
✓ 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 “A Tisket, A Tasket” (RL.P.5, 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)
- ✓ Blend spoken parts of a compound word, saying the whole word (RF.P.2a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RI.P.5, RF.P.4)
- ✓ Perform activities requiring small muscle control (L.P.1a)
- ✓ Draw and use as motifs: horizontal line, vertical line, diagonal line, circle (L.P.1a)
- ✓ Recognize the initial letter of one’s first name (RF.P.1d)
- ✓ Recognize the written form of one’s first name (RF.P.1d, RF.P.3b)

Listening & Learning

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Understand and use precise nouns and verbs related to families (L.P.1b)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Family Celebrations and Traditions” (RL.P.1, RL.P.3, SL.P.2)
- ✓ Find and/or describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, retell important facts and information from “Family Celebrations and Traditions” (RI.P.2)
- ✓ With prompting and support, use words and phrases acquired through conversations and reading and responding to “Family Celebrations and Traditions” (L.P.6)
- ✓ Attend and listen while others speak during a group activity (SL.P.1a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ 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)
- ✓ Express a personal opinion (SL.P.6)
- ✓ Sort and classify objects by color (L.P.5a)
- ✓ Perform activities requiring small muscle control (L.P.1a)

At a Glance

At a Glance		Exercise	Materials	Minutes
STARTING THE DAY				
<i>Routines</i>	W	Continue Established Routines		During morning circle
<i>Nursery Rhyme</i>	W	A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	
SKILLS				
<i>Small Group 1</i>	S	Warm-Ups	Image Cards 13-1, 13-2; stuffed animal	10
		Robot Talk: Blending Compound Words		
<i>Small Group 2</i>	S	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
		Tracing with Primary Crayons		
LISTENING & LEARNING				
<i>Picture Talk</i>	W	Family Celebrations and Traditions		10
<i>Show and Tell</i>	W	Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity; students' celebration objects	15
<i>Extension Activity</i>	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.

Picture Talk

Flag specific Flip Book pages (using sticky notes or paper clips) for easy page referencing during the Picture Talk.

Starting the Day

	Exercise	Materials	Minutes
Routines	W Continue Established Routines		During morning circle
Nursery Rhyme	W A Tisket, A Tasket	Nursery Rhyme Poster 1; Transition Cards: Colors	

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

A Tisket, A Tasket

- Teach students the song “A Tisket, A Tasket” using the echo technique. For an example of the echo technique see **Day 1: Rain, Rain Go Away**.
- After using the echo technique to teach students the rhyme, sing the rhyme together as a group and hold up the green and yellow **Transition Cards: Colors** when you say the words *green* and *yellow*.

Skills

	Exercise	Materials	Minutes
Small Group 1	Warm-Ups	Stuffed animal; Image Cards 13-1, 13-2	10
	Robot Talk: Blending Compound Words		
Small Group 2	Warm-Ups	My First Strokes Books; Activity Page 13-1; primary crayons	10
	Tracing with Primary Crayons		

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

Clapping Names

Students will listen to you clap and say the syllables in their names and then guess whose name you clapped.

- Tell students that you are going to clap someone's name, and you want them to guess whose name you are clapping.
- Say one student's name syllable by syllable, pausing in between each syllable, and clapping once for each syllable.
- Have students guess whose name you clapped. The student whose name it is should stand up and clap his/her name.

Robot Talk: Blending Compound Words

Students will learn to blend compound words by listening to a stuffed animal who speaks syllable by syllable like a robot. You will be the voice of the stuffed animal. Students will have visual support for the first two words they are expected to blend.

- Introduce the stuffed animal you have chosen. Tell students the stuffed animal's name is Robo and he only talks in robot talk. Have Robo greet the students by talking in robot talk (i.e., speak very deliberately, pausing between each syllable).

“My name is Ro...bo.”

- Explain that Robo is going to ask students for some items. Tell them you are going to show them some things Robo might want and they have to figure out what he is asking for.
- Show students **Image Card 13-1: Cupcake Blending**. One of the pictures shows what Robo wants. Tell students to listen to Robo’s request and then find the item that wants and give it to him.
- Show students **Image Card 13-1: Cupcake Blending**. Have Robo ask for a cupcake.

