

# International Holiday Unit



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**Grade:** Kindergarten (Can be modified for other grades.)

## Unit Overview

**Objectives-** Students will:

- Learn about how people celebrate different holidays around the world- Christmas, Ramadan, and Hanukkah.
- Use graphic organizers to compare information.
- Discover similarities and differences in celebrations.
- Create a pattern of holiday lights, a fanoos, and a menorah.
- Create, draw, label, and write about holiday decorations.
- Distinguish between fiction and non-fiction books

## Reading Standards

- R00S1C4PO2 Sort words into basic categories.
- R00S1C4PO3 Describe familiar objects and events in both general and specific language.
- R00S2C1PO3 Retell or re-enact a story, placing the events in correct sequence.
- R00S3C1PO3 Restate facts from listening to expository text.

## Writing Standards

- W00S1C1PO1 Generate ideas through class discussion.
- W00S1C2PO2 Create a group draft, scripted by the teacher.
- W00S1C3PO2 Add additional details with prompting.
- W00S1C4PO1 Review draft for errors in conventions, with prompting.
- W00S1C5PO1 Share finished piece of writing.
- W00S2C4PO2 Use words, labels, or short phrases that go with picture.
- W00S3C5PO1 Participate in class discussion that identifies the character, setting, and sequence of events.
- W00S3C5PO2 Participate in a group discussion of literature that makes a personal connection, a social connection, and compares multiple texts.

## Math Standards

- M00S2C1PO2 Ask and answer questions interpreting data displays.

## Social Studies Standards

# International Holiday Unit

- SS00S1C1PO2 Listen to recounts of historical events and people and discuss.

## Christmas



Students learn about Christmas. Students will learn about multicultural celebrations.  
By [Gayle Berthiaume](http://www2.scholastic.com/browse/lessonplan.jsp?id=79) <http://www2.scholastic.com/browse/lessonplan.jsp?id=79>

Students will learn about multicultural celebrations.  
<http://www2.scholastic.com/browse/lessonplan.jsp?id=79>

**OBJECTIVES-** Students will:

- List prior knowledge of Christmas.
- Listen to books.
- Compare and contrast various celebrations.
- Create a Pattern of Holiday Lights and share their knowledge.

### MATERIALS



*The Light of Christmas* by Richard Paul Evans (Author), Daniel Craig



*Christmas* (Rookie Read-About Holidays) by David F. Marx

### ART MATERIALS

Idea from <http://blissfullydomestic.com/2009/christmas-lights-craft>

For Pattern of Holiday Lights you will need:

- Parent Volunteers
- Kitchen sponges cut into Christmas light bulb shapes
- Markers
- White paper
- Paint
- Glitter

# International Holiday Unit

**DIRECTIONS**-Begin with what students know and expand their knowledge base. Make learning interesting, purposeful, relevant, personal, and functional.

**Step 1:** Activate prior knowledge. List what the children already know about Christmas on a piece of chart paper. This will be used as an anchor paper in later lessons.

**Step 2:** Read *The Light of Christmas* by Richard Paul Evans (Author), Daniel Craig (Illustrator) and *Christmas* (Rookie Read-About Holidays) by David F. Marx. Discuss differences between fiction and non-fiction texts.

**Step 3:** Add new information learned onto Christmas celebration chart. For kindergarteners, include drawing with word for visual cue when possible.

**Step 4:** Have students share their favorite Christmas tradition with a buddy.

**Step 5:** Discuss the concept of giving, sharing, and decorating. Culminate ideas in an art project that can be used to show other what was learned.

**Step 6:** Create Pattern of Holiday Lights. Display model of completed art project. With the aide of parent/student volunteers, students will use sponges shaped like large Christmas light bulbs to create a pattern of colors. Add glitter and use markers to connect the bulbs together on a string. Have students describe what they learned and have parent/volunteer scribe their words onto the paper. Christmas is a time for \_\_\_\_\_.

**Step 7:** Students share at their tables or whole group about their art/holiday creations.

**Step 8:** As a class, write all the information known about Christmas into an informational paragraph to be sent home in the weekly newsletter.

