

Celebrations Around the World

Name: Silvia Romano

Grade level: Pre-K-K (Small/ large Group activity)

Content Areas: Social Studies, Math, Language Arts, and Fine Arts

Classroom Time: 30 minutes/ day, for 1 or 2 weeks during December.

Purpose: Students will be exposed to different celebrations around the world integrating Math, Language Arts, Fine Arts and Social Studies.

Skills addressed:

Social Studies: Learn and celebrate different customs and traditions.

Math: Review shapes, numeration, one to one correspondence, patterns.

Language Arts: Listening and retelling stories, writing, printing awareness.

Fine Arts: Listening and singing various traditional songs, creating Artwork related to the different celebrations.

Supplies: Construction Paper, glue, scissors, crayons, markers, handouts, seeds or buttons or some small objects, “stamps” *Music:* Traditional Christmas songs (English and Spanish), Hanukah songs and African songs, Christmas, Hanukah and Kwanzaa Books, optional: Dreidel, Mancala Game

Lesson process:

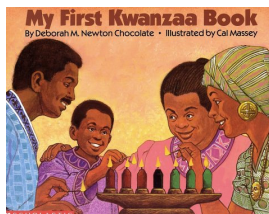
Each student will create a “Suitcase” and a “Passport” where they will place stamps from Kwanzaa, Hanukah, Christmas and Navidad en Mexico. (Attachment 1) Use the suitcase as the student’s journal during this unit and attach a stamp in the passport once the individual celebration has been completed.



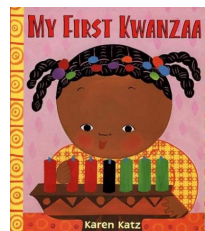
Kwanzaa

Warm up:

The teacher reads a Kwanzaa book to the entire class similar to “My First Kwanzaa Book”, By Deborah Chocolate or By Karen Katz.



By: Deborah Chocolate



By: Karen Katz

Lesson Procedure:

Students will color and make African hats, listen to African music, will be exposed to games such as Mancala, create a Kinara, and retell Kwanzaa stories.

After the teacher finishes reading the book, the teacher reviews the 7 principles and 7 candles of the Kinara. – *Seven principals – Black – African American community and unity, Red – the plight and struggles of the African American peoples, Green – future dreams and promises*

- Why do we have 7 candles? – *To represent the 7 principles or set of values*
- What colors are they? (*Green, Black and red*)
- How many are they in total? *7*
- How many of each color? *3 green, 3 red, and 1 black*

- In small groups the teacher tells the students they are going to create a **Kinara** combining 7 pieces of construction paper : 3 red, 3 green and one black



- In small groups the teacher tells the students they are going to create an **African Hat** (*Attachment 2*) using patterns and traditional colors .They can color the pattern or they can cut and paste red, green or black squares/ rectangles onto the strips.
- In small groups the students will be exposed to the **Mancala game**.
 - To play a”virtual Mancala game” go to: <http://www.coolmath-games.com/0-mancala/index.html>
 - From the website: <http://www.compendia.co.uk/Mancala.htm>
 - “The board is placed between the two players. Each player controls the row closest to him and the store on the right.

- **Basic Game**

This is a single lap Mancala game. You move one group of seeds at a time.
Number of Players: 2 Game Duration: ~20 minutes Players Aged: 5+

To Prepare: Fill each hole with four seeds except the stores.

The Play:

Take turns to sow the seeds around the board, including your own store but skipping your opponent's. The first person selects the seeds they would like to start with. They put one seed in each whole making sure to put one in their store but not in their opponent's store. If the last seed that you sow goes into the store you get another turn. If the last seed you sow ends in an empty pot on your side of the board you capture that seed and all the seeds in your opponent's pot opposite putting all the seeds in your store. The game ends when one player clears all the pots on their side of the board. All the seeds left on the other side of the board are now theirs to count so don't let the other player clear their side of the board! The player with the most seeds in his store wins.



