



UNIT 2: FRIENDS / WEEK 1

Celebration

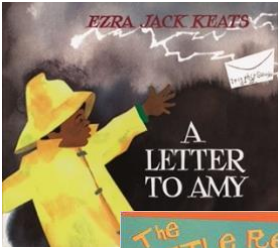
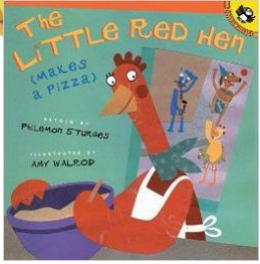
Standard Connection:
 ELA.SL.PK4.1; ELA.W.PK4.1a;
 M.MD.PK4.1; M.G.PK4.2;
 S.PS.PK4.3a; SS.FC.PK4.1;
 SS.FC.PK4.3; PD.FM.PK4.4;
 PD.FM.PK4.5; TH.CR1b.1.PK;
 TH.PR6a.1.PK

Enduring Understanding(s):

- Friends like to do things together and enjoy each other's company.

Essential Question(s):

- How do you relate and communicate your thoughts, feelings, and needs to others?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Little Red Hen (Makes a Pizza)</i> • <i>A Letter to Amy</i> • basic house props • blank paper • writing utensils • recycled materials • images of celebrations (see Resource) • child-made stationery 	<p>party: a social gathering of invited guests</p> <p>celebration: an occasion to mark a happy event</p> <p>invite: a friendly request to go somewhere or do something</p> <p>guest: a person who is invited</p> <p>host/hostess: a person who entertains other people</p> <p>refreshments: a light snack or drink</p>	 

Intro to Centers	
Preparation: Set up materials	
"In <i>A Letter to Amy</i> , Peter's friends celebrated his birthday by having a party . What do you notice?"	Show illustration. Children respond.
"A celebration is when friends get together for a special reason. Refreshments - food and drinks - are often served."	
"Here are images of celebrations . What do you notice?"	Show images. Children respond.
"How are these celebrations similar to or different from Peter's birthday celebration ?"	Children respond.
"Today in Dramatic Play, you can use these materials to create a celebration ."	
"Decide what kind of celebration you want to create, who will be the host/hostess - the person having the celebration , and who will be the guest(s) - the people invited to the celebration ."	Show child-made stationery.
"You can write an invitation like Peter did with the stationery you made, or you could call out the window like the hen did to invite your friends."	

During Centers:

Encourage children to try different roles (host/hostess, guests, etc.). Support children playing in a variety of ways (a quieter child might pretend to make a cake and serve it, rather than participate verbally). Encourage children to create signs or invitations. Discuss the variety of tasks/roles when having a celebration with friends.

Guiding Questions During Centers:

- How did you decide what kind of celebration to have?
- How did you invite your guests to the celebration?
- How many guests are at your celebration?
- How do you know if you have enough refreshments for your guests?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Encourage children to create musical instruments like their bottle shakers to create entertainment for their celebrations. Invite school community members (principal, specialists, other classrooms, etc.) to a celebration.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials, including stickers or stamps, so children with a range of abilities can participate.