



# Celebration

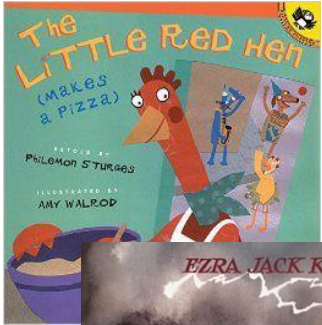
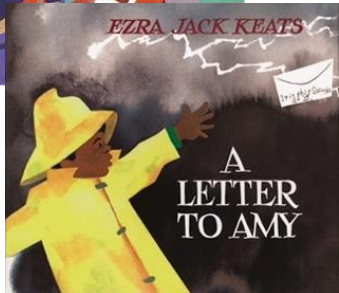
Standard Connection:  
 ELA.SL.PK.4.1; ELA.W.PK.4.1a;  
 M.MD.PK.4.1; M.G.PK.4.2;  
 S.PS.PK.4.3a; SS.FC.PK.4.1;  
 SS.FC.PK.4.3; PD.FM.PK.4.4;  
 PD.FM.PK.4.5; TH.CR1b.1.PK;  
 TH.PR6a.1.PK

## 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"> <li><i>The Little Red Hen (Makes a Pizza)</i></li> <li><i>A Letter to Amy</i></li> <li>basic home living props</li> <li>blank paper</li> <li>writing and drawing utensils</li> <li>recycled materials children can use to create props</li> <li>images of celebrations (see Resource)</li> <li>child-made invitations made in Creative Arts and Creative Writing centers</li> </ul>	<p><b>party:</b> a social gathering of invited guests</p> <p><b>celebration:</b> an occasion to mark a happy event</p> <p><b>invite:</b> a friendly request to go somewhere or do something</p> <p><b>guest:</b> a person who is invited</p> <p><b>host/hostess:</b> a person who entertains other people</p> <p><b>refreshments:</b> a light snack or drink</p>	 

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