
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Name and describe one of their own family traditions
- ✓ State two different ways that families celebrate (e.g., eat special food, dance, have a party, fast, etc.)

Language Arts Objectives

Starting the Day

Students will:

- ✓ Memorize and recite with others the nursery rhyme “Teddy Bear” (RL.P.5, RF.P.2a)
- ✓ Using the nursery rhyme “Teddy Bear,” finish a recitation that has begun with the correct rhyming word (RL.P.10, RF.P.2a)

Skills

Students will:

- ✓ Recognize and call classmates and teacher by name (SL.P.1c)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)
- ✓ Given a word, provide a rhyming word (RF.P.2b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ With prompting and support, identify previously read books by the title and cover (RI.P.10)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

- ✓ With prompting and support, ask and answer questions about unknown words in “Family Celebrations and Traditions” (RI.P.4)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RI.P.4, SL.P.2, RI.P.1)
- ✓ Describe a photograph and how it relates to the text (RI.P.7)
- ✓ Understand and use precise nouns and verbs related families (L.P.1b)
- ✓ Describe oneself, home, and immediate family (SL.P.4)
- ✓ Describe a celebration or tradition that has already taken place outside the immediate place and time (SL.P.4)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Core Vocabulary

decorate, *v.* To make something pretty or fancy

Example: Every year, my aunt decorates her house with colorful balloons for my birthday party.

Variation(s): decorates, decorated, decorating

honor, *v.* To celebrate and think about something that is important

Example: Mr. Johnson’s class is having a party to honor the preschoolers who are getting ready to leave preschool and go to Kindergarten.

Variation(s): honors, honored, honoring

lanterns, *pron.* Lamps with candles inside

Example: When he was a little boy, my grandfather lit a lantern so he could read when it was dark.

Variation(s): lantern

throughout, *prep.* During the whole time

Example: We are going to be learning about the letters in your name throughout preschool.

Variation(s): none

traditions, *n.* Special thing that families do together over and over again

Example: Felicia’s family has many traditions, like baking special cookies for Kwanzaa.

Variation(s): tradition

At a Glance

At a Glance		Exercise		Materials		Minutes	
STARTING THE DAY							
Routines		W	Continue Established Routines			During morning circle	
Nursery Rhyme		W	Teddy Bear	Nursery Rhyme Poster 44			
SKILLS							
Small Group 1		S	Warm-Ups			10	
			Names: How Many Parts?				
Small Group 2		S	Warm-Ups	Image Cards 5-1–5-4 and 10-1–10-4		10	
			Rhyming Picnic				
LISTENING & LEARNING							
Introducing the Read-Aloud		W	What Do We Already Know?	Full, Full, Full of Love by Trish Cooke		5	
			Purpose for Listening				
Presenting the Read-Aloud		W	Family Celebrations and Traditions			10	
Discussing the Read-Aloud		W	What’s the Big Idea?			10	
Extension Activity		L	Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue		During Learning Centers	

Advance Preparation

Small Groups

Make a copy of Small Group 1 and Small Group 2 pages from the Teacher Guide as needed so that each small-group leader has a copy of the lesson for implementation.

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for your students. Write your notes in the boxes provided.

Extension Activity

Cut paper plates in half. Draw a series of arched guidelines on each paper plate so students will know where to glue their pieces of paper

to make a rainbow. Tear up pieces of construction paper for students to glue to their paper plates. Put a quantity of colored pieces of a paper into a plastic baggie for each student. Mix the colors together. Make an example rainbow as described in the Extension Activity.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W Teddy Bear	Nursery Rhyme Poster 44	

Routines

Whole Group

Continue Established Routines

Continue conducting the daily routines introduced during the *All About Me* and *Families and Communities* domains. These include:

- Daily schedule
- Learning Center labels and sign-in
- Materials labels
- Attendance: How Many Students?
- Classroom Jobs

Nursery Rhyme

Whole Group

Teddy Bear

Review the song “Teddy Bear” by having students sing it with you. Then, help students learn to recognize the rhyming words in the song. Teach students the rhyming words *around/ground*; *stairs/hair/bear*; *light/night*.

- Show students **Nursery Rhyme Poster 44** and review the song by having them sing the song with you and do the motions.
- Remind them that some words in the song rhyme. Tell students to take a seat while you talk about the rhyming words in the song.
- Start at the beginning of the song and talk about each rhyming pair. Each time remind students that the words sound the same at the end; that is how you know the words rhyme.
- For the word pair *stairs/hair*, point out that the endings sound a little different. Tell students that the word *stairs* has the /z/ sound at the end and the word *hair* does not have the /z/ sound at the end. Have

students repeat the words after you, paying special attention to the sounds at the end of the words.

