, “uno, dos, tres, cuatro”. You may devise the motions in advance, or, if students are familiar with the TPRS process, they may suggest motions to accompany each word.

The entire naming and motions segment should be done in groups of about 3 items so as to improve retention. A good way to check for retention is to ask the students to close their eyes and make the gestures related to each word as you call it out. They may “peek” if they are lost, but then must close their eyes again. Keep repeating until all the students are responding correctly.

It is important that vocabulary be repeated several times before beginning the questioning. After several items have been selected and named, the teacher will review the new vocabulary by posing a variety of questions, then continue to intersperse questions as the students continue to select items from the grab bag. If students are not yet familiar with the question words “¿Qué?” and “¿Quién?”, they can be posted prominently on the wall or shown on an overhead for reference.

- 1st – either/or questions: “¿Margarita tiene un centavo o una herradura?”
- 2nd - ¿Quién?: “¿Quién tiene la espoleta?”
- 3rd – ¿Qué?: “¿Qué tiene Carlos?”

Distribute a checklist (Attachment #2) for the students to use as you tell a brief story about two friends, Cecilia and Manuelito. As each good or bad luck item is mentioned, students will check it off under the column for the appropriate story character. Alternatively, students can make the motions for each of the newly learned vocabulary items as they hear them mentioned during the recitation of the mini-stories. After the stories are told, students will consult with partners or small groups to decide which character is the “luckier.” These are suggested stories. You may wish to add or delete details according to the level of your students. Use as many props as necessary to tell the story entirely in Spanish. Some of your students love to be actors, and it is very effective to have those students act out the stories as you tell or re-tell them.

Story #1 – “Cecilia”: Cecilia es una muchacha. Vive en Nueva York. Un día (es viernes el 13 de abril) Cecilia va al parque Central con su perro. En la calle, Cecilia encuentra un centavo y lo pone en su bolsillo. En el parque, Cecilia encuentra un trébol de cuatro hojas (uno, dos, tres, cuatro) y lo pone en su bolsillo. ¡Qué bueno! A las dos, Cecilia regresa a casa. En la calle, hay un caballo que pasa con turistas. El perro de Cecilia dice “¡Guau, guau!” ¡El caballo corre! ¡Corre muy rápido! Una herradura del caballo vuela en el aire. La herradura pega a Cecilia en la cabeza. ¡Cecilia está muy sorprendida! ¿Tiene buena suerte o mala suerte?

Story #2 - “Manuelito”: Manuelito es un muchacho. Vive en Madrid, en España. Un día (es martes el 13 de octubre), Manuelito va al parque Retiro con su gato blanco. Tiene en su bolsillo una pata de conejo. En el parque, hay una fiesta. Manuelito come pollo asado y encuentra la espoleta. Con los dedos cruzados, Manuelito rompe la espoleta con un amigo. ¡Manuelito tiene la parte grande! Por fin, Manuelito regresa a casa. En la calle, un gato negro le cruza el camino. El gato blanco de Manuelito corre. El gato negro corre. Manuelito corre. Manuelito se cae, pero se cae en un campo con muchos tréboles de cuatro hojas (uno, dos, tres, cuatro). Manuelito está muy sorprendido. ¿Tiene buena suerte o mala suerte?

After students have had a chance to consult with their partners, take a vote:

“¿Quién tiene más suerte? ¿Cecilia? ¿Manuelito? ¿Por qué? (Justify answers.) Allow discussions to take place in English if your students are beginners, but you can insist that they use the new vocabulary items listed on the

worksheet during their discussions. They can become very spirited in promoting their reasons for the choice they made!

If time permits, choose two student representatives: one whose group voted for Cecilia, and one whose group voted for Manuelito. As the teacher recites the stories again, the representatives can check off the appropriate items on an overhead transparency of the worksheet. This allows students to check their understanding of the stories and hear the vocabulary in context again.

Possible homework – ¿Tienes algo que te trae suerte? Tráigalo a la próxima clase.

Day 2 – Buena suerte en el mundo

(If students brought in their own good luck charms, allow time to share. The teacher can use a variety of questions to enhance listening skills of the group.)

