

Las Posadas - Kindergarten Level

Group Members:

Holly Abbott

Veronica Guzman

Nohemi Quintana-Rascon

This unit will take place over a two- to three week period of time. We have submitted six lesson plans. We plan to continue to work on this unit for our next semester unit also. We have not put our lesson plans in any order at this time because we still have several to write next semester. After next semester, we will put the unit into a recommended order, but how and when an individual teacher teaches this unit is entirely up to them. We also plan to include with this unit a thematic web of ideas for other lessons. The unit utilizes the whole language approach to learning and is geared towards ESL education because of the passing of proposition 203. The standards for every lesson are written into each lesson plan and are titled standards so they are easy to find and read.

Language Arts "The Flower of Christmas Eve"

Standards:

- R-R1. PO1- Retell storyline in sequence.
- Standard 3: Listening, Speaking and following simple directions

Christmas/Las Navidades

Standards:

- RR1P02 Retell story line in sequence.
- RR3P01 Identify facts from nonfiction material.

Science: Growing an Avocado Plant and Making Guacamole

Standards:

- Language Arts Standard 2 W-R1 PO1 Create a narrative by drawing, telling, and/or emergent writing
- Science 4SC-R1 PO3. Describe differences between living and non-living things.
- Science 4SC-R2 PO1. Describe the basic needs of living organisms for survival.

Mathematics: Numeral Recognition, Matching, and Writing

Standards:

- Mathematics 1
 - 1MR2 Demonstrate one to one correspondence between elements and collections.
 - 1MR4 Recognize relationships between concrete representation, number names, and symbolic representation of numbers

Social Studies - Las Posadas

Standards:

- R-F8. Recognize the historical and cultural perspectives of literary selections.
- PO1. Identify similarities and differences relating to theme, plot setting, character and point of view in literature from different cultures.
- PO2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures.
- PO3. Recognize that some words in literary selections come from variety of cultures.

Lesson #1 of 5

"The Flower of Christmas Eve" Language Arts by Holly Abbott

Introduction

For this lesson the students will learn the meaning behind the importance of the poinsettia to the Mexican culture. The student will also be exposed to the Mexican culture and some of their Christmas traditions. Another objective for this lesson is to reinforce and develop their abilities to retell a story in sequential order.

Outcomes

- The student will be able to retell the story of "*The Flower of Christmas Eve.*"
- The student will be able to explain the importance of the poinsettia to the Mexican culture.
- The student will be able to retell the story in sequential order.
- The student will be able to follow three step directions in order to assemble a paper poinsettia.

Standards

R-R1. PO1- Retell storyline in sequence.

Standard 3: Listening and speaking, follow simple directions

Resources And Materials

The Story of "*The Flower of Christmas Eve.*"

A copy of the poinsettia pattern for each child.

A pair of scissors for each child.

Crayons for each child.

3 brads for every child (to fasten the flower together)

Process

Preparations: The teacher will need to be prepared to read the story to the students. Teachers will also need to have copies of the poinsettia made for each student. The teacher may choose to have

the poinsettia copied onto red paper or copied on white paper. Children will color the flower red when they are finished putting them together.

Teacher will ask the students to sit in circle time and prepare for story time. Show the students a picture of the flower and ask them if they know what the flower is called? Ask them if any of the children have ever seen this flower in their home or in the community? Further questioning may be as follows: "What time of year do we see this flower in our homes and in the stores? Why do you think this flower is significant to the Christmas season?" Read the story to the children. After reading the story to the children, discuss the meaning of the flower to Christmas. Ask children questions about the story. Ask them the following: "How did the story begin? What happened next? How did the story end? What is the name of the flower of Christmas? What colors can the poinsettia be?" Ask the students to retell the story as a group. Allow children to help each other when a part has been forgotten (self-correction). Encourage all the children to participate and tell what part of the story they liked best and why. Show the children a sample of the art project. "The Flower of Christmas." Explain to the students that they each will make a poinsettia to take home with them, so that they can share the story of "The Flower of Christmas", with their family. Have the children sit at their desk/table. Ask students to get out the supplies they will need to do the project (scissors and crayons). Model each step of the art project for them before they attempt each step on their own. Model cutting on the black line and folding the flower into triangles. Explain to the children how to use the brads. Offer assistance if needed.

Assessment

There will be an informal assessment on this lesson. At the end of the story when questioning the students, the teacher will assess via a chart whether the student is answering the questions correctly. While doing the art activity there will also be informal assessments. Are the children following the model? Do the student's poinsettias look like the model?