- Finally, ask students for another word in the song that rhymes with *hair* (*bear*). This rhyming word will be more difficult for students to identify because it does not come at the end of a couplet. Give students hints as needed by singing the line “Teddy BEAR, teddy BEAR, comb your HAIR” as needed.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups		10
	Names: How Many Parts?		
Small Group 2	Warm-Ups	Image Cards 5-1-5-4, 10-1-10-4	10
	Rhyming Picnic		

*Note: At the end of ten minutes, students should switch groups so they have the opportunity to participate in both Small Group activities. Use **Transition Cards** to transition students between each Small Group.*

Small Group 1

10 minutes

Small Group

Warm-Ups

Students will say whether a word is long or short.

- Tell students that you are going to say two words. One of the words is short and only has one part and the other is long and has more than one part. You want them to tell you which word is the short word and which word is the long word.
- bus—grasshopper
- bear—broccoli
- house—vitamin
- tree—ladybug
- pig—caterpillar

Names: How Many Parts?

Following your model, students will clap out some very familiar words—their names.

- Tell students that you are going to show them how to clap out their names.

Teaching Tip

As you take attendance, show students how to clap their own names, saying whether their names are long or short. Then, have the whole class join in.

- Say and clap one of the students' names, making sure to pronounce it syllable by syllable.

"Everybody listen while I clap Matilda's name. Ma-til-da."

- Have the student clap with you.

"Matilda, now I want you to clap with me. Everybody else listen and count how many parts or syllables Matilda has in her name. Ma-til-da. How many parts is that?"

- Have all the students clap with you.

"How many parts or syllables are in Matilda's name? Let's all clap it together to see if we were right. Ma-til-da."

- Continue clapping students' names, counting claps and pointing out which students have long names and which students have short names.
- If students are ready, have them clap out their last names as well.

Small Group 2

10 minutes

Small
Group

Warm-Ups

Teddy Bear

Students will recite "Teddy Bear" whispering all words except the rhyming pairs of words.

- Students say the nursery rhyme "Teddy Bear."
- Students whisper the words of the rhyme and say the rhyming pairs out loud (*around/ground, stairs/hair, light/goodnight*).

Rhyming Picnic

Students will tell a story about a picnic they are going to take. Use **Image Cards 10-1–10-2: /ok/ Words** as visual support to help students remember what they are going to take with them.

- Have students sit in a circle on the floor.
- Explain that you are going to pretend to go on a picnic and you have to plan what you want to take with you. Tell students that they are going to bring silly things.

- Put **Image Cards 10-1–10-2: /ok/ Words** on the face-up on the ground.
- Start the game by choosing a card and saying you are going to go on a picnic and take the object on the card with you.

“I am going on a picnic and I’m taking a rock.”

- Continue around the circle, having students choose a card and say what they are taking on the picnic. They should repeat all the words that have come before.

“I am going on a picnic and I’m taking a rock and a sock.”

- Play the game again, using **Image Cards 5-1–5-4** and **10-3–10-4** from the other word families.
- If they are ready, invite students to suggest their own words that rhyme, rather than naming the pictures on the cards.

Listening & Learning

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Full, Full, Full of Love</i> by Trish Cooke	5
	Purpose for Listening		
Presenting the Read-Aloud	W Family Celebrations and Traditions		10
Discussing the Read-Aloud	W What's the Big Idea?		10
Extension Activity	L Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During Learning Centers

Introducing the Read-Aloud

5 minutes

Whole Group

What Do We Already Know?

- Show students the trade book *Full, Full, Full of Love* by Trish Cooke.
- Remind students that they learned the word *tradition* when they read the book *Full, Full, Full of Love* by Trish Cooke.
- Ask students what tradition Jay Jay and his family celebrated in this book.
- Remind students that the word *tradition* means something special a family does together over and over again.

Purpose for listening

- Tell students to listen to find out about all the different ways families celebrate traditions.

Family Celebrations and Traditions

Note: The “Family Celebrations and Traditions” read-aloud focuses on what people do in general to celebrate special events (e.g., decorate, wear special clothes, eat cake, etc.). The focus of the read-aloud is not on the reason particular holidays are celebrated. Individual teachers may choose to discuss certain holidays that are relevant to their students, but the Core Content Objectives do not require that teachers address such information.



← **SHOW FLIP BOOK PAGE 12-1: Valentine, Nepalese child, Mexican dancers, Christmas**

Throughout the year we celebrate all kinds of important days.
We **honor** the things we care about in many different ways.

- Define HONOR.

“HONOR means to celebrate and think about something that is important to us.”

- Ask students what kinds of things they like to celebrate or honor with their families.



← **SHOW FLIP BOOK PAGE 12-2: Birthdays**

For birthdays, we might **decorate** and eat delicious cake.
My sister's Quinceañera [keen-seh-ahn-YAIR-ah] means there's yummy food to make.

Note: *The word Quinceañera is pronounced "keen-seh-on-YAIR-ah." In many parts of Latin America, girls celebrate Quinceañera, which means fifteenth year, on their fifteenth birthday. The birthday girl wears a big, long skirt or a special dress, has a party with birthday cake, and dances with friends and family.*

- Ask students if they have ever decorated or eaten a delicious birthday cake.
- Reread the last sentence and ask students if they know what QUINCEAÑERA [keen-seh-ahn-YAIR-ah] means?
- Ask students if they have ever made special delicious food to eat at a birthday party.



