

CELEBRATIONS



Stepping
Stones

A Texas Migrant Early Childhood
Program for 3- and 4-Year Olds

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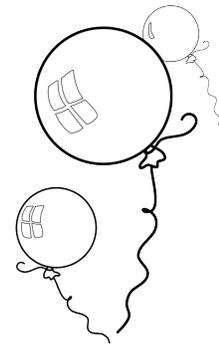
CELEBRATIONS

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 celebrations as traditional events that people share. He/she will name and identify common shapes.



Materials needed:

- ◆ Birthday objects (Handout 1)—make two copies; cut out one copy and leave the other copy intact
- ◆ Shapes (Handout 2)—copy and cut out
- ◆ Crayons, scissors, glue
- ◆ Paper plate, construction paper
- ◆ Magazines (for cutting out birthday pictures)
- ◆ Pictures of triangular objects from magazines, such as a slice of pizza, tortilla chip, slice of pie, etc. (Use if no triangles can be found around the child's house.)

Lesson vocabulary:

- ◆ celebration—celebración
- ◆ birthday —cumpleaños
- ◆ cake—pastel
- ◆ card—tarjeta
- ◆ square—cuadrado
- ◆ circle—circulo
- ◆ triangle—triángulo
- ◆ rectangle—rectángulo

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.D.5. Child uses category labels to understand how the words/objects relate to each other.

Mathematics:

V.C.1. Child names common shapes.

Social Studies:

VII.D.4. Child identifies similarities among people like himself and classmates as well as among himself and people of other cultures.

Fine Arts:

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

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.

Introduce the concept of a celebration by saying,

 *We are going to be learning about celebrations. A celebration is like a party that is held to remember or honor a special person or event. We have celebrations for special days, like birthdays, and for holidays, like Cinco de Mayo, Thanksgiving, and Halloween. What kinds of celebrations, or parties, do you and your family have?*

Provide clues and hints to help the child identify some celebrations the family might observe.



Show the pictures of the balloon, cake, card, and hat (cut-outs of Handout 1). Say,

 *Look at these pictures. This is a balloon, a cake, a card, and a hat. (Ask the child to repeat the words and point to the pictures.) Today we are going to learn about celebrating a birthday. These items are part of having a birthday celebration for some people. Do you know what a birthday is? **(Pause)** A birthday is special because it is the day of the year that you were born. People from all around the world celebrate birthdays. How do you and your family celebrate birthdays? **(Pause)** Some people celebrate birthdays with cake and candles, cards, balloons, and birthday hats.*

*Do you know why you put candles on your birthday cake? **(Pause)** Usually the number of candles on the cake shows how old you are—one candle for each year. How many candles would you put on your birthday cake?*

Show the picture of the birthday card and say,

 *Do you know what this picture is? **(Pause)** This is a picture of a birthday card. A birthday card is a way of giving a special birthday wish. (Show the balloon picture.) This is a picture of a balloon. Balloons are special decorations for birthday celebrations. (Show the cake picture.) This is a picture of a birthday cake. Birthday cake is a special treat to share at a birthday party. (Show the hat picture.) This is a picture of a birthday hat. Birthday hats are sometimes worn at a birthday party to help celebrate the day.*

Model for the parent a discussion about shapes in a birthday celebration. Show the pictures from Handout 2 and say,

 *Look at these pictures. These are different shapes. Different shapes can be found all around us.*

Show the picture of a square and say,

 *This is a square. Squares have four straight sides and four corners. All four sides are the same length on a square. (Guide the child's fingers to trace the square and count the sides as you go around.) Some birthday cakes can be square in shape. Can you find anything else that is a square?*

Work with the child to identify and discuss things around the room that are square (e.g., a table top, a television set, etc.).

Show the picture of the rectangle and say,

 *This is a rectangle—it has four sides. Remember that the square has four sides and all four sides are the same length? A rectangle has four sides, but it has two short sides and two long sides. (Have the child look at the square and rectangle together and point out the difference.) Sometimes a birthday card is shaped like a rectangle. Let's look for some other rectangles.*

Work with the child to identify and discuss things around the room that are rectangles (e.g., a magazine or book, cereal box, cabinet door, etc.). Encourage the child to identify which sides are long and which sides are short.

