



#3 Celebrations HWE0 (23-24)

Duration: 9 Weeks, 48 hours

Unit dates: 29th Nov 2023 - 5th Feb 2024

Subjects: Language, Library Media, Social Studies, Science, English, Visual Art, Music

Grades: 1

Planning



Transdisciplinary theme

How we express ourselves

Transdisciplinary theme focus

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values



Central idea

Celebrations and traditions can be expressions of shared beliefs and values.



Learner profile attributes

Communicators, Open-minded



Key concepts

Perspective, Connection, Form

Concepts question

Perspective

Students will be learning about different types of celebrations and that the same type of celebration can be done in different ways.

Form

Students will be talking about the characteristics of celebrations in order to be able to compare and contrast them.



Related concepts

Concepts

- **Perspective:** beliefs and values
- **Connection:** patterns
- **Form:** culture



Lines of inquiry

- Features of traditions and celebrations (culture, form)
- Why people celebrate and why those celebrations differ (beliefs/value, perspective)
- How patterns in space and on earth impact dates and time (patterns, function)



Approaches to learning

Communication Skills

Communication Skills

Communication Skills (General)

Teaching the ATL skills

Communication skills as students will exchange thoughts, beliefs and ideas.

Social Awareness SEL Journeys



Learning goals and success criteria

Features of traditions and celebrations

- Identify at least three common features of celebrations and traditions (If you were planning a celebration or tradition, what should you include?)

Why people celebrate (why are celebrations different in different places, remember something or is special)

- Describes at least two different reasons that people celebrate
- create a unique celebration
- provides a reason for the celebration

Symbolic representations of celebrations and traditions

- connect the self-designed symbol for the holiday or tradition with the reason for it

GEO 1.3 Use maps, globes, and other simple geographic models to

- identify cultural and environmental characteristics of places.
- identifies cultural characteristic of places by using a map, globe, etc.
- identities environmental characteristic of places by using map, globe, etc.

INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.

- distinguishes between facts and opinions in a source



Subject standards

Visual Art

Creating

Investigate

- VA:Cr2.2.1a - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. *(VA:Cr2.2.1a)*
- VA:Cr2.1.1a - Explore uses of materials and tools to create works of art or design. *(VA:Cr2.1.1a)*

Connecting

Relate

- VA:Cn11.1.1a - Understand that people from different places and times have made art for a variety of reasons. *(VA:Cn11.1.1a)*

Music

Performing

Present

- MU:Pr6.1.1b - Perform appropriately for the audience and purpose. *(MU:Pr6.1.1b)*
- MU:Pr6.1.1a - With limited guidance, perform music for a specific purpose with expression. *(MU:Pr6.1.1a)*

Social Studies

Geography

Geographic Representations and Spatial Views of the World

- GEO 1.2 - Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. *(GEO 1.2)*

Inquiry

Evaluating Sources and Using Evidence

- INQ K-2.7 - Evaluate a source by distinguishing between facts and opinion. *(INQ K-2.7)*
- INQ K-2.6 - Gather relevant information from one or two sources while using the origin and structure to guide the selection. *(INQ K-2.6)*

English

Reading: Literature

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories. *(CCSS.ELA-LITERACY.RL.1.9)*

Craft and Structure

- CCSS.ELA-LITERACY.RL.1.6 - Identify who is telling the story at various points in a text. *(CCSS.ELA-LITERACY.RL.1.6)*

Writing

Text Types and Purposes

- CCSS.ELA-LITERACY.W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (CCSS.ELA-LITERACY.W.1.1)

Science

Earth's Place in the Universe

Analyzing and Interpreting Data

- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

Planning and Carrying Out Investigations

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.



Prior learning

We will be listening to students during the provocation to see what knowledge they have about celebrations, misconceptions, and vocabulary used to describe their knowledge.

We will be sure to inquire into holidays and celebrations that are represented by our diverse cultures and texts that depict these inquiries.



Connections: Transdisciplinary and past

Library: Students will explore that celebrations and traditions are expressions of shared beliefs and values through literature- Birthdays Around the World, Japanese Celebrations, Cherry Blossoms, Lanterns and Stars and Tooth Traditions Around the World.



Teacher questions

What are people celebrating?

Why are celebrations different in different places?

What happens during this celebration/What features does this celebration have?

What symbol(s) is used for this celebration?

Why is this symbol used for this celebration?