Extensions / Modifications

For the ESL learner or the students with special needs, the teacher will provide visual aides-- pictures of the flower and pictures of scissors and crayons. This will enable students to understand what tools they should use and when they should use them. Translate the story if needed or put the story on audio-tape so that students may review the story for better comprehension.

Lesson #2 of 5

Christmas/Las Navidades

Language Arts
by Veronica Guzman

Introduction

"*Las Posadas*" activity will build comprehension on the celebration that takes place in Mexico from December 16-24. Students will become familiar with traditions and customs that take place

during this celebration. During the duration of this lesson, students will listen to the history of the *posadas*, learn new vocabulary that will facilitate the learning of the "*Las Posadas*" song, and the students will prepare their own *posada*.

Outcomes

Upon completion of this lesson...

1. Students are to retell the history of *Las Posadas*
2. Students will sing "*Las Posadas*" song
3. Students will name things that are significant of this celebration (orally)
4. On a teacher made worksheet students will be able to identify the items that are used during *Las Posadas*

Standards

- RR1P02 Retell story line in sequence.
- RR3P01 Identify facts from nonfiction material.

Resources And Materials

- "History of "*Las Posadas*"
- Hands on Heritage Mexico Activity Book (Edupress, Inc. 1996)
- "*Las Navidades*" Reading Book
- *Las Posadas* song (copies for parents to practice with their child)
- Traditional costumes
 - Full colorful skirts (from parents/community)
 - Make *rebozos* (paper bags, tempera paint, paint brushes, yarn or sting)
 - Make *sombreros* (paper bowl, tag board, scissors, glue, pencil, paint, paint brushes, yarn or string)
- Hot chocolate (milk, sugar, unsweetened chocolate) and a crock pot and serving spoon)
- *Polvorones* (bought from store), a hard cookie, like a sugar cookie
- *Piñata* (bought) stick for piñata
- To fill the *piñata* candy, oranges, sugarcane, and peanuts.
- Cups and napkins
- Make candles (toilet paper rolls, yellow, and orange construction paper, glue and scissors)
- If available have el nacimiento (nativity scene) as an adornment

PROCESS

1. **Monday.** Explain the purpose of this lesson (how Mexico celebrates Christmas)
2. **Monday.** Students will listen to the story using their best listening ears and looking eyes. While reading, I will use non-verbal communication. I will use gestures, bodily motion, and facial expressions so the students can understand the story. I will also be extra careful when I am reading and giving examples. The volume and intonation of my voice will be clear. I will repeat, recycle, rephrase, and frame whenever possible. I will also use visual aids to get the meaning across. Above all, I will use interactive communication. I will call

and respond to students. I will help students via questioning use their oral language, prior knowledge and provide meaningful feedback.

3. **Monday/Friday.** Arrange with the other kindergarten teacher to do this unit at the same time. Arrange to have one of the classrooms as the place where the posada will take place. Plan for refreshments and bring a piñata to beat in the last class. Have a volunteer parent arrange the room for the peregrinos.
4. **Monday.** Make copies of the “*Las Posadas*” song for each student. Practice the song together every day.
5. **Monday and Tuesday.** Have picture cards of items that are significant to “*Las Posadas*” celebrations. Without showing the picture cards have students tell some of the things that we would find in a posada celebration. As they are naming items, show the card and put it on the board using tape or magnets if the board is magnetic. Example of pictures: *piñata*, food, candy, peanuts, sugarcane, candles, *sombreros*, *rebozos*, colorful clothing from Mexico, people singing, knocking on peoples doors, Mary and Joseph, Christ (*niño Dios*), Nativity scene, Bethlehem, Burro, Santos Reyes, (Three Kings), Shepherds, *peregrinos*, stable, oranges, fruits, *molinillo*, and chocolate. With these pictures the worksheet can be made so the students can identify and circle items that are used during *Las Posadas*.
6. **Wednesday.** Make the traditional costumes that will be use during the celebration on Friday. Make *rebozos* for the girls, and *sombreros* for the boys. This will also be a good time to talk about other items of clothing that are used like, *huaraches*, ponchos, white shirt, pants, boots, and flowers for girls hair.

Rebozos

1. Cut a paper bag into a long rectangle to make it look like a long scarf.
2. Cut both ends to make it look like yarn or strings, or glue long pieces of yarn or string to the end. Let the students decorate their *rebozos* with colorful paint.

Sombreros

3. Cut a 14 inch square from tag-board, cut the center into a circle, glue a paper bowl in the center, shape the square into a circle, insert a string on both sides of the sombrero to tie around the neck. Allow students to decorate their *sombreros* with paint.
7. **Thursday.** Make the candles that will be used when we walk and ask for *posada*. As we are making the candles retell the story of “*Las Posadas*.” Ask questions like, why do you think that candles had to be used? What other foods do you think they had?.

