



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 describe a parade and a picnic and will draw and label food preferences for a picnic. He/she will demonstrate location words (front, back, in front of, behind). The child will follow the directions of a line leader and march in a line.



Materials needed:

- ◆ Picture of a parade (Handout 1)
- ◆ Picture of a picnic (Handout 2)
- ◆ Pretend picnic basket made from a small box or strawberry container with a paper or fabric handle attached
- ◆ Flag from Fourth of July lesson or another picture of a flag—attached to a drinking straw

Lesson vocabulary:

- ◆ parade—desfile
- ◆ picnic—día de campo
- ◆ band—banda
- ◆ march—marchar
- ◆ front—en frente
- ◆ back—detrás
- ◆ in front of—en frente de
- ◆ behind—detrás de

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

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

Emergent Literacy, Reading:

III.A.1. Child engages in pre-reading and reading-related activities.

Mathematics:

V.C.3. Child demonstrates use of location words (“in front of,” “behind”).

Social Studies:

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

Physical Development:

IX.A.2. Child coordinates sequence of movements to perform task.

Activities:

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



Introduce the concept of parades and picnics. Say,

Remember, we've been learning about celebrations. Celebrations are like parties we have on special days. What celebrations have we learned about so far? (Pause) Sometimes, celebrations include special events like a parade or a picnic. (Show the picture of the parade—Handout 1). During a parade, people walk or march down the street. Sometimes people ride horses and often there is a band playing instruments like drums, trumpets, and tubas. Sometimes people decorate cars or trucks and they ride in the cars during the parade. These decorated cars or trucks are called floats. Sometimes people in parades carry flags. Remember the flag we made? Have you ever been to a parade? (Pause) What did you see?

A picnic is a meal you eat outside. Sometimes you have a picnic at a park. You might eat your meal at a picnic table or on a blanket on the ground. Have you ever had a picnic? (Pause) Tell me about it. What kinds of foods are good for picnics?

Show the picture of a picnic (Handout 2) and model for the parent a discussion of the picture. Ask the child,

Where are the people in this picture? (Pause) What foods are the people in the picture having for their picnic? (Pause) What are the people in the picture doing?

Ask the child to draw and cut out pictures of foods that he/she would like to take on a picnic. Label each picture as the child finishes it, then have the child place the pictures into the pretend picnic basket.

2. The parent works with the child.



Ask the parent and child to get the flag that was made during the Fourth of July lesson so you can use it for the pretend parade. Form a line with the child, the parent, and the home educator. Ask the child whether he/she wants to be in the front of the line or in the back of the line. If the child does not know front/back, show him/her by physically guiding him/her to the front and the back of the line.

The person in the front of the line can hold the flag. Begin to march around the room following the person in the front of the line. If possible, play appropriate music for marching. Patriotic music can be downloaded to a cell phone or iPod. While marching, discuss parades, bands, floats, and marching. At some point, stop marching and have the parent ask the child who is in the front of the line, who is behind that person, who is in front of the parent, who is behind the parent, who is in front of the child, behind the child, etc.

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



The child and parent can pretend to have a picnic with the foods the child has drawn. The parent should help the child name the food in the basket using the labels written on the pictures. Encourage the parent to help the child describe the foods and what things they are doing on their picnic.

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

Listen for discussion and description of parades and picnics. Watch for child's ability to identify front, back, in front of, and behind. Listen for child's ability to name food pictures in the pretend picnic basket.

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 else can you do at a picnic?* (e.g., play ball, fly a kite, throw a frisbee)
2. *What do you like about parades?*
3. Use Handout 1 to elicit information from the child about who is in front of/behind whom.

Ways to extend the lesson concepts:



1. Visit the public library and check out books about parades or picnics (e.g., *Parade*, by Donald Crews). Read the books aloud to the child.
2. Check out the book, *The Teddy Bears' Picnic*, by Jimmy Kennedy. Read the book, then have a pretend picnic with the child's toys.



3. Have the child describe a picnic he/she has attended (e.g., who was there, what did you do, what did you eat?). If the child has never been on a picnic, have him/her describe one that he/she would like to have.



4. Make paper hats out of newspaper for the pretend parade. Use this as an opportunity to discuss shapes. Find instructions for paper hats at <http://tlc.howstuffworks.com/family/paper-hats3.htm>.

