



# 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 recognize the Fourth of July as the beginning of the United States. The child will identify the country in which he/she lives. The child will recognize the colors of the United States flag, as well as the pattern of the stripes and the meaning of the stars and stripes.



### Materials needed:

- ◆ Unit book: *Celebrate Cinco de Mayo With the Mexican Hat Dance*, by Alma Flor Ada (to display map of the United States)
- ◆ Picture of fireworks and United States flag (Handout 1)
- ◆ Color photo of the United States flag (Handout 2) Note: if a color printer is not available, color a copy of Handout 3 to show the child the colors of the flag.
- ◆ Picture of U.S. flag (Handout 3)
- ◆ Drinking straw
- ◆ Glue, glitter—for extension

### Lesson vocabulary:

- ◆ United States—Estados Unidos
- ◆ country—país
- ◆ Fourth of July—Cuatro de Julio
- ◆ fireworks—fuegos artificiales
- ◆ pattern—patrón
- ◆ flag—bandera

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

#### Language and Communication:

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

#### Mathematics:

V.E.3. Child recognizes and creates patterns.

#### Social Studies:

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

VII.D.1. Child identifies flags of the United States and Texas.

#### Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

## Activities:

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



Model for the parent a discussion about the Fourth of July. Showing the picture of fireworks and United States flag (Handout 1), say,

*Look at this picture. It's about another celebration. This is a picture of the United States flag and some fireworks. Have you ever seen the United States flag? **(Pause)** Where was it? **(Pause)** Today we are going to learn about the Fourth of July holiday. The Fourth of July is the celebration of the day the United States became a new country. The United States is the country where we live.*

Refer to the map of the United States on pages 22 and 23 in the unit book, *Celebrate Cinco de Mayo*, by Alma Flor Ada. Point to the place on the map where the child lives, and then draw the child's attention to the entire country.

*The Fourth of July is sometimes called the birthday for the United States. Just like you might have a celebration on your birthday, we have a celebration for the United States on the Fourth of July. On the Fourth of July you see flags waving, parades, and families getting together for picnics. At night there are often fireworks.*

Show the color picture of the flag (Handout 2) If a color printer is not available, color a copy of Handout 3 and use it instead. Say,

*Here is a United States flag. What are the colors of the United States flag? **(Pause)** The colors of the flag are red, white, and blue. Look at the stripes.*

Point to the stripes and say the names of the colors:

*Red, white, red, white, red, white. This is a pattern. Help me read the pattern. First we have red, then what comes next?*

Help the child read the pattern and guide the child's fingers to touch each color as it is said aloud.

Point to the stars and say,

*The United States flag also has stars. There is one star for each of the 50 states.*

Ask the child,

*Have you seen a fireworks show?*

Return to the picture of fireworks and the United States flag (Handout 1). Explain,

*Fireworks are colorful lights in the sky that you see during a celebration. They make a loud noise.*

Ask the child to tell his/her experiences with fireworks (if any).

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## 2. The parent works with the child.

Encourage the parent to help the child recall and describe experiences with the Fourth of July and fireworks. Suggest that the parent share family traditions that might occur on the Fourth of July. Ask the parent to work with the child to read the pattern and help the child color the flag (Handout 3) with the correct colors. The parent should discuss the flag, the Fourth of July, and the pattern as the child is coloring. Help the child tape the straw to the flag picture so he/she can wave it.

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

The child takes his/her turn reading the pattern on the flag (stripes) and pointing to the correct colors.

Ask the child to describe how his/her family celebrates Fourth of July. The parent should provide support and assistance.

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

Listen for discussion and description of the family's experiences celebrating the Fourth of July. The child should name the colors of the United States flag, read the pattern, name the country where he/she lives, and tell why we celebrate the Fourth of July.

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## 5. The home educator summarizes the lesson.

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

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



1. *What is your favorite part about the Fourth of July?*
2. *What is the country where we live called?*
3. *What is the name of another country?*
4. *What other time of the year might you see fireworks?*

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## Ways to extend the lesson concepts:



1. Let the child help make a fireworks picture. Draw an asterisk shape with glue and sprinkle glitter onto the glue (use newspaper to catch excess glitter). Slide the leftover glitter off of the page and back into the container. Make different firework shapes on the paper and sprinkle with glitter. Have the child label the picture with his/her name.