Candles

1. Cover the toilet paper roll with yellow construction paper, make flames from the yellow and orange paper and glue to the top of each candle.
8. **Friday.** Make hot chocolate for our *posada*, use a *molinillo* to whip the chocolate. Have all the items ready like the piñata, *polvorones*, plates, napkins, cups, and the decorations for the volunteer parent to set up.

Hot Chocolate

1. Pour a gallon of milk, chocolate bar, and sugar to taste into a crock pot, let all the ingredients boil and whip with a *molinillo*. (Unplug the crock pot ahead of time, making sure that the chocolate is not too hot to serve to the students)

9. **Friday.** On Friday have the students retell the story before we begin the journey to other classrooms. Make sure the students are ready to sing the song we had been practicing. Dress with the traditional costumes made and begin walking to the first classroom.
 1. When the class arrives at the first "inn" have them knock on the door, then call out the first verse. The "innkeeper" and her class respond with the second verse. Repeat.
 2. At the last classroom, enjoy refreshments and the piñata.
 3. As the closing activity, ask students about other activities they do at home to celebrate.

Assessment

Most of my assessments will be on going. I will assess my students verbally, for the portion or retelling the story. If the retelling portion was mastered, I will put a check mark next to their name in my grade book. For the lesson on the identification of facts from non-fiction material, I will use a constructed worksheet in which students will have to circle ten items that are part of *Las Posadas*. Mastery is eight out of ten answers correct.

Extensions / Modifications

- I will expand this unit by inviting parents from Mexico to come and share their knowledge about this celebration.
- For students with special needs one-on-one assistance can be arrange when working on projects. Depending on the needs of each child, the teacher will have everything pre-cut for the student.
- For the visual learner, the teacher will find a movie about traditions of Mexico. Arrange games that relate to the theme in the computer. Have the story recorded so it can be available for any student during free play or center time.
- For higher thinking skills have four pictures, three from the story and one from any other story. Have the students arrange these pictures in sequential order by what happened first, second, and last. Students will cut and paste these pictures on a piece of construction paper.

Lesson #4 of 5

Numeral Recognition, Matching, and Writing

Mathematics
by Veronica Guzman

Introduction

The following math activity is designed to reinforce the numbers they already know and to teach or re-teach numeral recognition, matching, and the writing of numerals from 1 to 20.

With this activity, the teacher will be able to assess number mastery in a fun and enjoyable way.

Outcomes

Upon completion of this lesson...

1. Count aloud sequentially from 1 to 20.
2. Identify numerals (1-20) in isolation.
3. Write numerals from 1-20
4. Match numerals to objects from 1-20

Standards

- Mathematics 1
 - 1MR2 Demonstrate one to one correspondence between elements and collections.
 - 1MR4 Recognize relationships between concrete representation, number names, and symbolic representation of numbers

Resources And Materials

- “*Anno's Counting Book*” (Mitsumasa, 1997)
- Other counting books
- Crayons or markers
- Pencils
- Laminator or clear contact paper
- Stapler
- A collection of Christmas stickers
- A collection of Christmas stamps
- A collection of small Christmas punch-outs
- Glue
- Manilla folders, 6 for each child or tag board

Process

1. Read “*Anno's Counting Book*” aloud.
2. Explore the pages of the book asking the children to tell you what they have seen. Allow them to find the printed numeral, the correct number of colored blocks, the one-to-one relationships to the picture and the numeral, and the introduction of correspondence of months and seasons to numerals.
3. Allow time for each student to explore the book with others or alone.
4. Reread “*Anno's Counting Book*” and allow the students additional discoveries.
5. Give each student a piece of one paper folder imprinted with _____'s Counting Book.
6. Have the child write his/her name in the blank and draw a picture to illustrate their cover page. Laminate the cover, add five more folders, cut on the fold and staple.
7. Have each child write numbers 1-20 on each page. As you are writing the numbers, repeat them aloud. Example: one, two, what is next? Write what comes next until you get to 20 (number charts can be displayed on the board).

8. Have each child complete the book by adding the corresponding number of stickers, stamps, or punch-outs for each number.
9. Have the child read aloud his/her book to:
 - *Other students or classrooms
 - *The classroom teacher for assessment and/or paraprofessional

Tips:

- Allow several activity periods to complete this project. Give extra supervision and encouragement to complete this book. Help those who work slowly or who are not task oriented. Also permit students to draw in place of stickers or stamps.
- Read other counting books prior to activity times.