Maps and good luck charms: Distribute worksheet of world map surrounded by good luck charms (Attachment in Power Point slide #55). The teacher should be standing near a world map, or could project a world map. Teacher will name, in Spanish, those countries to be highlighted in the Power Point presentation, point to them on the world map, and ask students to find and point to them on their own papers. Teacher can use this opportunity to name the continents, as well, and discuss the four directions. Clarify any countries which are not obvious to the students, i.e. Marruecos = Morocco.

Teacher will then give a Power Point presentation of good luck charms around the world (slides 1 – 17). Items included in the Power Point are as follows (not all are on the worksheet), but the teacher might add others from cultures with which s/he is familiar. Students will recognize that some of these are also considered lucky in the U.S. Teacher should enthusiastically confirm these associations and can discuss briefly the role of immigration in the development of the US culture. Several luck charms of the U.S. mentioned in the previous lesson are also included in the Power Point.

Francia (France)

- El muguete (lily of the valley)
- El grillo (cricket)
- La mariquita (lady bug)
- Una estrella de suerte (a lucky star)

Marruecos (Morocco)

- La mano de Fatima (the hand of Fatima)
- Un amuleto de ojo azul (a blue eye charm)

Puerto Rico

- Pan encima del umbral (bread nailed to the top of the threshold)
- Un vaso de agua en los 4 rincones de la casa (a glass of water in the 4 corners of a house)

España (Spain)

- Muérdago en la puerta (mistletoe on the door)
- Cruzar los dedos (cross your fingers)
- Ver una estrella fugaz (see a falling star)

China

- El cerdo de oro (golden pig)
- Los murciélagos jumelados (twin bats)
- La carpa (a carp – fish)
- El melocotón (peach)

Irlanda (Ireland)

- El duende (leprechaun)
- El trébol (shamrock)
- El arco iris (rainbow)

During the Power Point presentation, students will draw a line from each charm to the country associated with that charm. Discuss to verify associations and review vocabulary.

Information Gap Activity (Attachment #3; four worksheets and answer key): (Each of the four worksheets should be printed on a different color paper so that students can quickly find children who have the information they need.) Each student will have a script to tell about him/herself, based on the good luck symbols that are important

in the country of origin. Students will circulate to gather information from three other students and then must guess the countries of origin.

Homework – Study for a map quiz.

Day #3: Buena suerte y las fiestas

Map quiz (Attachment in Power Point, slide #55)

Begin by asking some students to state their birthdays in Spanish (María, ¿cuándo es tu cumpleaños?” Include the year of birth. This is a good chance to review the formation of dates. After a few students have stated their birthdays, ask all students to write down their birthdays.

Teacher talk and questioning: ¿Hay cumpleaños que son muy importantes en los Estados Unidos? (16, 21)
En México, el cumpleaños número quince es muy importante para las muchachas. Se llama la quinceañera.
En China, el cumpleaños número 12 es importante. Representa un ciclo completo. El cumpleaños número 60 es el más importante de todos (12 x 5).

En China, hay 12 animales que son símbolos de un ciclo de 12 años. El año 2007 es el año del cerdo de oro. Tu año de buena suerte viene cada 12 años. Aquí está el ciclo de los años en el calendario zodiacal chino: (Teachers: this is easily illustrated with a picture of the Chinese astrological calendar which can be found in many books [see resources], or use the worksheet provided.

1994 – el perro
1995 – el cerdo
1996 – la rata
1997 – el buey
1998 – el tigre
1999 – el conejo
2000 – el dragón
2001 – la serpiente
2002 – el caballo
2003 – la cabra
2004 – el mono
2005 – el gallo

Worksheet (Attachment Ppt slide #52) - recognizing years and animals in Spanish)– Students will be given a Chinese astrological calendar. They will then read “year” numbers in Spanish (written out as words; Attachment #10) and write the name of the corresponding animal. Finally, they will write out the current year and their own birth year in Spanish, as well as the zodiac animal for each.

Review as a class. Most students will have the same birth year, so allow them also to tell about the birth year/ animal of their brothers, sisters, parents or cousins. The other students must listen carefully to try to determine the year and zodiac animal.

Day #4 Características personales

Teacher will tell the legend which explains how the animals of the Chinese zodiac were chosen (Attachment #4: script). This script may be used while showing the pictures in either of two books (see resources):

- Cat and Rat, The Legend of the Chinese Zodiac by Ed Young or
- Story of the Chinese Zodiac (English/Spanish), by Monica Chang.

