

Rationale Statement: (What is your hook, why have you chosen this set of objectives/unit/project? Which children’s interests have you noted that you are using to create your theme/project? Which instructional needs have you identified?): *Several children in the group recently celebrated birthdays and held family parties in the park. They have been demonstrating excitement over the activity of having a party (invitations, gifts, games, etc). Instructional needs to address include vocabulary development around emotion words and pre-writing skill development.*

Objectives:

- children will identify the feelings of excitement, surprise, and happiness; children will describe same feelings
- children will describe/discuss family celebrations or cultural traditions
- children will organize letter like symbols clustered together to represent words.

State Standards:

- SE: S1; C2 Recognition & Expression of Feelings
- SS: S4; C2 Family Identity (Human Systems)
- LL: S3; C1 Written Expression

Environmental Plan: Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project.

<p>Literacy</p> <p>Materials: Pre-printed party invitations; envelopes; blank note cards; thank you note cards; calligraphy pens; markers and gloss pens; calendars</p>	<p>Science</p> <p>Materials: Wrap boxes with wrapping paper with various “gifts” inside them. Place measuring materials in area. (rulers / scale / measuring tape) and notepad and paper. Have children predict what type of present is in the box. Have predictions listed on one chart. Activity: When introducing activity during small group time, have children predict what type of present is in the box. Have predictions listed on one chart. Have children explain their prediction and then later in week during group, review predictions and open presents to see who was right.</p> <p>* Note that this does not address above noted standards, but still addresses ELS – Math and Science</p>	<p>Manipulatives/Math</p> <p>Materials: colored candles; Styrofoam rounds; pattern cards;</p> <p>Activity: Make patterns with colored candles and Styrofoam “cakes” –</p> <p>* Note that this does not address above noted standards, but still addresses ELS - Math</p>	<p>Music/Movement</p> <p>Create a dance floor area and provide upbeat celebration/birthday music from around the world (have parents provide music from home if available).</p>
<p>Dramatic Play</p> <p>Materials: party hats; various sized boxes wrapped and unwrapped; wrapping papers; bows; invitations; guest list pads; to/from tags; & pens; cake cookbooks; cake stands and cake decorating tools</p>	<p>Computer/Technology</p> <p>Materials: Publisher/card making software for children to design invitations and thank you cards</p>	<p>Outdoor Environment</p> <p>Materials: Pinata Games</p>	<p>Sand/Water</p> <p>colored water and bubbles</p>
<p>Blocks</p> <p>Materials: party decorations that can be strung or hung by the children</p>	<p>Art</p> <p>Materials: Cake decorating utensils; plastic knives; various types of candles; plaster of paris rounds to decorate w/ colored shaving cream</p>	<p>Special Needs Adaptations</p> <p>Wrap writing utensils with sponges for children with weaker grasps</p>	<p>ELL Adaptations</p>

Teaching Responsibilities and Interactions: Activities that you as the teacher will plan and how you will facilitate receipt of the information for the student – group times, learning center activities, scaffolded learning opportunities. How will you interact with children during activities? What vocabulary will you use and in what context?

- **Essential Information** (What is essential for the student to know related to your objectives? How will you embed the information into the environment and other learning opportunities?)

Vocabulary

excited/excitement; celebrate/celebration; present; invitation; guest; uncle; aunt; cousin – will use during dramatic play activities and during interactions while children create invitations in the literacy center.

Numeracy Skill Sets

patterning and number sense

- **Modeling:** (How will you demonstrate the skill/competence? What other students have the skill that can assist?)
Will create a guest list and model filling in pre-printed invitations.
- **Small Groups:** (How will you engage children in small group activities to occur during choice time? What vocabulary will you use during groups and how will you encourage conversation between children and adults?)
 - 1. Create story charts using feeling words – surprise/excited/happy. Ask the children “How would you feel if... a frog jumped out of a present you were unwrapping?” Record responses on charts.*
 - 2. Have children dictate stories about a time when they were surprised. “Tell me about a time when you were really surprised”*
- **Family Involvement:** (How will you actively engage families in the learning process?)
Prior to week, will send survey home to parents and encourage them to complete with their child during meal time. Have questions related to reasons the family celebrates. What was the last event the family celebrated and how did they celebrate. Ask families to provide photos if available to decorate room and encourage conversations.

Ongoing Progress Monitoring:

- **Eliciting Responses** (What questions will you ask students during play and group activities? What activities will you set up to obtain a behavioral response?)

*Who would you invite to your party? When would you schedule your party if you were planning one? Set up activities to create guest lists and write invitations. Will need calendars to assign and choose dates. *Note, appropriate use of a calendar in preschool – making its function known and purposeful rather than simply counting numbers in unison.*

- **Check for Understanding:** (Strategies to determine if students understand the information presented, observations/behaviors for which you will be watching, strategies/questions for eliciting responses)

Review children's work samples of written invitations and guest lists. Observe for patterning during manipulative and art play activities. Observe dramatic play and interact with children asking questions related to their party plans (guests, activities – and their relation to their own parties/activities). Document observations with anecdotal notes. Use profiles during group times to document when children identify or use emotion words happy, excited, surprised. Planned group times will include charade play and "what would happen if..." scenario questions.

- **Closure:** (reviewing and clarifying the key points, summary activity, how and when will you wrap your days' activities?)

Will wrap up by letting children discuss why they celebrate and have parties. Children will have opportunities to share their guest lists and describe family members they plan to invite to their party.

- **Assessment:** (criteria by which the student's progress will be evaluated, how will you know the student met the objectives?)

Work samples showing letters clustered as if written invitations or words in list format – Written Expression

Observations with dialogue indicating the use of vocabulary – Recognition/Expression of Feelings

Observations of children's interactions with each other and during group times related to personal celebrations. Observations describing children's use of relating personal celebrations to week's activities will provide evidence of progress within Human Systems.

To Do List: What materials do you need to gather? What resources do you need to locate? What do you need to prepare in advance?

Lesson Reflection: (How well did the plan work, was enough planned? Too much? Did children maintain interest or go in other directions? What will do the same if you repeat this? What will you differently the next time?)