2. Create and read another pattern using different colors.
3. Identify other patterns around the house (e.g., stripes on a shirt).

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## Modifications:

### If the lesson activity is too hard—

1. Teach only the colors of the flag, not the pattern.
2. Have the parent provide extra support in describing experiences with the Fourth of July.

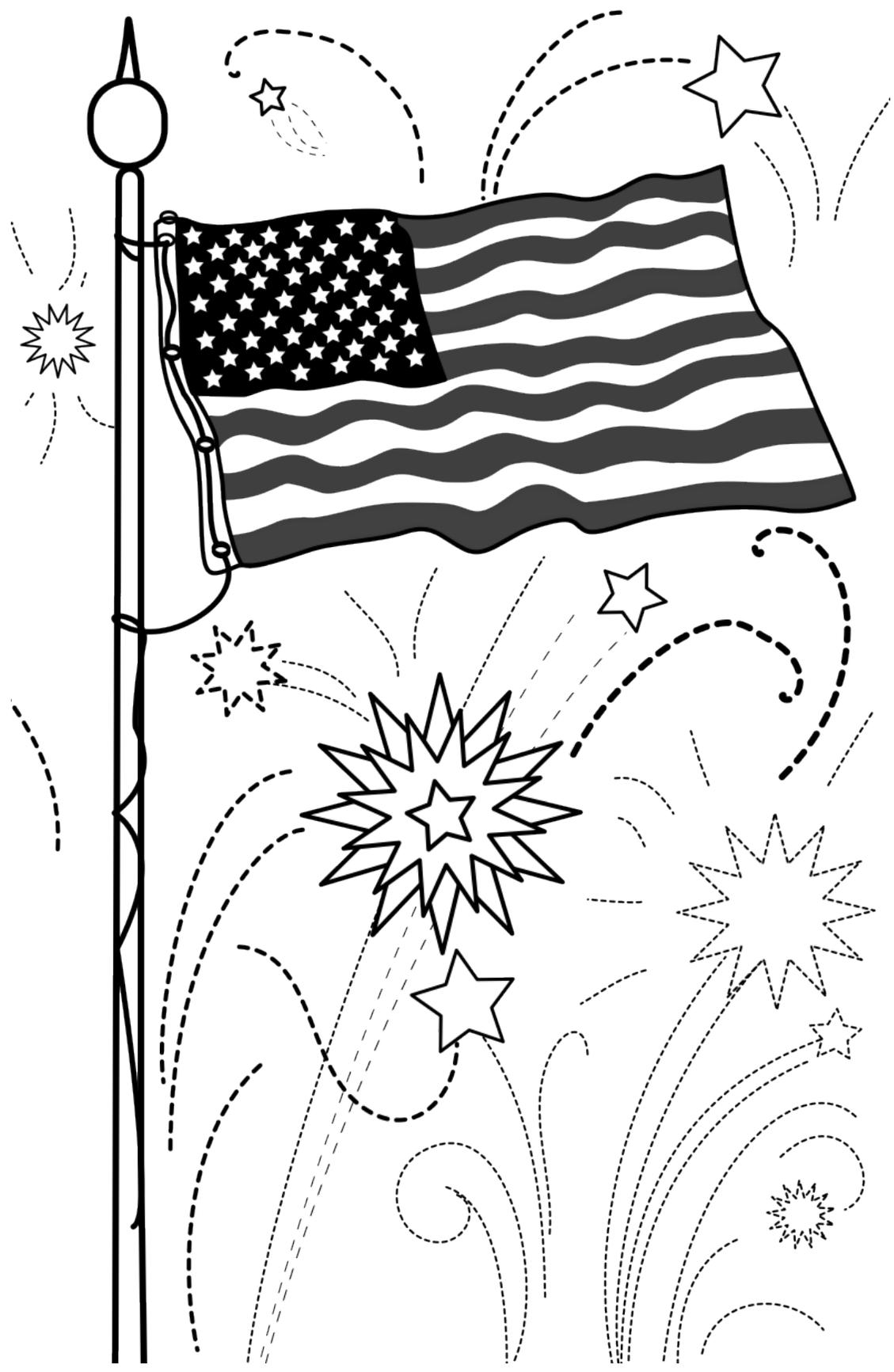
### If the lesson activity is too easy—

1. Have the child count the stripes and explain their meaning (i.e., one stripe for each of the original 13 colonies, or states).
2. Ask the child to name other places he/she has seen the flag.
3. Have the child tell a story about a time he/she celebrated the Fourth of July.

