



# CELEBRATIONS

## BIG IDEA

Children begin to recognize events and routines that occur in a predictable order. Comparisons of family and community celebrations help children understand past and present events and identify similarities and differences between him-/herself and others.

### Content objective(s):

The child will use words to identify feelings and appropriately describe experiences with those feelings. The child will recreate Halloween experiences and routines.

### Materials needed:

- ◆ Jack-o'-lantern faces (Handout 1)
- ◆ List of Halloween costumes, scary and not scary (Handout 2)—for extension
- ◆ Three paper plates
- ◆ Crayons, markers
- ◆ Rubber band, stapler



### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Social and Emotional Development:

I.B.2.b. Child is aware of own feelings most of the time.

#### Language and Communication:

II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

#### Social Studies:

VII.A.3. Child organizes their life around events, time, and routine.

#### Fine Arts:

VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.

### Lesson vocabulary:

- ◆ trick-or-treating—salir a pedir dulces
- ◆ angry—enojado
- ◆ scared—asustado
- ◆ sad—triste
- ◆ happy—feliz
- ◆ mask—máscara
- ◆ costume—disfraz

## Activities:

### 1. The home educator models and demonstrates for the parent.

Model for the parent a discussion on Halloween and feelings. Say,

 *We've been learning all about celebrations. Today we're going to learn about Halloween.*

*Tell me what you know about Halloween.*



Prompt the child and parent to explain previous experiences with trick-or-treating, dressing up in costumes, Jack-o'-lanterns, and parties. Ask,

 *Have you ever worn a costume? (Pause) How did you dress? (Pause) Oh, you had a \_\_\_\_\_ costume. What other costumes have you seen? (Pause) Have you seen any scary costumes? (Pause) How did you feel when you saw the scary costume? (Pause) Show me how your face looked.*

*Have you ever gone trick-or-treating? (Pause) That's when you go to your neighbors' houses in your costume and they give you candies. How do you feel when you get candy? (Pause) Show me how your face looks when you get candy.*

*Have you ever carved a Jack-o'-lantern? (Pause) A Jack-o'-lantern is a face that is carved into a pumpkin. Jack-o'-lanterns can have a happy, scared, angry, or sad face.*

*Our faces can show how we are feeling. When I feel scared, my face looks like this (make a scared face). When I feel happy, my face looks like this (make an exaggerated happy face). When I feel angry, like when I accidentally spill all my Halloween candy, my face looks like this (make an angry face).*

*Now I'm going to make a mask to show what \_\_\_\_\_ (happy, sad, angry, or scared) looks like to me.*

Demonstrate making a mask that illustrates one of the feelings just discussed. Draw the face on one of the paper plates, then cut a rubber band and staple its ends to the sides of the mask.

### 2. The parent works with the child.



Encourage the parent to have a discussion with the child about Halloween and feelings. He/she should use the pictures from Handout 1 and challenge the child to identify the happy, sad, angry, and scared Jack-o'-lantern faces.

Ask the parent to work with the child to demonstrate their happy, sad, angry, and scared faces to each other.

The parent should choose a type of feeling and make a mask using another of the paper plates. As he/she is drawing the mask, the parent can ask the child to identify what feeling is being depicted and talk about feelings and Halloween events.

### 3. The child works with the parent's help.

The parent should ask the child which kind of mask he/she would like to make (happy, sad, angry, or scared). The child can use the Jack-o'-lantern pictures from Handout 1 as models for different facial expressions. The parent should support the child as he/she creates the mask. Encourage the parent to talk about events or situations that make him/her feel certain ways (e.g., *When the sun is shining, I feel happy; When my dog got sick, I felt sad.*)

### 4. The child works independently as the parent and home educator watch for learning.

Listen for the child's ability to tell about familiar Halloween events or activities. Listen for the child's ability to identify feelings and events or situations that cause those feelings.

### 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *What costume are you going to wear for Halloween? (Pause) Why did you choose that costume?*
2. *Show me how you trick-or-treat—what do you do? (Pause) What do you say?*
3. *How do you stay safe on Halloween?*

## Ways to extend the lesson concepts:



1. Sing "If You're Happy and You Know It." Use variations for other feelings: if you're sad (cry boo-hoo), if you're angry (stomp your feet).



2. Read the list of Halloween costumes (Handout 2) one at a time. Ask the child to identify the costume as scary or not scary (use Handout 1).



3. Visit the public library and check out these books: *The Story of Jack O'Lantern*, by Katherine Tegen and Brandon Dorman, and *Pumpkin Jack*, by Will Hubble. Read the books aloud to the child.

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## Modifications:

### If the lesson activity is too hard—

1. Discuss only two feelings (happy and sad).
2. The parent should provide extra support in sharing experiences and identifying feelings.