Both are available through www.cultureforkids.com, and prepare students to learn how to express personal traits in Spanish.

While listening to the story, students will match the zodiac animals to ordinal numbers of their appearance in the zodiac. (Attachment #5: worksheet)

Next they will receive a list of the commonly recognized characteristics that are associated with each animal. (Attachment #6: worksheet) This list contains only positive characteristics and uses many cognates. Students can work together to figure out meaning of all terms. Clarify those that the students cannot guess.

Finally, students will use the new vocabulary to describe people they know, either friends or relatives. This is a good time to review family relationship vocabulary, the words “amigo” and “amiga”, and the possessive adjective “mi”. Descriptions can be done orally at first, then as a guided writing exercise.

Day #5 La buena suerte en China

To enter China is to enter a land where good luck is taken seriously. All around, one sees buildings, artwork and even clothing designed to bring good luck and protect against bad luck. New Year festivities feature customs that are thought to bring good luck.

The second part of the Power Point presentation (slides 18 – 51) shows many auspicious signs seen in China. You might want to show this presentation as a prelude to the next lesson. Ask the children if they can identify the auspicious signs in some of the pictures before you present them. They could also keep a list of auspicious signs as you go through the presentation.

After the presentation, you might ask the students to contrast the good luck symbols they have just seen with those from their own culture.

For more detailed information on good luck symbols in China, please see the document, “Chinese Popular Values as Expressed in Folk Art” (Richard Bodman) attached at the end of this document.

Day #6 ¿Buena suerte o mala suerte? Depende de tu perspectiva.

Students will listen to the story of “Sam y el dinero de la suerte” (Sam and the Lucky Money, by Karen Chinn -- see resources). A simple Spanish translation of the story is attached. (Attachment #7) A Spanish version of the book is also available from www.cultureforkids.com; the Spanish version uses more advanced language.

Story preparation: Students will complete a pre-reading vocabulary worksheet (Attachment #8) by drawing a picture to represent each new word. As the words are heard during the reading of the story, students will raise their hands in recognition. This helps to keep them focused on the story while reinforcing the new vocabulary.

Introduction to the story:

El Año Nuevo – Ask “¿Cuál es la fecha del Año Nuevo?” You can make this easier for younger students by providing either/or answers: “¿Es el treinta y uno de diciembre o el primero de enero?”

En China, el Año Nuevo no es el primero de enero. Es un día diferente cada año. Este año, el Año Nuevo (2008) de China cae el 7 de febrero. Puede ser del 21 de enero hasta el 17 de febrero. Depende de la luna. En China, el Año Nuevo es el primer día del año, y también ¡es el cumpleaños de todos! Es una fiesta muy, muy importante. (This is a distinction between the Western solar calendar and the Chinese lunar calendar. In the traditional Chinese lunar calendar, each month starts with a new moon, and the fifteenth of each month is a full moon. Because twelve months of 28 days quickly gets out of phase with a year of 365 days, the Chinese add an extra

month every few years. Their calendar does indicate equinoxes and solstices on the same days as Western calendars. In mainland China, the New Years holiday is called “Spring Festival” or Chun jie.)

Teacher will now read the story to the class. As the teacher reads, he/she should check for comprehension by asking a variety of questions, such as “¿Quién le da dinero a Sam? ¿Cómo se llama la fiesta? ¿Cómo está Sam? ¿Enojado? ¿Sorprendido?” It may be helpful to have question words posted prominently in the classroom or projected on an overhead.

Comprehension activities:

Students will complete a variety of written exercises: sequencing, fill-in-the-blank and short answer. (Attachment #9: worksheet). Some time should be spent discussing Sam’s perceived “buena suerte” or “mala suerte” at different points of the story. With a show of hands, students can vote whether or not they felt that Sam had “buena suerte” at the end of the story.