“I want a cup...cake.”

- Ask students if they understood what Robo wanted (a cupcake) by asking them to pick between the three pictures (a cup, a piece of cake, a cupcake).

“Did Robo want a cup? Did Robo want a cake? No. He wanted a cupcake. Say that word with me.”

- Show students **Image Card 13-2: Toothbrush Blending**. Have Robo ask for a toothbrush.

“I want a tooth...brush.”

- Ask students if they understood what Robo wanted (a toothbrush) by asking them to pick between the three pictures (a tooth, a hairbrush, a toothbrush).

“Did Robo want a tooth? Did Robo want a brush? No. He wanted a toothbrush. Say that word with me.”

- Continue having Robo ask students for the following items (without visual support):
 - foot...ball > football
 - back...pack > backpack
 - sun...shine > sunshine
 - dog...house > doghouse
 - base...ball > baseball
 - door...knob > doorknob
 - ear...ring > earring
 - eye...ball > eyeball
 - grape...fruit > grapefruit

- lip...stick > lipstick
- night...gown > nightgown
- sea...shell > seashell
- bed... bug > bedbug
- After students have blended all of the words, model clapping the parts or syllables of the words for them. Have them clap the word after you.

Small Group 2

10 minutes

Small
Group

Warm Ups

Move Your Body

Students will make gross motor movements to prepare them to participate in Small Group.

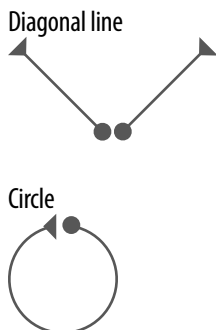
- Have each student stand behind a chair at a table.
- Model the poem for students and have them join in doing the motions. Students can begin to join in saying the poem as they learn the words. As they say the last line of the poem, have students sit in their seats in preparation for the next activity.

*I can stretch; I can bend.
I can wave to a friend.
I jump so high; I crouch so low.
I tap the floor with my toe.
I cross my arms and breathe in deep.
I calm my body and take a seat.*

My First Strokes Book

Students will practice five handwriting strokes by tracing lines with their fingers in their My First Strokes Books.

- Give each student their My First Strokes Book. Tell students they will be practicing strokes by following along in the book and drawing lines with their pointer finger.
- Tell students to drag their finger from left to right under the title as you read, "My First Strokes Book."
- Have students open to the first page of their books.
- Ask students to hold up their pointer fingers when they are ready to trace.



- Read the poem for each stroke. Have students trace the lines with their pointer fingers as you read each verse.
- Tell students when to begin a new page by saying, “Turn the page.”

Tracing with Primary Crayons

Learning Center

Put primary crayons and extra copies of **Activity Pages 13-1** or blank paper in the **Art Center** for students to practice drawing lines.

Students will practice tracing diagonal lines and circles using primary crayons.

- Give each student **Activity Page 13-1** (front and back) and a primary crayon.
- Have students practice drawing diagonal lines and circles by tracing the lines on the Activity Pages.
- When students finish both strokes, have them color the background of their Activity Page.

Listening & Learning

	Exercise	Materials	Minutes
Picture Talk	W Family Celebrations and Traditions		10
Show and Tell	W Show and Tell: Celebrations and Traditions	celebration drawings from Extension Activity, students' celebration objects	15
Extension Activity	L Make the Rainbow	Paper plates; colored construction paper; cotton balls; glue	During learning centers

Picture Talk

10 minutes

Whole Group

Family Celebrations and Traditions

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



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

Teaching Tip

You might introduce the Picture Talk by asking students what they remember from the read-aloud. Help students stay on topic by expanding their contributions to tie them back to the Core Content Objectives. If students stray too far from the content taught in the read-aloud, refocus them by beginning the Picture Talk using the suggested language. Remember to expand students' responses into complete sentences.

- Have students share different ways they celebrate.

"We are going to talk about the pictures you saw yesterday and the things you remember hearing about the pictures. Remember, this read-aloud is about all different ways we celebrate holidays. What are some ways your family celebrates?"