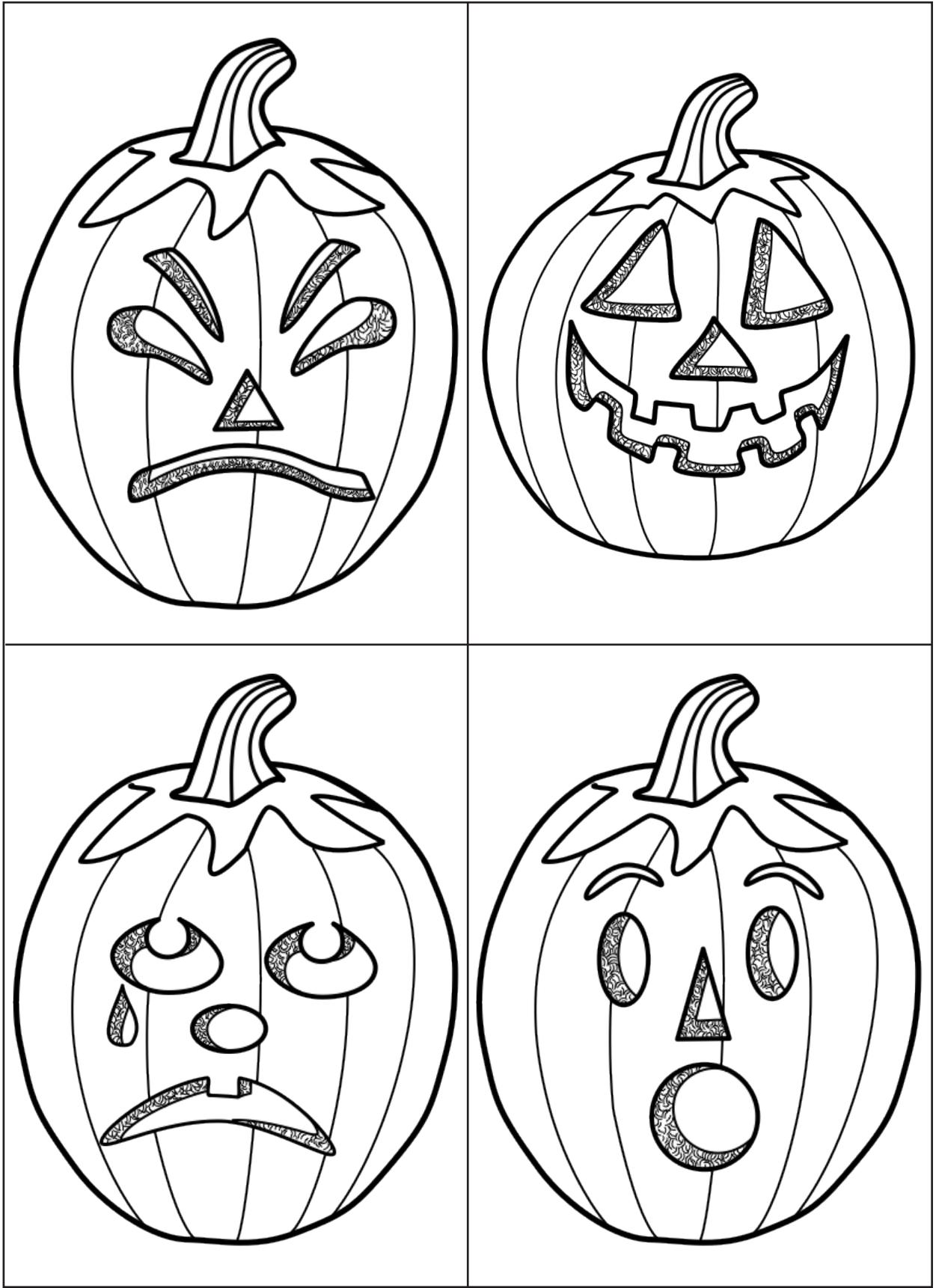
### If the lesson activity is too easy—

1. Draw a Jack-o'-lantern displaying a specific feeling (happy, scared, sad) instead of working with the pictures in Handout 1.
2. Discuss more feelings and experiences associated with them (by degree: angry vs. mad; or additional feelings: proud, excited, worried, bored).

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## Teaching tip:

- Be aware of the family's religious and cultural values. Discuss them with the parents prior to teaching about celebrations. If the family does not celebrate Halloween, explain that you will be describing things the child might have seen. Change the questions accordingly.
- If the child offers experiences that are extreme, turn the conversation to focus on positive experiences.



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monster

nurse

vampire

clown

skeleton

witch

princess

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# CELEBRATIONS (LESSON 6)

## PARENT PAGE

### What we are learning:

Your child will use words to identify feelings and appropriately describe experiences with those feelings. He/she will recreate Halloween experiences and routines.

#### Words to know:

- |  |                   |
|--|-------------------|
| ◆ trick-or-treating—<br>salir a pedir dulces | ◆ sad—triste      |
| ◆ angry—enojado                              | ◆ happy—feliz     |
| ◆ scared—asustado                            | ◆ mask—máscara    |
|  | ◆ costume—disfraz |



### What to ask:

1. Why did you choose the costume you are going to wear for Halloween?
2. Show me how you trick-or-treat—what do you do? **(Pause)** What do you say?
3. How do you stay safe on Halloween?

### What else to do:

1. Sing “If You’re Happy and You Know It.” Use variations for other feelings: if you’re sad (cry boo-hoo), if you’re angry (stomp your feet).
2. Read the list of Halloween costumes (Handout 2) one at a time. Ask your child to identify the costume as scary or not scary (use Handout 1).
3. Visit the public library and check out these books: *The Story of Jack O’Lantern*, by Katherine Tegen and Brandon Dorman, and *Pumpkin Jack*, by Will Hubble. Read the books aloud to your child.

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