Implementing



Learning experience library



IRA UOI Text Set

Amy Rios

Birthday: Birthday Customs Around the World, Birthdays in Many Cultures, Celebrations in My World- Happy Birthday,

Cinco de Mayo: Cinco de Mayo, Marco's Cinco de Mayo,

Diwali: Diwali Gift, It's Diwali!,

Native American general: We Are Grateful,

New Year's: Shante Keyes and the New Year's Peas

Ramadan: Night of the Moon, Laila's Lunchbox,

Teeth: Throw Your Tooth on the Roof,

Winter Celebrations: Light the Lights! Lights of Winter, Legend of the Poinsettia, Celebrate Christmas and Three Kings Day with Pablo, Too Many Tamales, My First Kwanzaa, Latkes and Applesauce: A Hanukkah Story

Other: Best Eid Ever, Obon, This is the Way We Eat Our Food, Juneteenth for Mazie , Festival of Colors,



IRA (2-5) - Poetic Language

Amy Rios

What choices does the writer make when writing?

Puddles (2)

Mud (2)

All the Colors of the Earth (1)

Subway Ride (1)

Caribbean Dream (0)



IRA (5) - Celebrating Diversity

Amy Rios

What can you learn from noticing and celebrating differences?

Two Eggs, Please (3)

Whoever You Are (2)

To Be a Kid (2)

My Name is Yoon (2)

The Name Jar (2)



IRA (4-5) - Journeys Near and Far

Amy Rios

What can you learn by traveling to new places?

Bailey Goes Camping (3)

Down the Road (1)

Isla (2)

Dear Juno (3)

When This World Was New (3)



IRA (0-4) - Vera B. Williams: Celebrating Family and Community

Amy Rios

How does an author or illustrator make decisions to interest readers?

A Chair for My Mother (1)

Something Special For Me (1)

Music, Music For Everyone (1)

Cherries and Cherry Pits (0)



Advent in France

Amy Rios

Description of Advent in France with real life pictures



Holidays around the World- Scholastic

Amy Rios



Winter Solstice

Amy Rios



Piñata song

Amy Rios

<https://www.mamalisa.com/?t=es&p=6259>



Narrative Writing - Birthdays

Amy Rios

~Prompt: "Sketch and write about a time you celebrated a birthday. Include as many details about the celebration as you can remember".

~use narrative about birthday to see if students can add details about the form of a celebration including decorations, food, music, light, family and friends, etc.



Playing Celebrations

Amy Rios

Provide students with overview of planning process

Ask students what skills they will need to use so that everyone can learn and have fun together

Students select a play center such as legos, drama, wooden blocks, magnatiles, drawing, etc.

Students come to a consensus about a celebration they want to play

Students plan what they are going to be playing. What are we going to do when we play this? What happens?

Students share their plan with the teacher

Students get materials or go to location

Students play the celebration

Reflection: at circle students reflect on what went well with their play, what they could do better the next time

Differentiation:

teacher will model language and support groups to create a consensus

Opportunities for agency

students have choice about the play center

students decide the celebration

shape of the play determined by the students

Evidence of learning:

there is a reason for the celebration

features of the celebration are evident in the play

play makes sense in the context of the celebration



Homework Celebrations Connection

Amy Rios



Tooth Celebrations

Amy Rios

- Discuss/students write about their family tooth tradition
- Discuss commonalities that they see (thinking skills/thinker)
- Add to/create attribute chart to record country and continent, why celebrated, features (form), symbols

- Select a section from Throw Your Tooth on the Roof

Locate the continent and country that the tradition is from. Does the map give us any other information about this country? Could also use Google Earth to visit the country.

Analyze the features of the celebration

Record any symbols

Select engagements below for different days

- Ask students to compare or contrast the tooth celebration to a different one (possible sentence stem The tooth celebration in ____ is similar/different to the celebration in ____ because ____)
- Record information in their inquiry journal (optional)
- Ask students to identify facts from the book and to create opinions about the different tooth celebrations

IRA connected text

Throw Your Tooth on the Roof (informative)

Agency

Students will have opportunities to share their tooth traditions



Diwali Celebration

Amy Rios

IRA connected texts

Diwali Gift, It's Diwali!



Lib- Students will read books where they explore celebrations and traditions and how they are expressions of shared beliefs and values. Students will compare their family traditions and compare them to how others celebrate in order to develop an appreciation for how other people celebrate here at RMMS and across the world.