Modifications:

If the lesson activity is too hard—

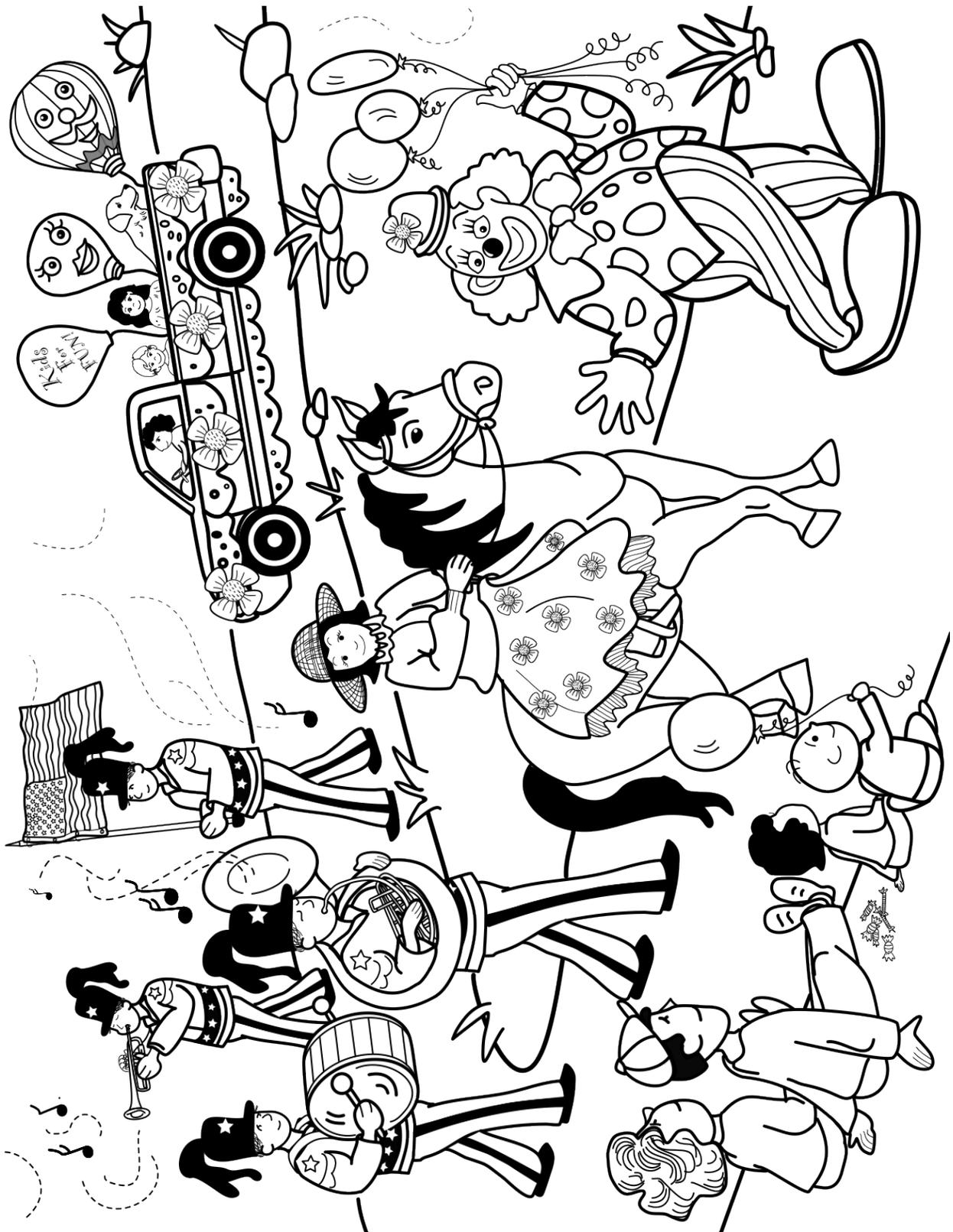
1. Provide extra support for understanding location concepts by modeling and discussing (e.g., *Now I'm in front and your mom is behind me.*).
2. Use the picture of the picnic to assist child in naming foods appropriate for a picnic.