Day #7 Project Presentations (optional)

Students can present final projects, in Spanish, which may be any one of the following:

1. Make a poster or storybook showing labeled pictures of good luck symbols and superstitions from more than one country.
2. Give an oral presentation or Power Point presentation that compares and contrasts good luck symbols from at least two cultures.
3. Make a storyboard or cartoon presentation that summarizes the story of “Sam y el dinero de suerte”. (Alternatively, illustrate the story sentences provided by the teacher.)
4. Create a storyboard or multi-frame cartoon (captioned in Spanish) of your own original good luck story.
5. Perform, in Spanish, an original song or rap about good luck which names at least 8 good luck symbols and the cultures or countries to which they belong.
6. Perform, in Spanish, an original song or rap which names the animals of the Chinese Zodiac in their correct order.
7. On a world map, attach diagrams or pictures of good luck symbols and show the locations where these various luck symbols are recognized.
8. Make a display of real “good luck” foods, or prepare a “good luck” dish (with parental supervision) and share it with the class. Be able to name, in Spanish, the foods and the occasions on which they are eaten.

RESOURCES

Necessary or suggested for this unit:

Chang, Monica, Story of the Chinese Zodiac / El zodiaco chino, illustrated by Arthur Lee, Spanish translation by Beatriz Zeller, Taipei, Taiwan: Yuan-Liou Publishing Co., Ltd., 1994.

OR

Young, Ed, Cat and Rat, The Legend of the Chinese Zodiac, New York: Henry Holt and Company, LLC, 1995.

Chinn, Karen, Sam and the Lucky Money, illustrated by Cornelius Van Wright & Ying-Hwa Hu, New York: Lee & Low Books, Inc., 1995.

OR

Chinn, Karen, Sam y el Dinero de la Suerte, ilustrado por Cornelius Van Wright y Ying-Hwa Hu, traducido por Eida de la Vega, New York: Lee & Low Books, Inc., 2003.

Diamond, Charlotte, Soy una Pizza (CD), Vancouver, B.C.: Hug Bug Records, 1994.
(for the song, “Que Buena Suerte”)

Las emociones (poster), Teachers Discovery, 1-800-543-4180

Background information used to create this unit:

<http://holidays.mrdonn.org/chinesefestivals.html>

www.burningart.com/mizpoon/gold_hamsa.jpg (hand of Fatima)

www.enchantedlearning.com (Chinese Zodiac)

www.newton.mec.edu/Angier/DimSum/Zodiac%20Furtunes.html (Chinese Zodiac fortunes)

www.theodora.com/maps/new4/world_color.gif (outline political map of the world)

Binder, Pearl, Magic Symbols of the World, New York: The Hamlyn Publishing Group Limited, 1973.

Erlbach, Arlene, Happy New Year Everywhere, Brookfield, Connecticut: The Millbrook Press, Inc., 2000.

Hoyt-Goldsmith, Diane, Celebrating Chinese New Year, New York: Holiday House, 1998.

Kaplan, Leslie C., Chinese New Year, New York: The Rosen Publishing Group, Inc., 2004.

Liu Shiyu, A Taste of China, China's Spring Festival, translated by Hanting Gao, Beijing: China Pictorial Publishing House, 2006.

Moyses, Sarah, Chinese New Year, Brookfield, Connecticut: The Millbrook Press, Inc., 1997.

Nevins, Ann, Super Stitches, A Book of Superstitions, New York: Holiday House, 1983.

Perl, Lila, Candles, Cakes and Donkey Tales, New York, Clarion Books, 1984.

Schaefer, Lola M., Chinese New Year, Holidays and Celebrations Series, Mankato, Minnesota: Pebble Books, Capstone Press, 2001.

Schwartz, Alvin, Cross Your Fingers Spit in Your Hat, Superstitions and Other Beliefs, Philadelphia: Lippincott, 1974.

Simonds, Nina, and Leslie Schwartz & the Children's Museum, Boston, Moonbeams, Dumplings & Dragon Boats, USA: Harcourt Books, 2002.

Stepanchuk, Carol, and Charles Wong, Mooncakes and Hungry Ghosts, Festivals of China, Malaysia: S. Abdul Majeed & Co. in association with China Books & Periodicals, Inc., 1993.

Williams, C.A.S., Outlines of Chinese Symbolism & Art Motifs, 3rd Revised Edition, New York: Dover Publications, Inc., 1976.

Ye Yingsui, Ye Shuqin and Ye Duyi, Auspicious Designs of China, English Translation by Zhu Chengyao, Beijing: China Travel and Tourism Press, (year of printing unavailable).

Ziefert, Harriet, Good Luck, Bad Luck, I'm Going to Read! Series, New York: Sterling Publishing Co., Inc., 2005.