



# CELEBRATIONS

## BIG IDEA

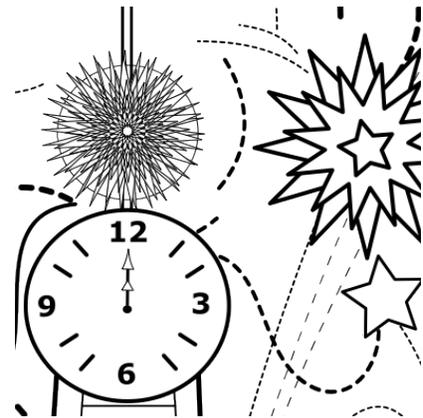
Children begin to recognize events and routines that occur in a predictable order. Comparisons of family and community celebrations help children understand past and present events and identify similarities and differences between him-/herself and others.

### Content objective(s):

The child will draw and write about a familiar celebration. The child will rote count up to ten and use scissors to cut paper.

#### Materials needed:

- ◆ New Year’s celebration (Handout 1)
- ◆ Drawing paper, construction paper, and paper for confetti
- ◆ Scissors
- ◆ Crayons, pencil
- ◆ Paper-plate clock—for extension; see Teaching tips for instructions



#### Lesson vocabulary:

- ◆ celebrate—celebrar
- ◆ confetti—confeti
- ◆ arrive—llegar

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

##### Language and Communication:

II.B.1. Child is able to use language for different purposes.

II.B.6. Child matches language to social contexts.

##### Emergent Literacy, Writing:

IV.A.1. Child intentionally uses scribbles/writing to convey meaning.

##### Mathematics:

V.A.3. Child uses words to rote count from 1 to 30.

##### 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.

Remind the parent and child that we're learning about celebrations. Ask the child and parent to recall the celebrations they've learned about so far.

Ask the child what he/she knows about New Year's Eve/Day or celebrations around the new year. Say,

 *Have you ever celebrated New Year's Eve or New Year's Day? (Pause) What kinds of things do you do to celebrate?*

Encourage the parent to participate by prompting the child, if appropriate.



Show the picture of a New Year celebration (Handout 1). Point to parts of the pictures as you discuss the New Year celebration (fireworks, confetti, clock, tower, ball, "Happy New Year!"). Encourage the parent and child to share their experiences.

Explain to the child,

 *New Year's Day is celebrated around the world. It marks the beginning of a New Year. Usually people count the seconds until the New Year arrives or starts. Let's count as if it were the New Year!*

It may be necessary to clarify to the parent and child that the count is usually done backwards from 10 to 0. However counting backwards is not an appropriate skill to teach 3-year-olds, so for this activity, count upwards to 10. Encourage the parent to join in the counting.

 *Ready! 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!*

*When we celebrate New Year's Eve, we count to ten, and a huge glittering ball drops down a pole—we can watch that on the TV. When midnight comes, there are fireworks and people throw confetti in the air! Confetti is paper cut into small pieces. Confetti is often thrown into the air during celebrations. Later, we'll make some confetti and pretend to celebrate New Year's Eve.*

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



Ask the parent to review Handout 1 with the child and talk about any celebration activities that are familiar. The parent and child can discuss the activities and their experiences. The parent will work with the child to draw a picture of the family participating in a New Year's celebration.

The parent can show the child how to use scissors to cut paper into small pieces for confetti (larger-sized pieces will make cleaning up easier; paper can also be torn with the hands).

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



The child tells the parent about the drawing he/she drew. Ask the child to "write" (scribble) about his/her picture or dictate to the parent.

The child and parent can practice rote counting to ten to prepare for the "celebration."

After the picture is drawn, the child can work with the parent to cut or tear paper into pieces for confetti. Then the child, parent, and home educator count to ten, throw the confetti, and shout "Happy New Year!"

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

The child is able to use the drawing and writing to tell another family member about their New Year's Eve/Day celebration.

The child can accurately count to ten.

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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. *Have you seen confetti used in other celebrations (e.g., weddings, football games, etc.)?*
2. *Describe how you make confetti.*
3. *How does your family celebrate the new year?*

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## Ways to extend the lesson concepts:

1. Show the child where the hands of the paper-plate clock will be when it is midnight. Then let the child move the hands around the clock and say "Happy New Year" when both hands point to the 12.



2. Talk about what year this is and what next year will be.



3. Look at a calendar and talk about the beginning of the year, the months of the year, and the end of the year.

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## Modifications:

### If the lesson activity is too hard—

1. Count to five rather than ten.
2. Provide assistance in cutting/tearing.
3. Provide ideas for the drawing and encourage scribbling.

### If the lesson activity is too easy—

1. Count to 30 rather than ten.
2. Count backwards from 10 to 0.
3. Have the child read the words of his/her story and identify one letter/sound that he/she knows. Ask the child to brainstorm other words that begin with the same letter or sound.

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## Teaching tip:

- ◆ Make a paper-plate clock by writing a “12” on the edge of the plate. Cut two arrows—one longer and one shorter—from construction paper for the hands of the clock. Make holes at the blunt end of the arrows and attach with a brad to the center of the plate. Make sure the hands will move around the clock freely.
- ◆ Use readily available paper to make confetti (old newspapers, magazine pages, telephone book, etc.).
- ◆ 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 3)

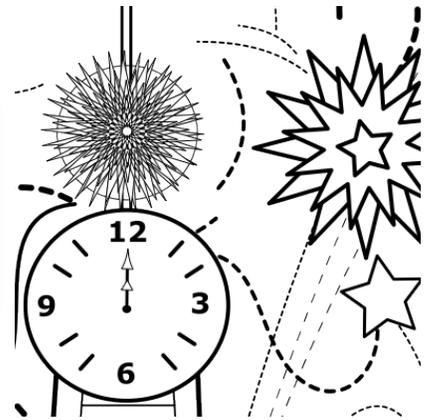
## PARENT PAGE

### What we are learning:

Your child will draw and write about a familiar celebration. He/she will rote count up to ten and use scissors to cut paper.

#### Words to know:

- ◆ celebrate—celebrar
- ◆ arrive—llegar
- ◆ confetti—confeti



### What to ask:

1. *Have you seen confetti used in other celebrations (e.g., weddings, football games, etc.)?*
2. *Remember when we made confetti for the celebration during our last lesson? Can you tell me how we made confetti?*
3. *Tell me what kinds of things our family does to celebrate the new year.*

### What else to do:

1. Help your child make a paper-plate clock. Write a 12 on the edge of the paper plate and cut out two construction-paper arrows for the hands. Attach the hands to the center of the clock with a fastener that will allow the hands to move freely around the clock. Show your child where the hands of the paper-plate clock will be when it is midnight. Then let him/her move the hands around and say "Happy New Year" when both hands point to the 12.
2. Talk about what year this is and what next year will be.
3. Look at a calendar and talk about the beginning of the year, the months of the year, and the end of the year.

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