



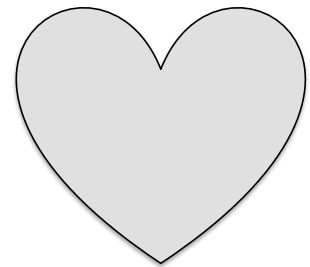
CELEBRATIONS

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 identify Valentine's Day as a celebration. The child will learn an appropriate way to celebrate Valentine's Day through writing and reciting a poem. The child will learn to operate a recording device with assistance.



Materials needed:

- ◆ Construction paper (white, pink, red, purple)
- ◆ Crayons, pencil
- ◆ Scissors, glue
- ◆ Recording device

Lesson vocabulary:

- ◆ Valentine's Day—Día de San Valentín
- ◆ heart—corazón
- ◆ love—amor
- ◆ record—grabar

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 actions.

Emergent Literacy, Writing:

IV.B.1. Child independently uses letters or symbols to make words or parts of words.

IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.

Social Studies:

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

Physical Development:

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

Technology:

X.A.3. Child operates voice/sound recorders and touch screen.

Activities:

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

Models a discussion of Valentine's Day for the parent. Remind the parent and child that we've been learning about celebrations. Ask,


 *What celebration do you like the best?*



Valentine's Day is a day to give small gifts of love and friendship to someone special. On Valentine's Day you can give a card called a valentine or maybe a small gift to someone you love or to your friends. Can you think of someone special for whom you would like to make a valentine? (Pause) Watch while I make a valentine for _____.




Model for the child and parent how to make a valentine. Fold a sheet of paper in half to make a card. Draw a heart shape on the front of the card. Say,

 *I'm going to draw a heart on the front because a heart is a way to express "love." On the inside, I'm going to write "Be Mine" (or "I like you" or "You're cool"). Then I'm going to write my name so that _____ will know who sent it. When I give this valentine to _____, he/she will know that I love (or like) him/her.*

Also demonstrate how to cut out a small heart shape from construction paper. Attach some of the heart cut-outs to decorate the card.

Encourage the child to make his/her own valentine for someone. Say,

 *For whom will you make a valentine? (Pause) You can make a valentine for someone in your family that you love, or you can make one for a special friend you like very much. Can you draw a heart shape?*

Provide assistance as needed. Have the child scribble/write a message on the inside. Then, as the child dictates what he/she "wrote," write the words on the inside of the valentine. Ask the child to write his/her name. If the child needs help, write the child's name on a separate piece of paper and encourage him/her to copy the name.

Teach the child the short poem below. Read one line and ask the child to repeat it. Read the next line and ask the child to repeat it. Continue until all the lines have been read and repeated. Then say the entire poem with the child.

Who Sent the Valentine?

I had a valentine sent to me
From somebody—who could it be?
(Tilt head to one side.)

Could it be _____ (fill in a name)? Could that be so?
Could it be _____ (fill in a different name)? I do not know!



To introduce technology into the lesson, have the child recite the poem into a recording device. Say,

This is a recorder. Have you seen one before? (Pause) We can use it to record or save your voice or other sounds.

Invite the child to help operate the recorder. Play the recording back for the child and parent to hear.

2. The parent works with the child.

Encourage the parent to have a similar discussion with the child about Valentine's Day. Suggest that the parent talk about people to whom they might send a valentine. Ask the parent to make a valentine for someone as the child is making his/hers.

Ask the parent to help the child learn the poem, reciting the lines until the child can say them.

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

The child can "read" the valentine to the parent. If it is for the parent, the child can give it to him/her. Encourage the child to say "Happy Valentine's Day" as he/she presents the valentine.

With the parent's assistance, the child can record him-/herself reciting the poem. He/she can then operate the recorder to hear the poem, with the parent's help, if needed.

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

The child should be able to "read" the card and recite the poem. He/she should recognize that it is his/her own voice on the recording.

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. *Why do we celebrate Valentine's Day?*
2. *Why did you choose to make a valentine for _____?*
3. *How would you feel if someone gave you a valentine?*
4. *Whose voice was on the recorder?*

Ways to extend the lesson concepts:



1. Draw the child's attention to the rhyming words in the poem (me/be, so/know). Say, *I heard some rhyming words in the poem. Listen* (read the first two lines of the poem, stressing the words me and be). *Did you hear those words that sound almost the same?* **(Pause)** *Those are called rhyming words. Let's listen for some more rhyming words.* Repeat the next two lines and draw the child's attention to words that rhyme.



2. Visit the library and checkout books about Valentine's Day: *Happy Valentine's Day, Mouse!*, by Laura Numeroff; *Franklin's Valentine*, by Paulette Bourgeois; and *Arthur's Valentine*, by Marc Brown. Read the books aloud to the child.
3. Encourage the child to make more valentines for other family members or friends.

Modifications:

If the lesson activity is too hard—

1. Provide more practice using the recorder.
2. Let the child trace the heart shape if he/she cannot draw it. Ask the child about the meaning of the heart.
3. Add more body movements to make the poem easier to remember. Take turns (home educator, parent, and child) repeating the poem, or say the poem together multiple times.

If the lesson activity is too easy—

1. Ask the child to write several sentences using the following stem:
I ♥ ____.
2. Invite the child to record other sounds or voices.
3. Repeat the poem inserting different names. Have the child select the name to put in the poem.

Teaching tip:

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



CELEBRATIONS (LESSON 9)

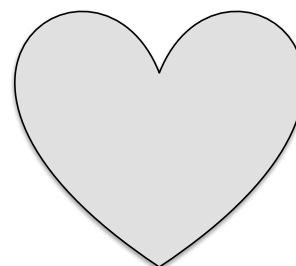
PARENT PAGE

What we are learning:

Your child will identify Valentine's Day as a celebration. He/she will learn an appropriate way to celebrate Valentine's Day through writing and reciting a poem. Your child will learn to operate a recording device with assistance.

Words to know:

- ♦ Valentine's Day—Día de San Valentín
- ♦ heart—corazón
- ♦ love—amor
- ♦ record—grabar



What to ask:

1. *Why do we celebrate Valentine's Day?*
2. *Why did you choose to make a valentine for _____?*
3. *How would you feel if someone gave you a valentine?*
4. *Whose voice was on the recorder?*

What else to do:

1. Review the poem learned during the lesson with your child. Draw his/her attention to the rhyming words in the poem (me/be, so/know). Say, *I heard some rhyming words in the poem. Listen* (read the first two lines of the poem, stressing the words me and be). *Did you hear those words that sound almost the same? (Pause)* Those are called rhyming words. Let's listen for some more. Repeat the next two lines and draw your child's attention to the rhyming words.
2. Visit the library and checkout books about Valentine's Day: *Happy Valentine's Day, Mouse!*, by Laura Numeroff; *Franklin's Valentine*, by Paulette Bourgeois; and *Arthur's Valentine*, by Marc Brown. Read the books aloud to your child.
3. Encourage your child to make more valentines for other family members or friends.

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