Assessment

Using the finish product will be an instrument that can be evaluated.

1. Students will be coming to me one-by-one and counting aloud sequentially from 1-20.
 2. Using number cards students will identify numerals (1-20) in isolation.
 3. By looking at their books, I will see if they wrote numbers 1-20 and if they matched the correct numbers of objects for each number.
- *The Counting book can be used during conferences and for their report cards.

Extensions / Modifications

- Have students read their books to a younger or older student.
- Have each student read his/her book to a parent.
- Make a big book to have in the classroom library.

For students with special needs or students who need additional help

- One-on-one assistance can be arranged.
- Count aloud until the number matches the sticker, stamp, etc.
- Have a model already done for them to follow.
- Do each page together as a class.
- Sing a counting song or nursery rhyme.
- Have a math game in the computer or show a counting movie (e.g., counting Elmo).

Lesson #5 of 5

**Las Posadas
Social Studies
by Nohemi Quintana-Rascon**

"In Mexico, the most cherished custom of Christmas is the *Posadas*. *Posadas*, meaning lodging, is the name given to the nine days of celebration before *La Navidad*, Christmas Day. This celebration commemorates the journey of Mary and Joseph to Bethlehem and their search for lodging each night. In the country, children gather at private homes. Each child is provided with a candle, which is lit as the children form a line, and slowly begins to parade down the streets. At

the head of this procession two children carry small figures of the Holy Family. As they approach each house they are turned away until they come to a home with the replica of the stable in Bethlehem. There they arrange the figures, placing the Christ Child in the manger, just at midnight. After prayers, just before the crèche, there is merrymaking and the breaking of the piñata. Children scramble for the gifts and candy that spill from inside. Fireworks are then set off in celebration." By Karen Sevaly

Introduction

This lesson will provide students cultural information with regard to Hispanic holiday celebrations and traditions. The students will also be exposed to *Las Posadas* verses and song.

Historical

People have been celebrating *Las Posadas* since its introduction in Mexico by Fray Diego de Soria in 1587. On the nine nights before Christmas, friends and neighbors gather to recreate the journey of Mary and Joseph to Bethlehem and their search for lodging on the night of Christ's birth. These ceremonies are called *posadas*, which means inn or lodging. With lighted candles the procession goes from house to house and shelter is denied. Finally, the procession comes to a home where they are welcomed with refreshments and a piñata game for the children.

Outcomes

Students will become familiar with the traditions and celebrations during *Las Posadas*.

Students will learn and sing the verses of the song (*Pedida de La Posada*).

Students will perform a dramatic interpretation of *Las Posadas*.

Students will make a *posada* invitation.

Students will have a classroom *posada*.

Standards

R-F8. Recognize the historical and cultural perspectives of literary selections.

PO1. Identify similarities and differences relating to theme, plot setting, character and point of view in literature from different cultures.

PO2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures.

PO3. Recognize that some words in literary selections come from variety of cultures.

Resources And Materials

"*Las Posadas*" by Obra Nacional de la Buena Prensa.

"*December Idea Book*" by Karen Sevaly

Construction paper

Pencils and crayons to make the invitation

Process

- The teacher will begin the lesson by brainstorming the meaning of *Las Posadas*, focusing on the traditions and celebrations not the religion.
- Students will participate by providing statements on what they know of the *Las Posadas* (prior knowledge).

- The teacher will make a web on the board describing the traditions, celebrations, songs, food, and crafts during *Las Posadas*.
- The teacher will sing the verses of [the posada song](#) first, then the students will sing along with the teacher.
- Several children will portray Mary, Joseph, and the angels. The remaining children will be divided into three groups, innkeepers and guests stationed at three areas of the classroom. Mary and Joseph and their followers will approach each group and will sing the verses of the song labeled *Peregrinos (afuera/outside)*. The three groups respond in turn, singing the verses labeled *Casero (adentro/inside)*.
- The teacher will model how to make and write an invitation form. Students will copy the writing form. They will make and decorate their own family *posada* invitation.
- The teacher will ask parents for support and participation to have a classroom *posada* with tamales and *champurrado*.

Assessment

The teacher will monitor and adjust throughout the activity.

The teacher will assess students learning by observation.

The teacher will assess students with their presentation and participation.

Extensions / Modifications

Extensions: The teacher and students might enjoy expanding this lesson by talking about the special Christmas traditions of their own families. Each might draw a picture of his or her family on Christmas Day. The teacher might post all the pictures on a bulletin board titled *Nuestras*

Tradiciones Navideñas

Modifications: For the non-Spanish speakers I will translate the lesson, and I will use visual aides to describe *Las Posadas*.