

# Celebration Posters

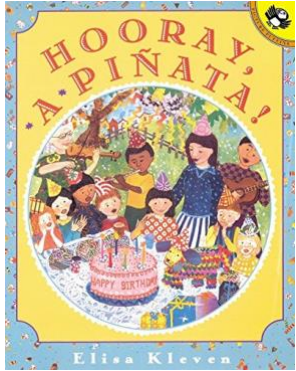
Standard Connection:  
**M.CC.PK4.2**  
**M.G.PK4.4**  
**ELA.RI.PK4.1**  
**ELA.L.PK4.2c**  
**SS.FC.PK4.6b**  
**PD.FM.PK4.5**  
**VA.RE9a.1.PK**  
**VA.CR2.3.PK**

**Enduring Understanding(s):**

- Friends usually share and help one another.

**Essential Question(s):**

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li>• <i>Hooray, a Piñata!</i></li> <li>• large paper</li> <li>• tempera paint</li> <li>• paint cups</li> <li>• variety of brushes</li> <li>• smocks</li> <li>• containers for water</li> <li>• palette for mixing colors</li> <li>• Q-tips, cotton balls, sponges</li> </ul>	<p><b>celebration:</b> a party for a special reason/a special party</p> <p><b>poster:</b> a large piece of paper with or without a picture</p> <p><b>information:</b> something you know</p> <p><b>guest:</b> a person who is invited somewhere</p> <p><b>invitation:</b> a request to go somewhere</p>	

Intro to Centers	
<b>Preparation:</b> <i>Set up materials.</i>	
<p>“In <i>Hooray, a Piñata!</i>, Clara, her family, and Samson prepared for her birthday <b>celebration</b>. What do you notice?”</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>“We are preparing for our class <b>celebration</b>. What do you notice?”</p>	<p><b>Show child-made invitations, labels, placemats, etc.</b> <b>Children respond.</b></p>
<p>“You created <b>invitations</b> with information about where and when our <b>celebration</b> will be.”</p>	<p><b>Show samples of children’s pair paintings.</b></p>
<p>“Today in Creative Arts, you can make <b>posters</b> that give our <b>guests information</b> when they arrive. What <b>information</b> would be helpful to our <b>guests</b>?”</p>	<p><b>Children respond.</b> <b>Guide children to consider information (what food will be served, descriptions of displays, where to sit, etc.)</b></p>

### **During Centers:**

Encourage children to paint posters at the easel and write/draw information in Creative Writing. Compare and contrast posters to invitations, advertisements, and plans. Encourage children to use a variety of techniques (collage, crayon resist, paint mixing, texture rubbing, etc.).

Encourage children to use positional language when they consider where to display their posters. Support children in incorporating numbers and shapes into their posters.

### **Guiding Questions during Centers:**

- What would you like our friends and families to know about our celebration?
- What was your inspiration for your design?
- How do your friends' posters inspire you?
- Where would you like to display your poster?
- How did you collaborate with others?

### **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the 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:**

Compare and contrast other posters and signs in the school to children's posters.

### **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 children answer Guiding Questions. During Centers, provide alternatives to painting at the easel, such as a tabletop easel or paper taped to the wall, for those who may need a different angle for painting. Include a variety of writing/painting materials. Provide visuals of numbers and shapes for children who need a reference.