Show the picture of the triangle and say,

 *Here is a triangle. Triangles have only three sides. Let's count the three sides. (Help the child count the sides as he/she traces them with a finger.) Party hats can be triangles in shape. Can you find some other triangles?*

Help the child locate triangle shapes (e.g., a corn chip, a slice of pizza, or a slice of pie). If none can be found, show the child the shapes cut from magazines.

Show the picture of the circle and say,

 *Let's look at the circle now. Circles do not have straight sides like squares, rectangles, and triangles do. (Have the child trace the circle with his/her finger.) Balloons are sometimes shaped like a circle. What else is shaped like a circle?*

Work with the child to identify and discuss things around the room that are circular in shape (e.g., a clock, a plate, or a pot).

2. The parent works with the child.



Encourage the parent to continue the discussion about how the family celebrates birthdays.

Ask the parent to work with the child to identify the shapes represented by the objects in Handout 1. Then have the parent take a walk with the child and help him/her try to find all four shapes.

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

Hand the child the full-page copy of Handout 1. Have him/her name and talk about the shapes and meanings of the birthday objects as he/she colors the page.

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

Watch for the child's ability to describe the meaning of birthdays and birthday objects.

The child should be able to name common shapes and identify different shapes in other contexts.

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 kind of cake do you like?*
2. *Do you know people who celebrate birthdays differently from how your family does? (If yes, have the child describe the differences.)*
3. Review the shapes discussed in the lesson, then ask, *Can you name any other shapes?*

Ways to extend the lesson concepts:

1. Make a birthday place mat:

Help the child cut out magazine pictures that represent birthday celebrations (cake, cards, balloons, games, etc.) and glue the pictures to a large piece of construction paper. The child can use this as a placemat during the birthday celebration.



2. Cut out additional magazine pictures that represent birthday celebrations and let the child sort them by shape, size, and color.



3. Sing the special song you sing to celebrate a birthday.



4. Visit the local library and check out *Birthdays Around the World*, by Mary D. Lankford; *Birthdays! Celebrating Life Around the World*, by Eve Feldman; or *Children Just Like Me: Celebrations*, by Anabel Kindersley and Barnabas Kindersley. Discuss how other people celebrate birthdays and how they differ from your family traditions.

Modifications:

If the lesson activity is too hard—

1. Discuss only two shapes (rectangle and circle).
2. Provide additional practice with identifying shapes: Cut various shapes out of paper. Hide the shapes around the room. Let the child find them. As the child finds them, see whether the child can identify the shape.