**Step 9:** For homework students take home art project and share information with family.

**ASSESS STUDENTS**-Teacher observation will assess student participation in listening to the book, contributing to the discussion, and use of art project to portray learning to family and friends.

# International Holiday Unit

## Ramadan



Students learn about Ramadan. Students will learn about multicultural celebrations.  
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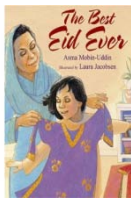
**OBJECTIVES**-Students will:

- List prior knowledge of celebrations.
- Listen to books.
- Compare and contrast various celebrations.
- Create a Fanoos and share knowledge.

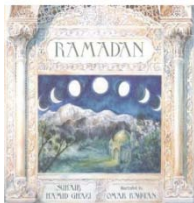
### MATERIALS



*Ramadan* by David F. Marx



*The Best Eid Ever* by Asma Mobin-Uddin



*Ramadan* by Suhaib Hamid Ghazi (Author), Omar Rayyan

# International Holiday Unit

## ART MATERIALS

### For class Penny Jar you will need:

- Quart size jar for Ramadan penny jar
- Construction paper
- Scissors
- Markers

### Class Penny Jar

Ramadan is that time of the year to remember the poor and the needy. Charity is a big part of the celebration of the month of Ramadan. Ask the children to bring a jar. Explain to them that in the jar they will collect coins for the whole month of Ramadan. Help the children decorate the jar, using colorful stickers of their choice. Let them collect coins in it either from their allowance or make an arrangement with their parents to give them some of the change they have in their pockets, everyday for the remainder of the month. At the end of the month, let the children count the change and give it to any charity organization that helps those in need.

## ART MATERIALS

Idea from <http://www.enchantedlearning.com/crafts/chinesenewyear/lantern/>

### For Ramadan Lantern, a Fanoos, you will need:

- Parent/Student Volunteers
- Colored paper-construction paper or wrapping paper
- Prepared lantern cut outs for younger students
- Scissors
- Crayons
- Glitter
- Tape or stapler

### Fanoos

Fanoos (Lantern) is just pure fun for the kids, nothing more. Of all the Islamic countries, Fanoos is most common in Egypt. The night before Ramadan, the Leader would go outside to look for the moon signaling the beginning of the month of Ramadan. The children of the town would go out with the Leader and light the way for him. Each child would carry a fanoos and sing songs to welcome in the new month of Ramada

<http://www.enchantedlearning.com/crafts/chinesenewyear/lantern/>

### Make a Fanoos for Ramadan is just like making a Lantern for Chinese New Year

1. Fold rectangular piece of paper in half, making a long, thin rectangle.
2. Make a series of cuts along the fold line. DON'T cut all the way to the edge of the paper.
3. Unfold the paper.
4. Cut a strip of paper 6 inches long and ½ and inch wide. Glue or staple this strip across one end of the lantern-this will be the handle.

# International Holiday Unit

5. **OPTIONAL:** Make a lot of lanterns from different colors of paper and string them along a length of yarn. Decorate your classroom!

**DIRECTIONS-**Begin with what students know and expand their knowledge base. Make learning interesting, purposeful, relevant, personal, and functional.

**Step 1:** Activate prior knowledge. List what the children already know about Ramadan on a piece of chart paper. This will be used as an anchor paper in later lessons.

**Step 2:** Read *Ramadan* by David F. Marx and *The Best Eid Ever* by Asma Mobin-Uddin. Discuss differences between fiction and non-fiction texts.

**Step 3:** Add new information learned onto Ramadan celebration chart. For kindergarteners, include drawing with word for visual cue when possible.

**Step 4:** Have students discuss similarities between Christmas and Ramadan with a buddy.

**Step 5:** Discuss the concept of giving, sharing, and decorating. Culminate ideas in an art project that can be used to show other what was learned.

**Step 6:** Create a Fanoos. Display model of completed art project. Have templates ready to distribute to students. Students will color fanoos. Parent/students volunteers will supervise students when they cut, fold, and tape fanoos together. Add glitter and paper streamers for additional decoration.

**Step 7:** Students share at their tables or whole group about their art/holiday creations.

**Step 8:** As a class, write all the information known about Ramadan into an informational paragraph to be sent home in the weekly newsletter.

