



# 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 different ways of celebrating Mother's Day. He/she will identify and create the letter "M" and will describe events using sequence labels.



### Materials needed:

- ◆ Unit book: *Biscuit Loves Mother's Day*, by Alyssa Satin Capucilli
- ◆ Pictures of Mother's Day sequence (Handout 1)—copy and cut out
- ◆ Toothpicks
- ◆ Craft supplies (optional)

### Lesson vocabulary:

- ◆ mother—madre
- ◆ Mother's Day—Día de la Madre
- ◆ first—primero
- ◆ next—después
- ◆ last—finalmente

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

#### Language and Communication:

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

#### Emergent Literacy, Reading:

III.D.1. Child retells or re-enacts story after it is read aloud.

#### Mathematics:

V.D.4. Child uses language to describe concepts associated with the passing of time.

#### Social Studies:

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


#### 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 a discussion about Mother's Day for the parent, saying,

 *In May there is a special day to celebrate our mothers. Let's read a story about Mother's Day.*




Read the story in the unit book to the child and discuss the pictures. After reading, ask,

 *What do you do to celebrate Mother's Day? **(Pause)** What did the child in the story do for her mother on Mother's Day?*



Draw attention to the sequence of events in the story. Use the pictures of the story to help the child remember, and use the words "first," "next," and "last" multiple times as you discuss the story. Ask,

 *What was the first thing that happened in the story? **(Pause)** That's right! The girl first draws a picture for her mother. What happens next? **(Pause)** Right! She makes pancakes and takes them to her mother in bed! Have you ever done that? **(Pause)** What happens next? **(Pause)** Right! She helps her mother in the garden. What happens last in the story? **(Pause)** Yes! They go on a picnic together!*

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



Encourage the parent to discuss the family's experiences with Mother's Day. Connect the family's experiences to the experiences of the characters in the book. Ask the parent to remind the child that the girl in the book made pancakes. If relevant, talk about their own experiences making pancakes. Have the parent use the pictures in Handout 1 to help the child recreate the sequence of events for making pancakes. The parent should repeat the words "first," "next," and "last" often, where appropriate.

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

The child works to place the pictures from Handout 1 in the correct sequence. The parent should use the book and review the sequence of events to assist the child with sequencing.

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

The child will know typical ways that Mother's Day is celebrated. Watch for the child's ability to place pictures in the proper sequence and use appropriate vocabulary (first, next, and last).

### 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 do special things for mothers on Mother's Day?*
2. *What things would your mother like for Mother's Day?*
3. *Tell me what you do (first, next, and last) to celebrate Mother's Day.*



4. *What is the first sound in the word, "mother"?*

## Ways to extend the lesson concepts:



1. Create the letter "M" with toothpicks. Write the letter on paper and refer to the letter "M" in the story to provide extra support. Help the child manipulate the toothpicks into the shape of the letter "M." Tell the sound of and name the letter "M." Connect it back to the word "mother" and other words that begin with the /m/ sound.



2. Have the child make a special gift for his/her mother (e.g., draw a picture, make a card, create a ribbon with "#1 Mom").

## Modifications:

### If the lesson activity is too hard—

1. Discuss only "first" and "last."
2. Discuss the sequence for other events (e.g., washing your hands, eating a popsicle).
3. Draw the letter "M" disconnected (i.e., | \ / |) so it resembles the toothpicks.

