



CELEBRATIONS

BIG IDEA

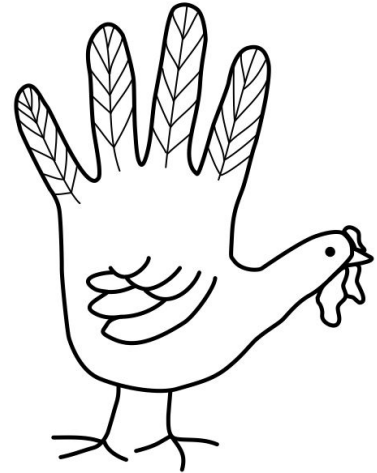
Children begin to recognize events and routines that occur in a predictable order. Comparisons of family and community celebrations help children understand past and present events and identify similarities and differences between him-/herself and others.

Content objective(s):

The child will demonstrate understanding of the meaning of Thanksgiving and thankfulness and how that can be expressed. The child will demonstrate understanding of food as a human need. The child will express the importance of loved ones.

Materials needed:

- ♦ Unit book: *Celebrate Thanksgiving Day with Beto and Gaby*, by Alma Flor Ada
- ♦ Crayons
- ♦ Construction paper
- ♦ Glue—for extension
- ♦ Magazines, for pictures to glue onto placemats—for extension



Texas Prekindergarten Guidelines (Revised) domains addressed:

Social and Emotional Development:

I.D.2. Child demonstrates an understanding that others have feelings that are different from his/her own.

Language and Communication:

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

Social Studies:

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

VII.B.1. Child demonstrates that all people need food, clothing, and shelter.


Lesson vocabulary:

- ♦ Thanksgiving—Acción de Gracias
- ♦ sharing—compartir
- ♦ turkey—pavo
- ♦ thankful—agradecido

Activities:

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

The home educator will model for the parent a discussion about Thanksgiving.

 *Today we are going to learn about celebrating Thanksgiving.*



Read pages 22–25 of the unit book, *Celebrate Thanksgiving with Beto and Gaby*, by Alma Flor Ada. Discuss the pages to provide the child with information about the historical significance of the holiday. Then say,


 *Do you celebrate Thanksgiving? **(Pause)** What do you and your family do on Thanksgiving?*

Encourage the parent to help the child share typical family activities (e.g., cooking food, having family members eat together, etc.). Say,

 *Thanksgiving is a special time to give thanks for what we have.*



Read the first half of the unit book (the story portion). Use the pictures to encourage the child and parent to discuss the family's activities and how the characters in the story are thankful for their family members. Ask the child to think of things for which he/she is thankful. Say,


 *Beto and Gaby were very happy to see their grandmother arrive. They were very thankful for their family members. I am thankful for my family members, too. (Name your family members, if appropriate.) I am also thankful for _____ (name some things for which you are thankful, such as food, friends, house, etc.).*

*Tell me some things for which you are thankful. **(Pause)** Are you thankful for your mom/dad? **(Pause)** Why? **(Pause)** What things does she/he do for you? **(Pause)** Do you say "thank you" to her/him? **(Pause)** Good! I bet that makes her/him feel happy! It's good to thank people who do nice things for you. For what else are you thankful?*

Thanksgiving is a time for us to give thanks for all the things that we have and to share what we have with others.



Show the pictures on page 25 of the book. Discuss what the people in the pictures are doing and for what they are thankful. Draw the child's attention to the food in the pictures. Ask the child to talk about the food that his/her family typically eats. Say,

 *We are thankful for the food we have because we can't live without food. We need food to give us energy to work and play and to help our bodies grow. In some places, people do not have enough food to eat. Many people eat turkey at Thanksgiving. What do you eat on Thanksgiving Day?*

Demonstrate how to trace a hand to make a turkey shape. You may wish to refer to the pictures of turkeys in the unit book, on pages 25 and 28.

2. The parent works with the child.

Ask the parent to continue the discussion about how the family celebrates Thanksgiving and the things for which they are thankful. The parent can discuss the book with the child, drawing attention to pictures that connect to the family's experiences.

Have the parent help the child trace his/her hand to make a turkey shape.

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

The child can complete his/her turkey drawing by adding a beak, eyes, and feet. Then the parent can help the child color it, adding feathers or other decorations.

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

The child should be able explain to another family member why Thanksgiving is important (using the book for support) and how the family celebrates.

Listen for the child to name appropriate items in talking about things for which he/she is thankful.

The child should be able to explain that people need food in order to live.

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 is your favorite thing to eat on Thanksgiving Day?*
2. *What would happen if you didn't have any food to eat?*
3. *Name more things for which you are thankful.*
4. *In the story, what do you think happened to the family? **(Pause)** What did they eat? **(Pause)** What would you do?*
5. *Which characters in the story shared with others? **(Pause)** Do you like to share? **(Pause)** What do you share?*

Ways to extend the lesson concepts:



1. Have the child show the turkey picture to a family member or friend and explain how it was made.



2. Make a Thanksgiving placemat using a large piece of construction paper. Have the child cut out pictures from a magazine of things for which he/she is thankful; glue them onto the paper. Have the child write his/her name on the placemat.
3. Make additional placemats for family members to use during Thanksgiving dinner.

Modifications:

If the lesson activity is too hard—

1. Trace the child's hand for him/her.
2. Provide assistance in decorating the turkey.
3. Assist the child in cutting out pictures for the placemat.
4. Provide ideas of things for which the child might be thankful and allow him/her to select and tell why he/she is thankful.

If the lesson activity is too easy—

1. Talk about all the foods the family eats on Thanksgiving.
2. Name other things people need besides food (e.g., shelter, clothing).
3. Talk about reasons that the characters in the story were not able to travel.
4. Ask the child whom he/she would like to invite to a Thanksgiving celebration.

Teaching tip:

Be aware of the family's religious and cultural values. Discuss them with the parents prior to teaching about celebrations.



CELEBRATIONS (LESSON 10)

PARENT PAGE

What we are learning:

Your child will demonstrate understanding of the meaning of Thanksgiving and thankfulness and how that can be expressed. He/she will demonstrate understanding of food as a human need. Your child will express the importance of loved ones.

Words to know:

- ♦ Thanksgiving—Acción de Gracias
- ♦ turkey—pavo
- ♦ sharing—compartir
- ♦ thankful—agradecido



What to ask:

1. *What is your favorite thing to eat on Thanksgiving Day?*
2. *What would happen if you didn't have any food to eat?*
3. *Name more things for which you are thankful.*
4. *In the story, what do you think happened to the family? (Pause) What did they eat? (Pause) What would you do?*
5. *Which characters in the story shared with others? (Pause) Do you like to share? (Pause) What do you share?*

What else to do:

1. Have your child show the turkey picture to a family member or friend and explain how it was made.
2. Make a Thanksgiving placemat using a large piece of construction paper. Have your child cut out pictures from a magazine of things for which he/she is thankful; glue them onto the paper. Have your child write his/her name on the placemat.
3. Make additional placemats for family members and use them during Thanksgiving dinner.

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