**Step 9:** For homework students take home art project and share learning with family.

**Step 10:** Create a class penny jar to collect pennies to give to a charity. Decide as a class which charity will receive donations.

**ASSESS STUDENTS-**Teacher observation will assess student participation in listening to the book, contributing to the discussion, and use of art project to portray learning to family and friends.

# International Holiday Unit

## Hanukkah

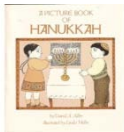


Students learn about Hanukkah. Students will learn about multicultural celebrations.  
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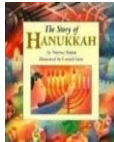
**OBJECTIVES**-Students will:

- List prior knowledge of Hanukkah.
- Listen to books.
- Compare and contrast various celebrations.
- Create a menorah

### MATERIALS



*A Picture Book of Hanukkah* by David Adler



*The Story of Hanukkah* by Norma Simon



*The Gift* by Aliana Brodmann

### ART MATERIALS

Idea from <http://www.artprojectsforkids.org/2008/08/cut-and-tear-candle-card.html>

For Cut and Tear Menorah Candles you will need:

- Parent/student volunteers
- White, blue and yellow construction paper
- Pre-cut gold or silver menorah-shaped paper Option-Use a cardboard cutouts

# International Holiday Unit

- covered with foil or print out a menorah pattern.
- Glue

**DIRECTIONS-**Begin with what students know and expand their knowledge base. Make learning interesting, purposeful, relevant, personal, and functional.

**Step 1:** Activate prior knowledge. List what the children already know about Hanukkah on a piece of chart paper. This will be used as an anchor paper in later lessons.

**Step 2:** Read *A Picture Book of Hanukkah* by David Adler and *The Gift* by Aliana Brodmann. Discuss differences between fiction and non-fiction texts.

**Step 3:** Add new information learned onto Hanukkah celebration chart. For kindergarteners, include drawing with word for visual cue when possible.

**Step 4:** Have students discuss their favorite part of *The Gift* with a buddy.

**Step 5:** Discuss the concept of giving, sharing, and decorating. Culminate ideas in an art project that can be used to show other what was learned.

**Step 6:** Create a menorah. Display model of completed art project. Demonstrate to students how to cut paper and create nine blue candles with yellow flames. Students glue menorah base onto paper and then glue candles onto menorah and glue flames onto candles.

**Step 7:** Students share at their tables or whole group about their art/holiday creations.

**Step 8:** As a class, write all the information known about Hanukkah into an informational paragraph to be sent home in the weekly newsletter.

**Step 9:** For homework students take home art project and share information with family.

**ASSESS STUDENTS-**Teacher observation will assess student participation in listening to the book, contributing to the discussion, and use of art project to portray learning to family and friends.



# International Holiday Unit



Now that we have created three anchor charts, displayed art projects, and shared learning with family and friends we can compare and contrast.

**Comparing-**There are many ways to compare and contrast expository information.

- A Venn diagram using two overlapping shapes can be used to compare two holidays.



- A Venn diagram using three overlapping shapes can be used to compare all three celebrations.



- A Compare/Contrast matrix can be used to compare all three celebrations.

	Special Foods	Gifts	Visit Family and Friends	Same Day Every Year
<b>Christmas</b>				
<b>Ramadan</b>				
<b>Hanukkah</b>				

	Songs/Games	Cookies	Decorations	Lights
<b>Christmas</b>				
<b>Ramadan</b>				
<b>Hanukkah</b>				

# International Holiday Unit

Completed graphic organizers can be proudly displayed in hallway or on a bulletin board along with anchor charts and artwork. Ask students to create and label pictures to put on the matrix instead of placing an X in the box

## More Ideas



- During the Unit, as a whole class, you can make a tally chart and put information on a bar graph and discuss results.  
Possible surveys/graphs:
  - What is your favorite holiday?
  - What is your favorite type of Christmas cookie?
  - Do you like to give or receive presents?
  - Do you travel out of town on holidays?
  - Do you read during holiday vacations?
- The Unit may culminate in the celebration of a multi-holiday celebration.

# **International Holiday Unit**

Be creative and enjoy.

-Amanda Tanbal