- Allow a few students to share. Talk with students using the following words to discuss celebrations with students:
 - 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



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

- Ask students what the people in these pictures are celebrating. (birthdays)

“Who knows what these people are celebrating?”

- Ask students how old they think the little boy in the yellow shirt is.

“This little boy is about to blow out his candle. His candle has a number give on it. How old do you think this little boy is?”

- Ask students to talk about a birthdays.

“Who in our class has been to a birthday party? What did you do there? Why do people have birthday parties? How old will you be on your next birthday? Who in our class is having a birthday soon?”

- Tell students that the girl in the purple crown is celebrating her Quinceañera [keen-seh-ahn-YAIR-ah].

“This girl is turning fifteen years old. She is going to have a very special birthday party because she is turning fifteen. She is already wearing a beautiful pink dress. At her party, there will be lots of candles, dancing, and yummy food. She will also have a delicious birthday cake. Would you like to have a party like that?”



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

- Tell students that many families celebrate by eating big meals.

“This family is having a big Thanksgiving dinner. You can celebrate by eating a special meal at any time. Some families have a big meal

every Sunday. Some families have a big meal to celebrate a birthday. Some families eat a big breakfast of pancakes every Saturday morning to celebrate the weekend. Does anyone in this class have a big meal when they celebrate? What do you eat?"

- Ask students if they have ever helped their family cook the food for a big meal.

"Has anyone in this class ever helped cook the food for a big meal? Maybe you have baked cookies for dessert. Maybe you have kneaded dough to make bread. Maybe you have helped your mom shuck corn or shell peas to eat. What kinds of foods have you helped make?"



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

- Tell students that this little boy is celebrating Independence Day.

"This little boy is celebrating the Fourth of July. He is waving a pinwheel that looks like an American flag."

- Tell students that this is a picture of fireworks.

"On the Fourth of July, many people watch fireworks displays. People light fireworks to celebrate how proud we are of our country, the United States of America. Fireworks are like big, colorful lights that flash in the sky. Often, there is a loud noise right before you see a firework. Who in this class has seen fireworks? What were they like?"



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

- Read the last page of the read-aloud to bring closure to the Picture Talk.

*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.*

Show and Tell: Celebrations and Traditions

Note: Typically the Picture Talk is followed by Deepening Understanding. Instead of focusing on vocabulary, students will practice using language and vocabulary acquired throughout the domain to describe a personal celebration or tradition to their peers. If students are not comfortable presenting information orally in front of peers, consider reading their dictated writing from the **Extension Activity: My Celebration or Tradition** while they stand in front of the class. You will continue this activity on Day 14 for students who do not share on Day 13.

Students will share a special tradition that their families celebrate. Previously, students have helped their parents complete a questionnaire about the tradition, chosen an object or picture that is representative of the tradition, discussed the celebration with you one-on-one, dictated information about the tradition, and drawn a picture illustrating the tradition. Using all of these past experiences, students will show the object/picture and tell their classmates about the celebration.

- Tell students that everyone is going to get a turn to talk about their special family tradition. Some students will share today and some will share tomorrow.
- Call a student to the front of the room.
- Ask the student the name of their tradition and when they celebrate it.
- Have the student show the object they brought and say why it is special.
- Ask the student to tell the class about the tradition, prompting them as needed. You may use the following prompts to help students share their tradition meaningfully with the class.
 - *What did you bring in to show the class? What do you do with it?*
 - *What is your favorite part of your family's tradition?*
 - *Do you eat any special foods? Do you sing any special songs? Do you get any special presents?*
 - *Does anyone special in your family come to visit?*

Teaching Tip

After students have shared their traditions with the class, post their drawings and dictated writing from the **Extension Activity: My Celebration or Tradition** on a bulletin board titled "Our Celebrations and Traditions." If possible, include the objects the students brought for Show and Tell.

- *What do you do in the morning/at night on that special day?*

- Summarize what the student shared for the class, being sure to mention the name of the holiday and why it is special to that student. Use your own knowledge of the students' experiences from the Take-Home Materials and Extension Activity.

Extension Activity

Learning
Center

Make the Rainbow

Continue this activity during Learning Centers. See **Day 11: Make the Rainbow** for detailed instructions on this Extension Activity.