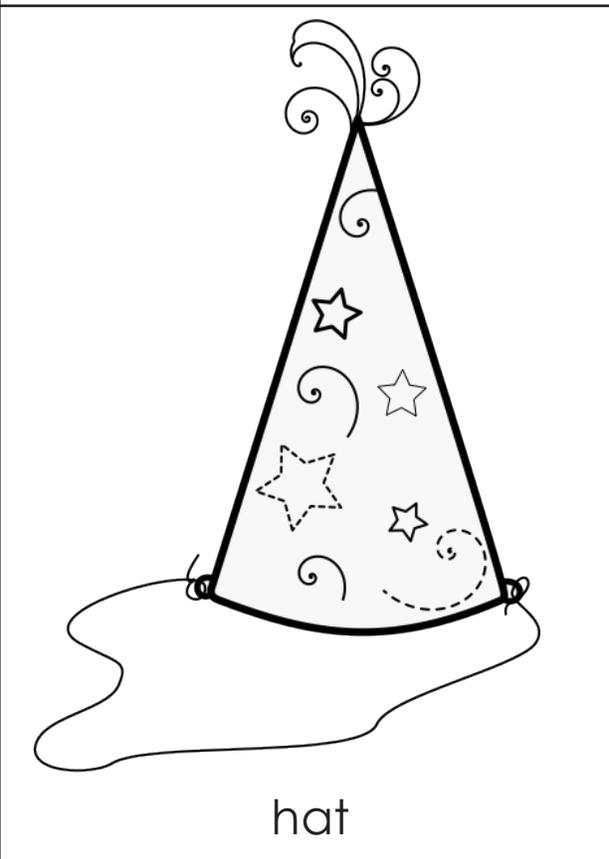
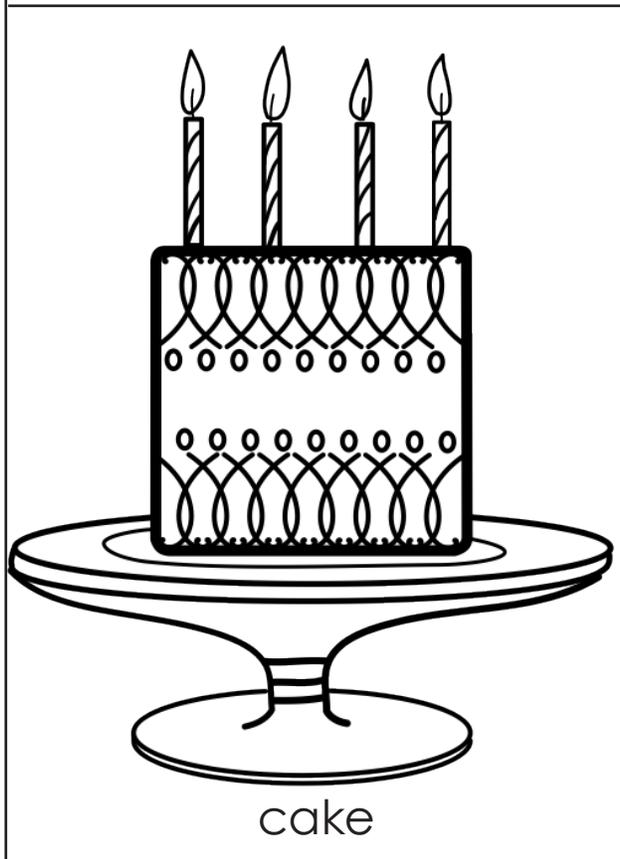
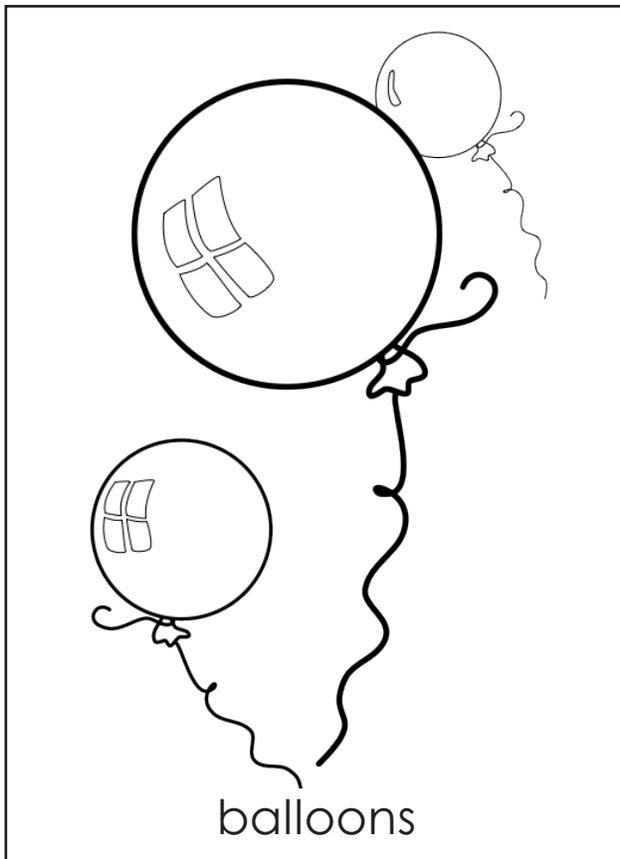
If the lesson activity is too easy—

1. Tell shape riddles. For example, *Which shape has three points? Which shape looks like the letter “O”?*
2. Play the I Spy Shapes game.
Say, *“I spy with my little eyes a _____ (shape).”* Name a shape; then provide follow-up clues. Ask the child to guess what object in the house is spied.
3. Teach additional shapes (e.g., oval, pentagon, octagon) by replicating the same activity as modeled for the square, rectangle, triangle, and circle.