Amy Rios



Music: Light play

Amy Rios

Over the course of 6 classes, students will learn, "This Little Light of Mine", "I Have a Light", and "Happy Birthday (in several languages)". I will differentiate for all learning abilities using the exemplar tenants of the Common Core of Teaching. Students will self-assess once they know the songs well enough to sing through them. Learning will be evidenced by all at the performance of the play.



Open - Photo Splash of Celebrations Around the World

Amy Rios

Alternative 1

- Set out photos of a variety of celebrations around the world (make sure to include a range of celebrations from around the world)
- Students have time to observe the different photos in the photo splash
- Students partner talk about what they observed
- Whole class discussion about the photos

Alternative 2

place artifacts from different celebrations around the room and have students have an open discussion as they do a gallery walk. They make connections, ask wonder questions, make predictions.

Artifacts ideas:

- Small American Flag (4th of July)

- plastic egg (Easter)
- menorah (Hanukkah)
- book about pilgrims (Thanksgiving)
- wreath (Christmas)
- tea light candle (Diwali)
- sugar skull (Day of the Dead)
- birthday candle (Birthday)

Ask students to share holidays that they celebrate.



Family Celebration Homework

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Send home letter asking family to discuss and illustrate a family celebration or tradition with their child. Students share information about their illustrations and text to build background knowledge of peers.



Lib: In connection with the celebration unit first graders worked on sequencing using the story *If You Take a Mouse to the Movies*.

Amy Rios



Reader's Theater-Celebrations of Light

Amy Rios

- Identify continents and countries on maps with an informational label that contains the name and facts
- Ask students to think about what communication skills they will need so that their audience understands the message-create anchor chart of ideas (using a loud voice, standing up straight, eye contact, smile)
- Teach students how to read a script
- Practice reading aloud using communication skills identified in the chart
- Students create a symbol for their hat to represent the celebration they are sharing or narrators choose one celebration to represent.
- Use books and PebbleGo to conduct research on their tradition or holiday.

Differentiation

Differentiating parts in Reader's Theater to support reading levels

IRA aligned texts:

Light the Lights! Lights of Winter, Legend of the Poinsettia, Too Many Tamales

? Night of the Moon, Obon



Assessment-Create a Celebration

Amy Rios | Checklist

Task: Students create a celebration that reflects key features discussed throughout the unit.

Students may represent their celebration in a variety of ways using student choice (poster, story, video, etc.)

Assessment will be done utilizing a checklist.

- Generates an idea for a celebration
- Describes the celebration or holiday with at least 3 facts
- A belief or value can be inferred or stated explicitly



Learning experiences

Provocation



Resources

-  [My-Holiday-Traditions](#)
-  [Winter Solstice: FREE Classroom Resources!](#)
-  [Celebrate Winter! Solstice Activities | Education World](#)
-  [How do we celebrate Advent in France? - French Moments](#)
-  [LightUptheWorldWithCelebrationsATrulyMultiCulturalHolidayPlay.](#)
-  [Light Up the World with Celebrations Play \(1\)](#)
-  [Holidays: A Sampler From Around the World | Scholastic](#)
-  [Presentation1](#)
-  [celebration photo splash](#)
-  [celebrations homework](#)
-  [celebration photo splash](#)
-  [Diwali - Festival of Lights | National Geographic](#)
-  [Celebrations HW sp.ing](#)
-  [Birthdays Aroiund the World 2](#)
-  [Tooth Traditions](#)
-  [Birthdays Around the World](#)
-  [Japanese Celebrations](#)
-  [Birthday Traditions Around the World 3](#)
-  [Light Up the World with Celebrations Play.](#)
-  [Mouse Movies](#)

Reflecting



Teacher reflections

Ongoing reflection

Debra Ann Guinan-Morizio • 10:39 am, 25th Jan 2024

The play, learning about celebrations and differences. Saw connections between selves and others.

Interviewed families what celebrations they celebrate. (Next time use My Holiday Celebrations sheet) Practice with the play. IRAs helped with open minded. Shared family

traditions of what they do, not necessarily of holidays. Student shared of family loss of house fire. Kevin helped with the songs. Liz did activities in Library/Media.



Notes

Ongoing reflection

Debra Ann Guinan-Morizio • 10:41 am, 25th Jan 2024

Interview families using My Holiday Traditions sheet. Do Reader's Theater play before holiday break!