If the lesson activity is too easy—

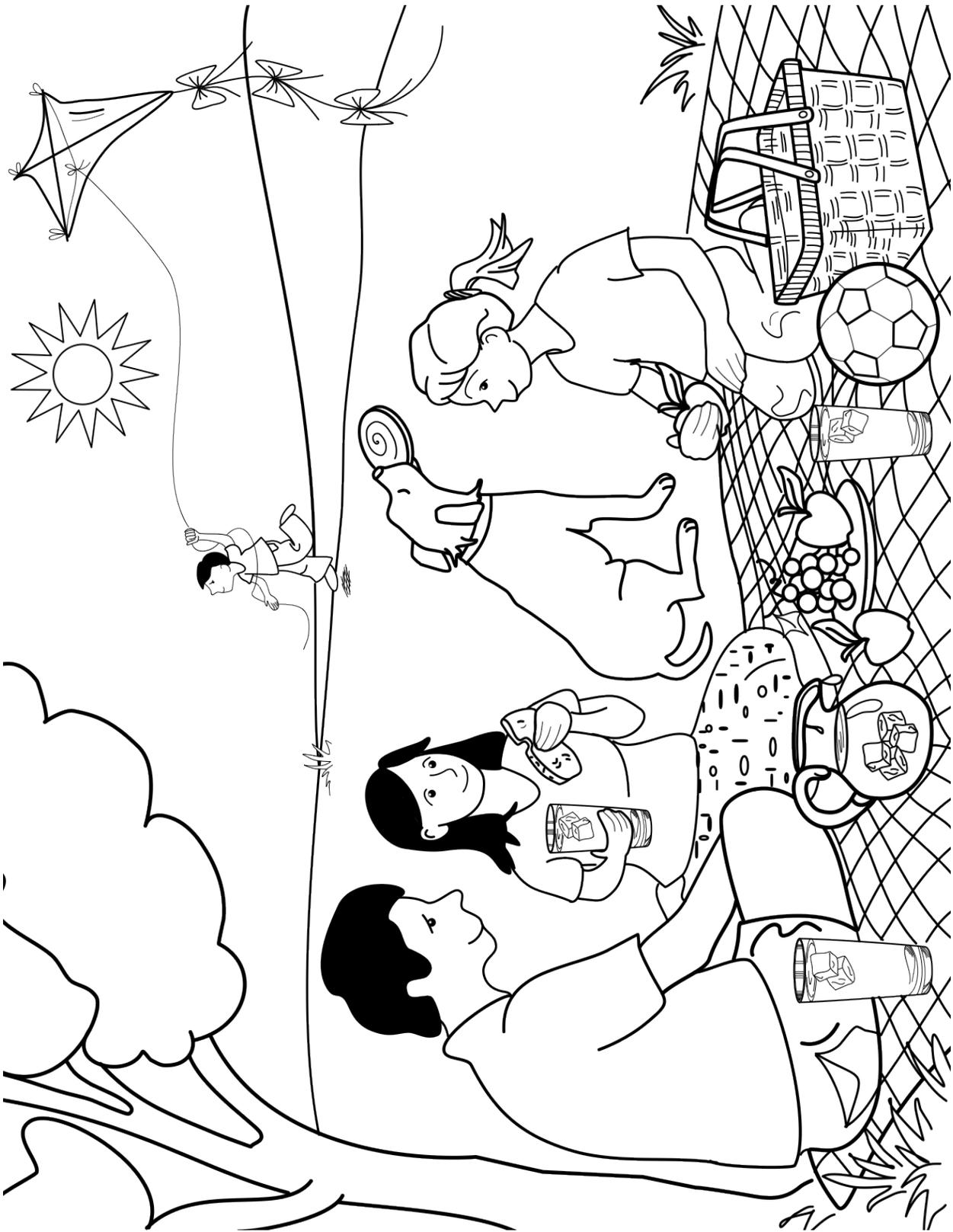
1. During the pretend parade, change places and ask the child to identify the location of each person in the line.
2. Have the child label his/her own food pictures, using the letters/sounds he/she knows.
3. Have the child name foods that would not be good for a picnic and explain why.

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 5)

PARENT PAGE

What we are learning:

Your child will describe a parade and a picnic and will draw and label food preferences for a picnic. He/she will demonstrate location words (front, back, in front of, behind). Your child will follow the directions of a line leader and march in a line.

Words to know:

- | | |
|-----------------------|---------------------------|
| ◆ parade—desfile | ◆ front—enfrente |
| ◆ picnic—día de campo | ◆ back—detrás |
| ◆ band—banda | ◆ in front of—enfrente de |
| ◆ march—marchar | ◆ behind—detrás de |



What to ask:

1. *What else can you do at a picnic?* (e.g., play ball, fly a kite, throw a frisbee)
2. *What do you like about parades?*
3. Using the handout of the parade, ask your child questions about who is in front of/behind whom.

What else to do:

1. Visit the public library and check out books about parades or picnics (e.g., *Parade*, by Donald Crews). Read the books aloud to your child.
2. Check out the book, *The Teddy Bears' Picnic*, by Jimmy Kennedy. Read the book, then have a pretend picnic with your child's toys.
3. Have your child describe a picnic he/she has attended (e.g., who was there, what did you do, what did you eat?). If your child has never been on a picnic, have him/her describe one that he/she would like to have.
4. Make paper hats out of newspaper for a pretend parade. Use this as an opportunity to discuss shapes. Find instructions for paper hats at <http://tlc.howstuffworks.com/family/paper-hats3.htm>.

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