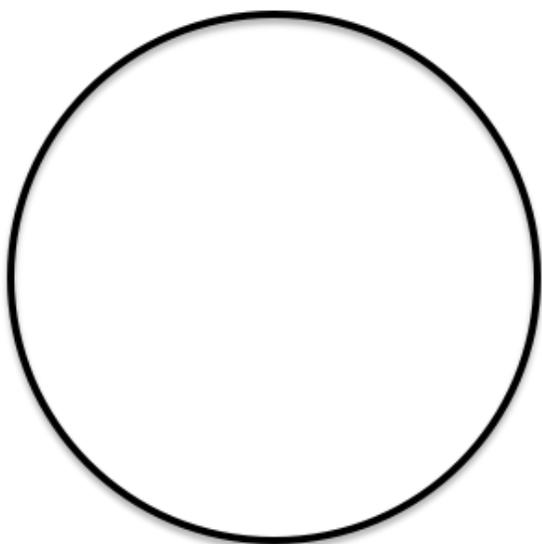
Teaching tip:

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

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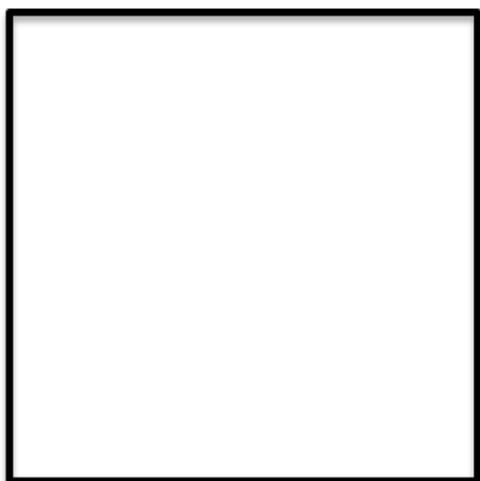
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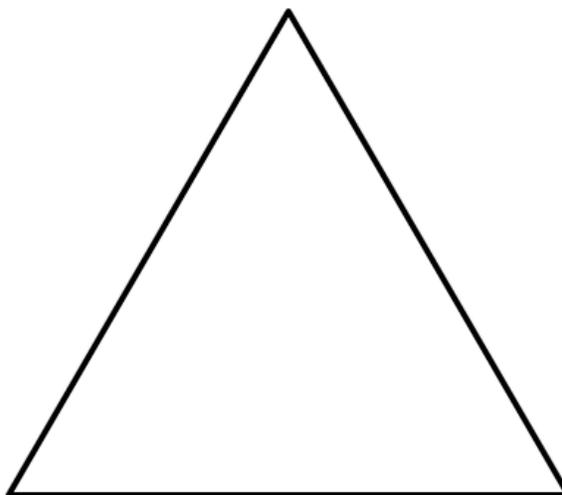
circle



rectangle



square



triangle

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CELEBRATIONS (LESSON 1)

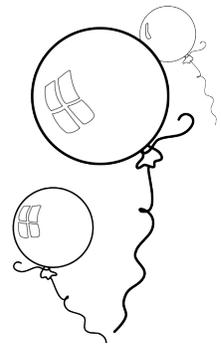
PARENT PAGE

What we are learning:

Your child will recognize celebrations as traditional events that people share. He/she will name and identify common shapes.

Words to know:

- | | |
|---------------------------|------------------------|
| ◆ celebration—celebración | ◆ square—cuadrado |
| ◆ birthday —cumpleaños | ◆ circle—circulo |
| ◆ cake—pastel | ◆ triangle—triángulo |
| ◆ card—tarjeta | ◆ rectangle—rectángulo |



What to ask:

1. *What kind of cake do you like?*
2. *Do you know people who celebrate birthdays differently from how our family does? (If yes, have your child describe the differences.)*
3. Review the shapes discussed in the lesson, then ask, *Can you name any other shapes?*

What else to do:

1. Make a birthday place mat:
Help your child cut out magazine pictures that represent birthday celebrations (cake, cards, balloons, games, etc.) and glue the pictures to a large piece of construction paper. Your child can use this as a placemat during the birthday celebration.
2. Cut out additional magazine pictures that represent birthday celebrations and let your child sort them by shape, size, and color.
3. Sing the special song you sing to celebrate a birthday.

4. Visit the local library and check out *Birthdays Around the World*, by Mary D. Lankford; *Birthdays! Celebrating Life Around the World*, by Eve Feldman; or *Children Just Like Me: Celebrations*, by Anabel Kindersley and Barnabas Kindersley. Discuss how other people celebrate birthdays and how they differ from your family traditions.