- Students will re-tell the stories through oral discussion, writing on their journals (suitcases) or using Pair share strategies.
- Students attach the Kwanzaa stamp

Extension activity:

Give each student a different color “Paper or cardboard Candle” (Green, red or black) Can you create a Kinara?
Ex. Yes How many students do we need? *7*

Student assessment or final product to be developed:

The Kinara with the correct number/ color of candles, class participation, teacher observation, playing of Mancala, writing in journal or oral discussion

Hanukkah

Warm up:

The teacher reads a Hannukah book to the entire class similar to “Light the Lights” by Margaret Moorman or: “My First Hanukkah” (Golden Books)



By: Margaret Moorman

Lesson Procedure:

- After the teacher finishes reading the book, the teacher explains about the 8 candles of the Menorah. – *The middle candle is called the helper candle because it helps by lighting the other eight candles. Hanukkah lasts for eight days. On the first night the middle candle is lit and used to light the first candle. On the second day the middle candle is lit then the first candle and then the second candle. On the third day the middle candle is lit and used to light the first, second and now third candle. This process is continued until all eight candles are lit.*
 - Why are they 8? – *The drop of oil left after the temple was burned down wasn't expected to last long but it lasted 8 days.*
 - How many are they in total? **9**
 - Why we don't count the candle in the middle? – *The candle in the middle is the helper candle used to light the other candles.*
- The teacher tells the students they are going to create a Menorah. They color the Menorah (Attachment 3). Have the students cutout the candles and sequence the candles by numbers 1-8 and place them on the Menorah. (This can be done in small groups)



- The teacher explains the dreidel game to the students. Dreidel is played in small groups:
 - To play a “Virtual Dreidel game online” go to: <http://www.jewfaq.org/dreidel/index.htm> or <http://www.billybear4kids.com/holidays/hanukkah/random2.htm>
 - Instructions from Wikipedia: <http://en.wikipedia.org/wiki/Dreidel#Gameplay>:
 - ✚ “Each player begins with an equal number of game pieces (usually 10-15). The game pieces can be any object, such as pennies, raisins, or chocolate coins.
 - ✚ At the beginning and the beginning of each round, every participant puts one game piece into the center, the “pot.” Each player also puts a piece in the pot every time the pot becomes empty and sometimes if the pot only has one game piece left.
 - ✚ Each player takes a turn spinning the dreidel (To create a dreidel - <http://www.enchantedlearning.com/crafts/hanukkah/dreidel/>).
 - ✚ Depending on which side is facing up when it stops spinning, the player either gives or takes game pieces from the pot:
 - If *nun* is facing up, the player does nothing. 🡞
 - If *gimel* is facing up, the player gets everything in the pot. 🡞
 - If *hey* is facing up, the player gets half of the pieces in the pot. (If there is an odd number, they get half of the total plus one.) 🡞
 - If *shin* (or *pei*) is facing up, the player adds a game piece to the pot. 🡞
- ✚ If the player is out of pieces, they are either "out" or may ask another player for a "loan"

- Students will retell the stories through oral discussion, writing on their journals (suitcases) or using Pair share strategies.
- Students attach a Hanukka stamp to their passport

Extension activity:

Give each student a different color “Paper or cardboard Candle” Can you create a Menorah with other students?
Yes How many students do you need? *9 total students are needed*

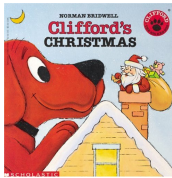
Student assessment or final product to be developed:

The Menorah with the correct number sequence of Candles, class participation, teacher observation, Dreidel game, writing or oral discussion

Christmas

Warm up:

The teacher reads Christmas books and traditional stories to the entire class similar to “Clifford’s Christmas” By Norman Bridwell, or traditional stories like “Rudolf the Red Nosed Reindeer.”

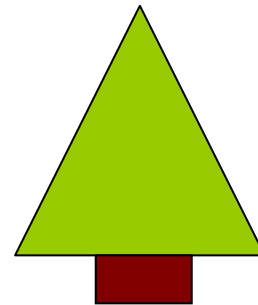


Lesson Procedure:

- After the teacher finishes reading the book, have the students retell the story.
- Show the class how to draw different Christmas pictures by combining basic shapes.



A triangle and a rectangle



- Students create Christmas Trees, presents, fire places and wreaths using triangles, rectangles, squares and circles:



- Students retell the stories read through oral discussion, writing in their journals (suitcases) or using pair share strategies or create a story for their shape pictures.
- Students attach a Christmas stamp in their passport.