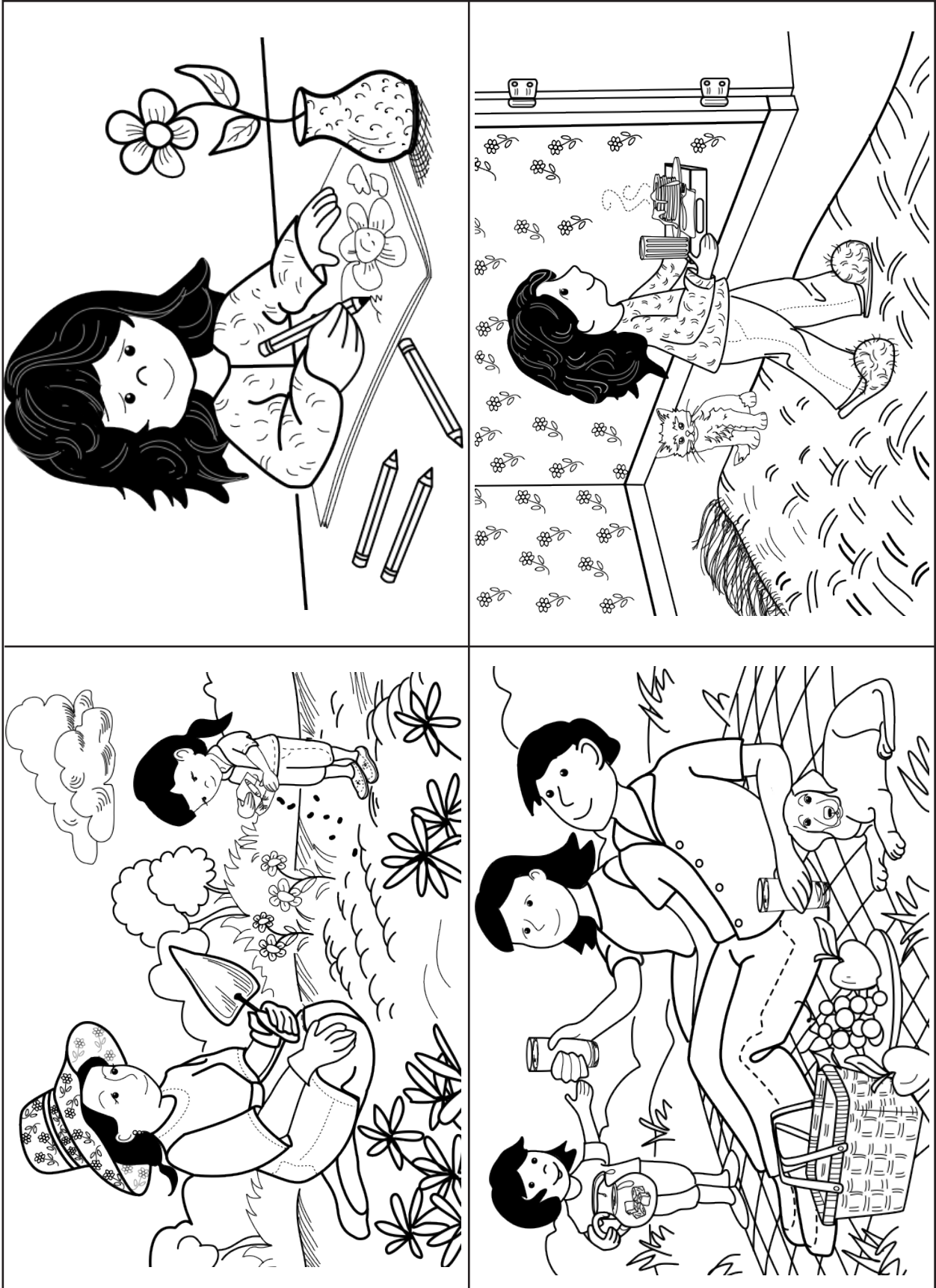
### If the lesson activity is too easy—

1. Add more events and add the word "then" to use in conjunction with "next."
2. Add more details to the description of events (e.g., steps or ingredients for making pancakes).
3. Brainstorm other words that begin with /m/.
4. Use additional toothpicks to create the word "MOM."

## Teaching tip:

If the mother is not in the household, discuss another person who fills the mother's role. 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 8)

## PARENT PAGE

### What we are learning:

Your child will identify different ways of celebrating Mother's Day. He/she will identify and create the letter "M" and will describe events using sequence labels.

#### Words to know:

- ♦ mother—madre
- ♦ Mother's Day—Día de la Madre
- ♦ first—primero
- ♦ next—después
- ♦ last—finalmente



### What to ask:

1. *Why do we do special things for mothers on Mother's Day?*
2. *What things would your mother like for Mother's Day?*
3. *Tell me what you do (first, next, and last) to celebrate Mother's Day.*
4. *What is the first sound in the word, "mother"?*

### What else to do:

1. Create the letter "M" with toothpicks. Write the letter on paper to provide extra support. Help your child manipulate the toothpicks into the shape of the letter "M." Tell the sound of and name the letter "M." Connect it back to the word "mother" and other words that begin with the /m/ sound.
2. Have your child make a Mother's Day gift for someone special (such as an aunt, grandmother, or older sister) by drawing a picture or making a card.

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