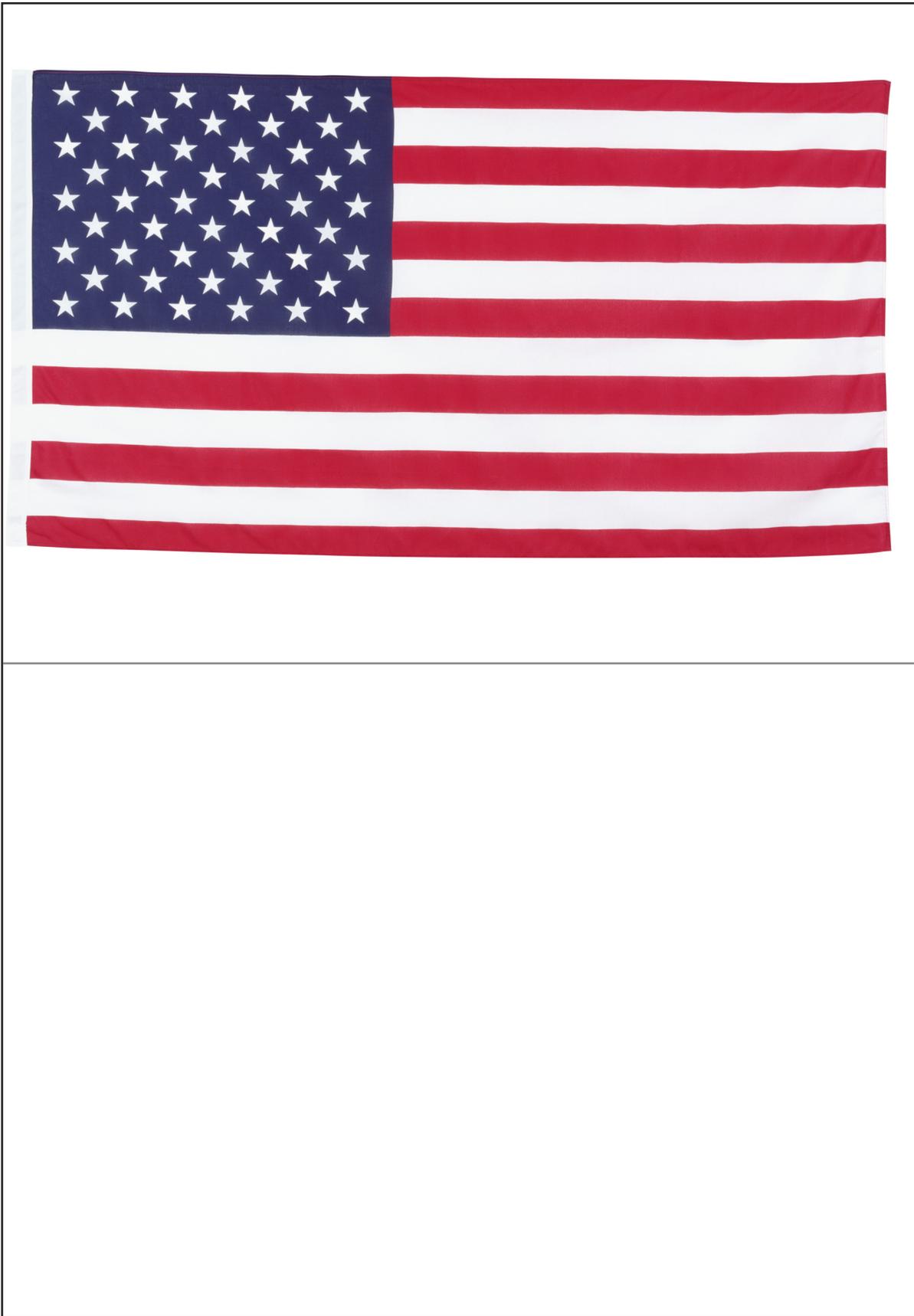
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## Teaching tip:

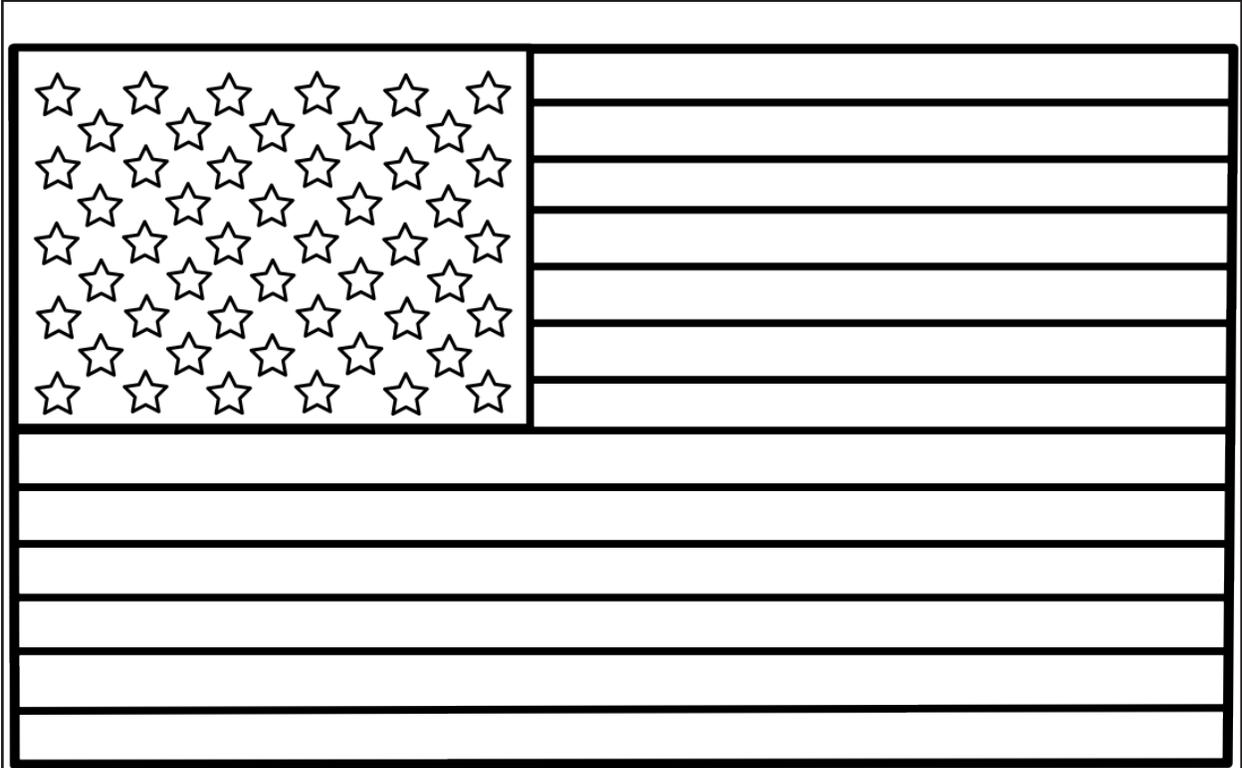
Be aware of the family's religious and cultural values. Discuss them with the parents prior to teaching about celebrations.







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# CELEBRATIONS (LESSON 4)

## PARENT PAGE

### What we are learning:

Your child will recognize the Fourth of July as the beginning of the United States. He/she will identify the country in which he/she lives. Your child will recognize the colors of the United States flag, as well as the pattern of the stripes and the meaning of the stars and stripes.

### Words to know:

- ◆ United States—Estados Unidos
- ◆ fireworks—fuegos artificiales
- ◆ country—país
- ◆ pattern—patrón
- ◆ Fourth of July—cuatro de Julio
- ◆ flag—bandera



### What to ask:

1. *What is your favorite part of the Fourth of July?*
2. *What is the name of the country where we live?*
3. *What is the name of another country?*
4. *What other time of the year might you see fireworks?*

### What else to do:

1. Have your child draw a picture of what your family does to celebrate the Fourth of July.
2. Create and read another pattern using different colors.
3. Identify other patterns around the house (e.g., stripes on a shirt).

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