Extension activity:

The teacher can create a graph using the number of shapes the students used and entitle it “My Favorite Shape of Christmas”

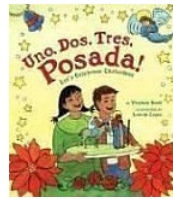
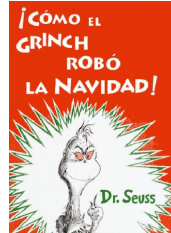
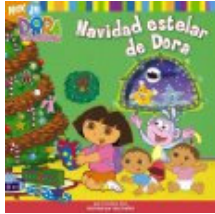
Student assessment or final product to be developed:

“Shapes of Christmas” and the explanation of what shapes they used to complete their picture, class participation, teacher observation, writing or oral discussion

Navidad en Mexico

Warm up:

The teacher reads Christmas books (Navidad) and traditional stories to the entire class in Spanish similar to “Navidad estelar de Dora”, “Como el Grinch robo la Navidad” by Dr. Seuss, or “Uno, dos, tres, Posada” by Virginia Kroll



Lesson Procedure:

- After the teacher finishes reading the books, the students retell the stories through oral discussion, writing in their journals (suitcases) or using pair share strategies.
- In small groups students create a “Number piñata” matching the dots with the correct number 1-5 while combining shapes (Circles and triangles) (Attachment 4)



- Students attach a Navidad en Mexico stamp to their passport

Extension activity:

Bring a real “Piñata” to celebrate.

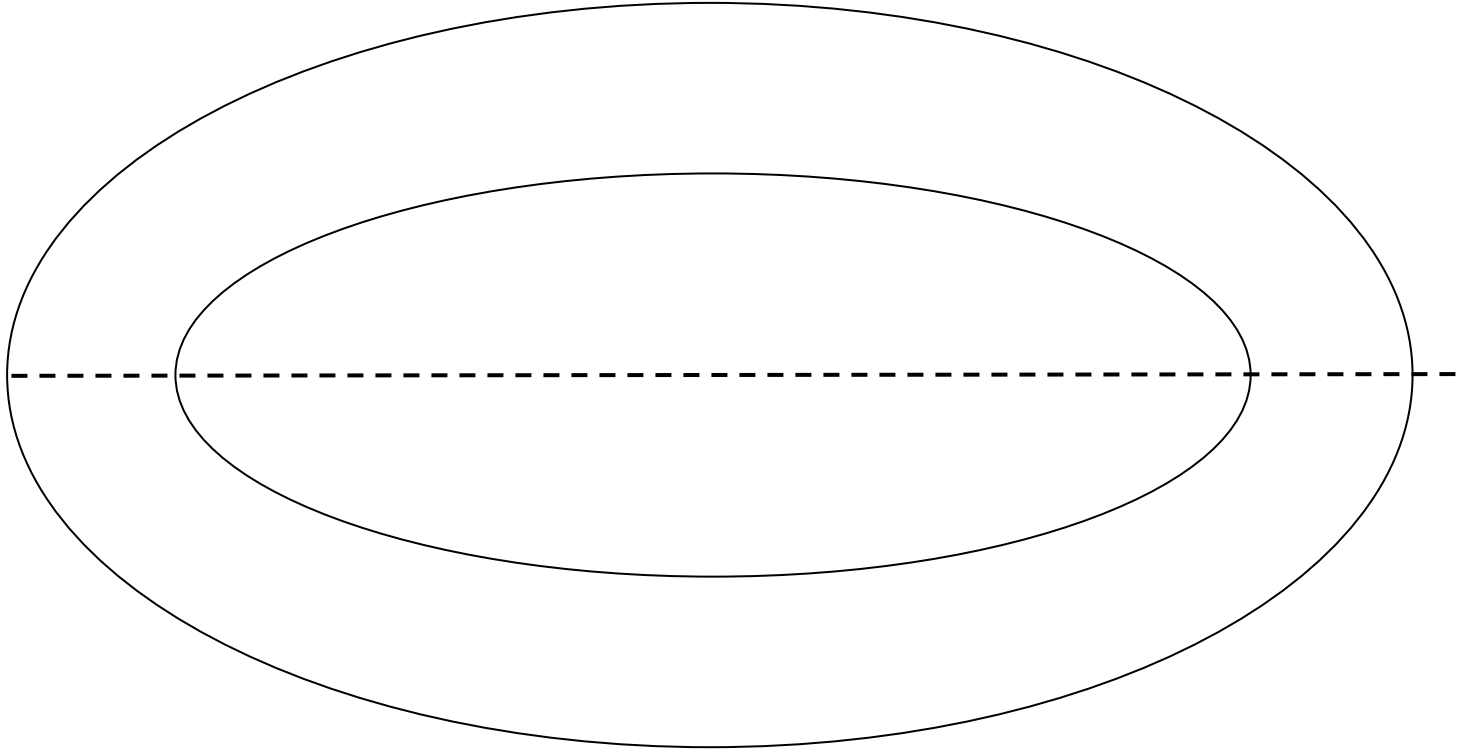
Student assessment or final product to be developed:

Piñata matching the correct number with the correct amount of dots in the triangles, class participation, writing or oral discussion

Suitcase and Passport

Suitcase:

- Fold a large piece of colored construction paper in half hamburger style. (Short end to short end)
- Insert 2 large sheets of cream or what paper inside the red paper, staple (More pages can be added as desired.)
- Cut handles out of colored paper – Pattern below, cut on dotted line to create 2 handles, one for each side
- Attach handles to the short ends of the paper directly across from each other.
- Use the suitcase as their journal for this unit



- Students can decorate their suitcase.

Passport

- Select a different color construction paper (8 ½” x 11”) than the suitcase
- Optional – copy below onto the paper***
- Fold in half hamburger style, short end to short end.
- Decorate the front of the passport as desired
- Students put their names on their passport
- Glue the passport to the suitcase, approximately in the middle.
- Attach stamps once the unit is completed

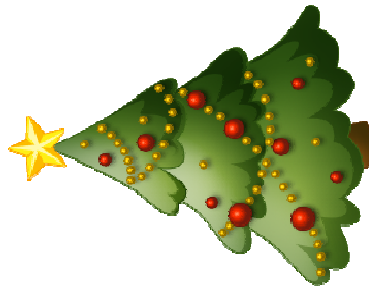
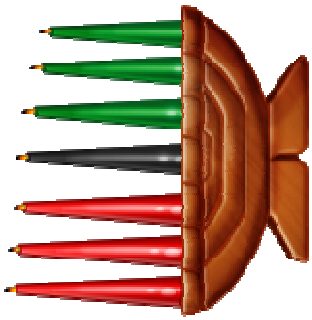
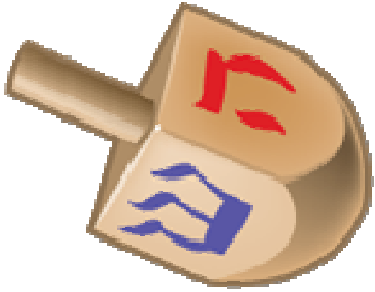
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Passport