← **SHOW FLIP BOOK PAGE 12-3: Family at Thanksgiving**

Thanksgiving is a special time to show how much we care.
With family, friends and those we love we take the time to share.

.....

.....

.....

.....

.....

.....



← **SHOW FLIP BOOK PAGE 12-4: Kwanzaa**

And seven candles light the way for the Kwanzaa holiday.
Red, black, and nature's green are the African colors we display.

- *Tell students that some people light candles to celebrate holidays.*



← **SHOW FLIP BOOK PAGE 12-5: Powwow**

Across this land for many moons, Native Americans have honored their past.
A powwow is a celebration of **traditions** that will always last.

- *Tell students that some people wear beautiful costumes to celebrate holidays.*



◀ **SHOW FLIP BOOK PAGE 12-6: Independence Day**

Left, right, left, right, you march in July to celebrate the day
When independence was won, not lost, and now it's here to stay.

- *Tell students that on the fourth of July, the United States of America became a country.*
- *Ask students what they do to celebrate the Fourth of July, also called Independence Day.*
- *Relate students' answers back to the ways their experiences represent our country. (e.g., "fireworks explode to remind us of how exciting our country is;" "we wave flags because the flag is important to our country;" "we eat food outside with our neighbors to show how much we love and care for all of the people in our country.")*



◀ **SHOW FLIP BOOK PAGE 12-7: Chinese New Year**

During the Chinese New Year the night sky is often aglow,
With lanterns, parades, and dragons that put on a magnificent show!

- Tell students that this picture shows a parade. A parade is when lots of people put on costumes and march in the street. In this parade, there is a big dragon costume. Sometimes fire trucks are in parades.
- Ask students if they have ever been in or seen a parade.



◀ **SHOW FLIP BOOK PAGE 12-8: Chanukah**

As we repeat these cultural traditions, whether near or whether far,
They hold a place within our hearts and remind us of who we are.

- Tell students that the word *REPEAT* means to do something over and over again.
- Tell students that celebrations often become traditions, or special things we repeat over and over again.
- Ask students if they have favorite traditions in their families.

What's the Big Idea?

How do you Celebrate?

- Remind students that they just heard about all the ways people celebrate.
- Have students use 'thumbs up' and 'thumbs down' to indicate whether or not they like to do certain things to celebrate.
- Continue listing things saying "Do you like to _____ to celebrate?"
 - light candles
 - eat cake
 - put on special clothes
 - wear a costume
 - eat delicious food
 - wear a prince or princess crown
 - watch fireworks
 - eat candy
 - wear a special hat
 - go to a parade
 - have a lots family members to your house
 - hang up decorations
 - dance

Different Ways to Celebrate

- Turn to **Flip Book Page 12-1: Valentines, Nepalese child, Mexican dancers, Christmas**. Ask students how the people in these pictures are celebrating.
- Continue showing the Flip Book images, asking students to describe how the people in the pictures are celebrating.
- Expand students' responses, incorporating words from the list above.

Extension Activity



Language Facilitation

Use the **parallel talk strategy** to describe what students are doing. Model language and vocabulary that go with specific actions and activities by narrating what students are doing. There is no expectation that students respond; rather, the expectation is that students will build their vocabulary by listening to what you say.

Review Tip

While the students are making their rainbows, talk with them about their sense of sight. When they are looking at different colors, they are using their sense of sight. Use this activity to highlight this sense as part of their five senses.

Learning Center

In the **Art Center**, set up paints in primary colors (red, yellow, blue) and white and black. Encourage students to mix colors and make different shades of colors by making them darker or lighter. Put multi-colored bear counters in the **Math Center** and show students how to sort by color or make patterns using different colors. In the **Games Center**, play Twister, having students put different body parts on the colored dots (do not worry about left and right).

Make the Rainbow

Students will use the colors red, orange, yellow, green, blue, and purple to make a rainbow.

- Pass out the materials students will use to make their rainbows (see **Advance Preparation**).
- Have students sort their materials by color, putting each color in a separate pile. You may want to give students trays or cookie sheets to contain their materials. Use the **parallel talk strategy** to describe how students are sorting (e.g., “You are putting red in a different pile from orange; you are putting all the blue pieces together; you are moving the blue square out of the green pile into the blue pile;” etc.).
- Ask students to label the colors, or provide the label and have students point to the correct pile. Use the following words as you discuss with students:
 - *rainbow*
 - *shade*
 - *color*
 - *curve*
 - *arc*
 - *sun*
 - *rain*
 - *sky*
 - *clouds*
 - *light*
 - *red*
 - *orange*
 - *yellow*
 - *green*
 - *blue*
 - *purple*
- Have students glue down their colored squares of paper to make their rainbow. If needed, glue down a few squares of each color yourself to show students where to glue each color.
- Glue cotton ball “clouds” along the bottom of the paper plate.