Name _____

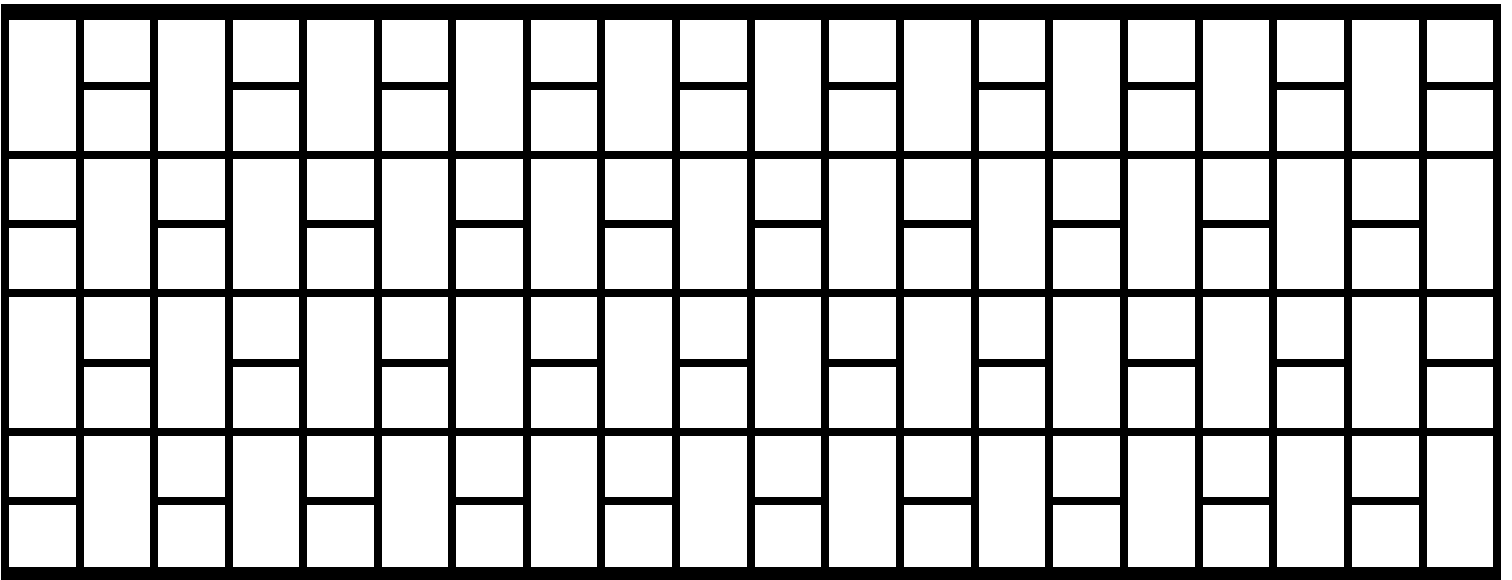
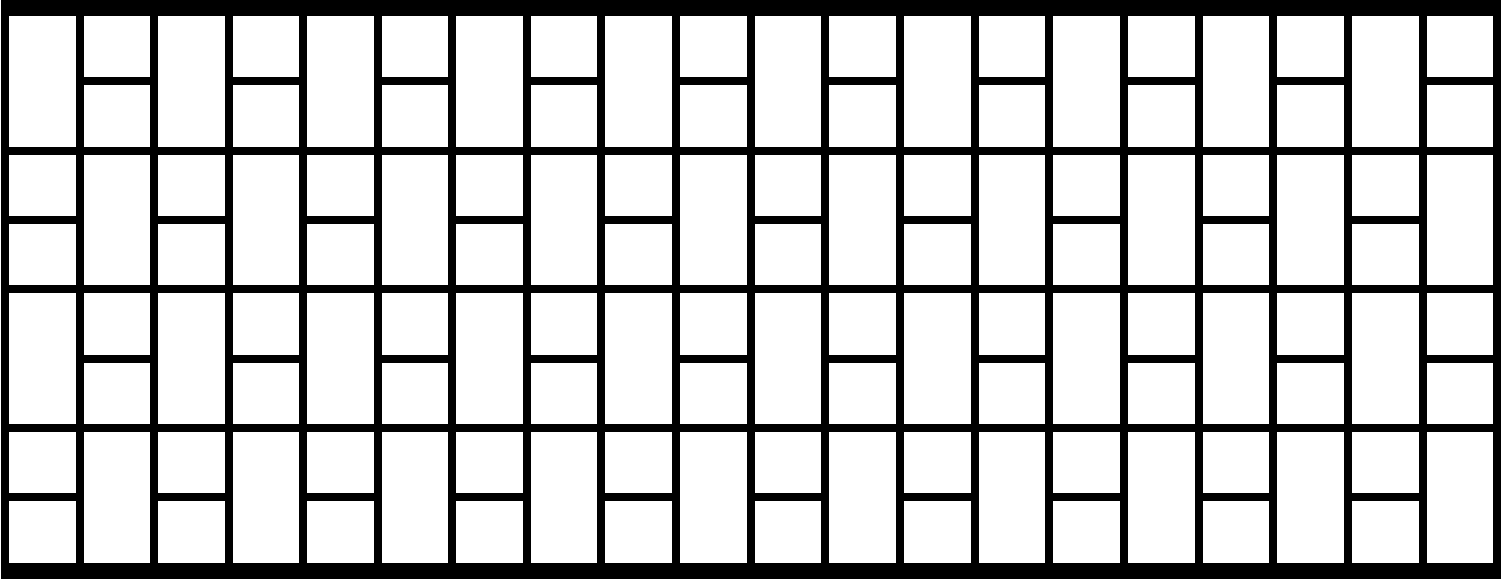
Inside Passport



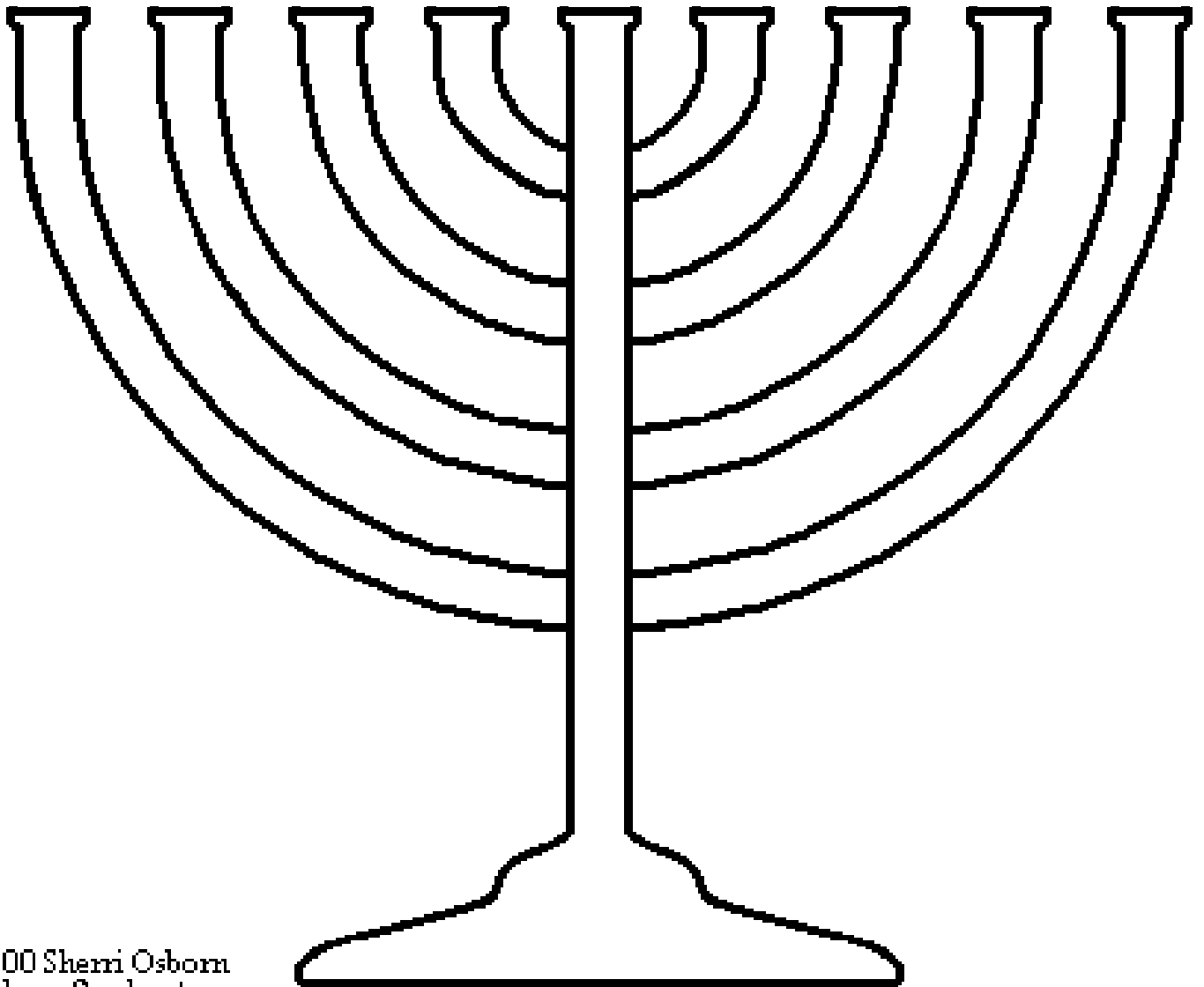
Passport Stamps

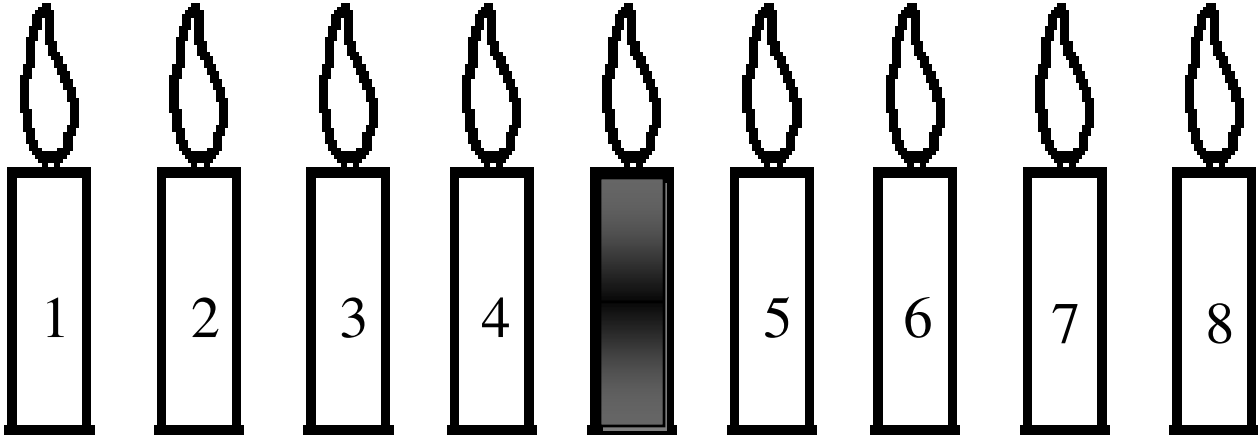


African Hat



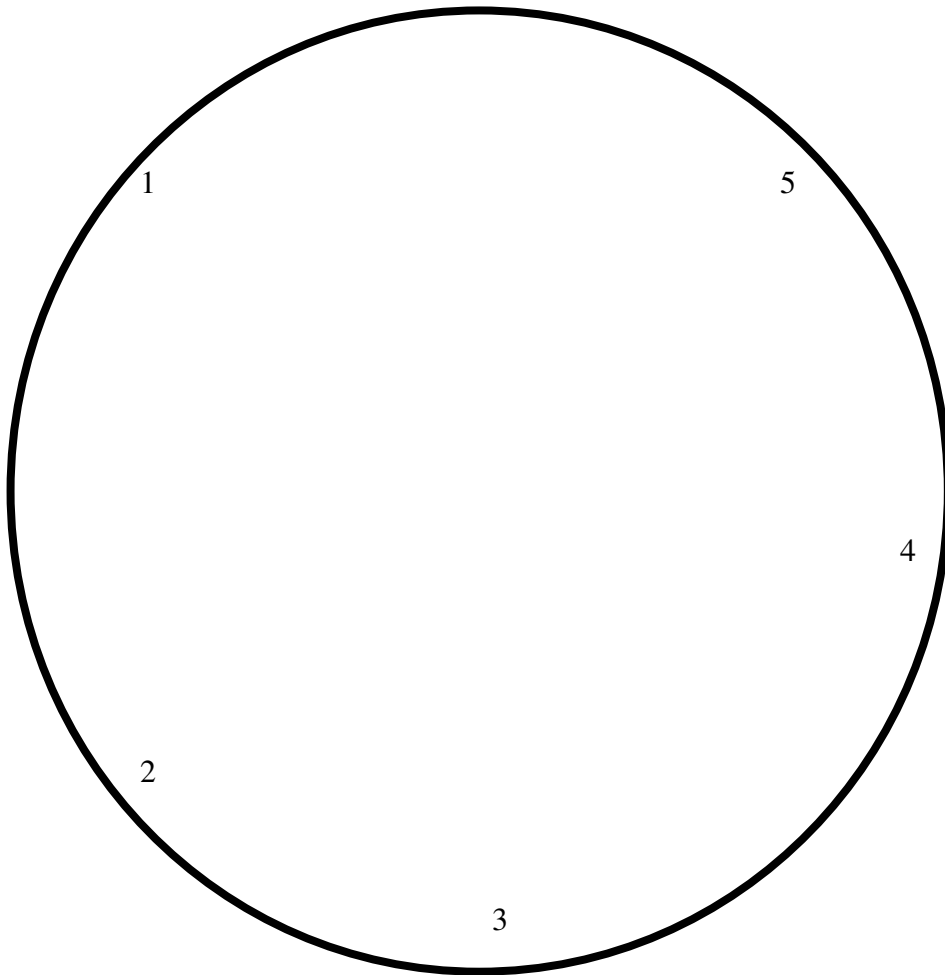
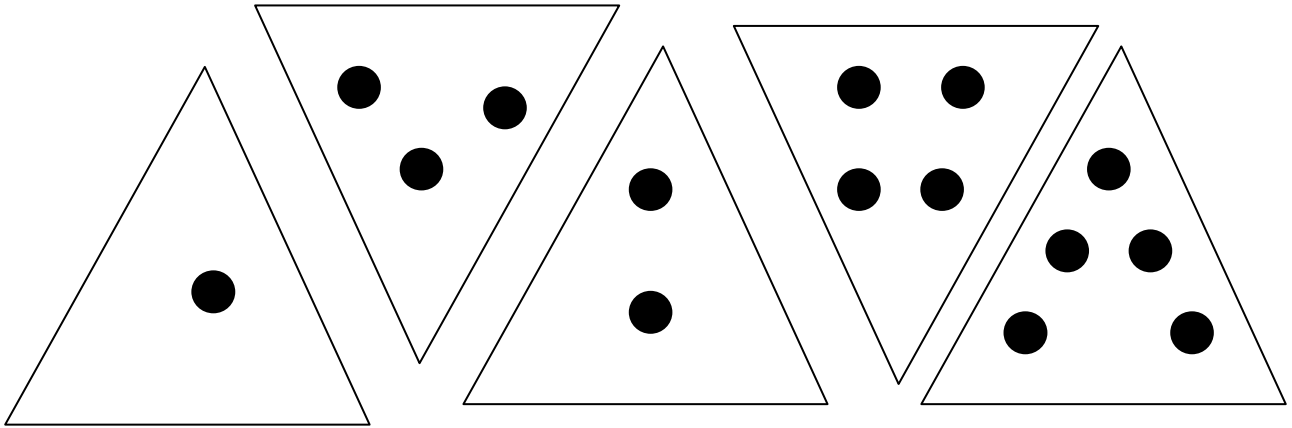
Menorah





“Pinata”

Cut the triangles and the circle. Match the numbers with the dots.



National standards

Fine Arts

NA-M.K-4.1 Singing, alone and with others, a varied repertoire of music

NA-M.K-4.9 Understanding music in relation to history and culture

Language Arts

NL-ENG.K-12.12 Applying language skills

NL-ENG.K-12.4 Communication skills

NL-ENG.K-12.9 Multicultural understanding

Social Studies

NSS-USH.K-4.4 The history of peoples of many cultures around the world

Math

Number, operation, and quantitative reasoning

Understand numbers, ways of representing numbers, relationships among numbers, and number systems:

- count with understanding and recognize "how many" in sets of objects;
- develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers

Algebra

Understand patterns, relations, and functions

- sort, classify, and order objects by size, number, and other properties;

Geometry

Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

- recognize, name, build, draw, compare, and sort two- and three-dimensional shapes
- investigate and predict the results of putting together and taking apart two- and three-dimensional shapes

Use visualization, spatial reasoning, and geometric modeling to solve problems

- recognize geometric shapes and structures in the environment and specify their location

Data Analysis and Probability

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

- pose questions and gather data about themselves and their surroundings
- sort and classify objects according to their attributes and organize data about the objects
- represent data using concrete objects, pictures, and graphs