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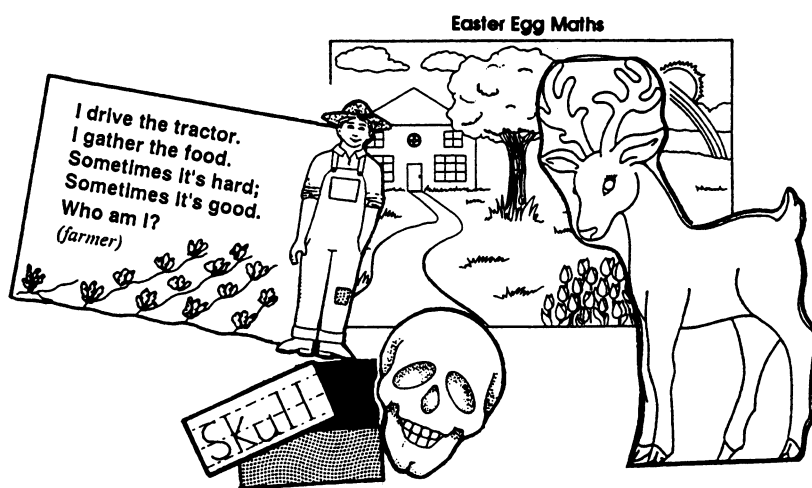
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Introduction

In *Holidays*, children learn to read using activities based on an original story or poem for each holiday. They also learn to enjoy and understand what they read. Students who are not ready to read will learn phonics, appreciate literature, hear rhyme and rhythm, acquire concepts, and understand language structure. They also use thinking skills to analyze, classify, and create while learning to read.

Most units in this book begin with an original story or poem and include some or all of the following activities:

- sample lesson plans
- flannel board patterns
- riddles
- art projects
- games
- creative writing
- centre ideas
- word banks
- reproducible little books
- phonics activities
- literature



Use as many of these activities as you feel appropriate to meet the needs of your class. Whether you choose to use just the patterns provided or the entire unit, enjoy them.

Using the Patterns

For each of the stories or poems in this book, patterns of the characters and props are provided. Suggestions for making and using these patterns follow.

Traditional Felt Figures

Trace the patterns onto felt squares, which can be purchased in fabric shops. Use very sharp scissors to cut. Attach pieces to each other using an extra heavy craft or fabric glue. Include moveable eyes (6 mm size) and tiny pom pom noses (6 mm), if desired. Word cards to match the figures can be made from 3 x 12 cm rectangles of heavy nonwoven smooth fabric interfacing. These will adhere easily to flannel boards. Then print the word with a fine point permanent marker. Use the felt figures and words to act out stories on the flannel board. Make two sets, one for the teacher and one for the children. Encourage children to make up their own stories using the figures.

Quick Color-and-Cut-Figures

Copy, color, and cut out the patterns in this book. Seek help from students, volunteer parents, and aides. Many photocopiers will copy on heavy stock like index or construction paper. These papers can be purchased in many sizes, including the standard A4. (Patterns can also be duplicated onto wallpaper samples cut to fit the copier. This eliminates coloring, since only the features need to be highlighted with markers to make delightful, stuffed-animal-like figures.) Laminate. Glue squares of felt to the back for flannel board use. Attach magnetic strips (available from art and craft shops) for use on magnetic boards. Dry under a heavy book.

Figures for Overhead

Figures made from felt or paper can sometimes be used directly on the overhead if their outlines are distinct enough for easy identification. You may wish to use a photocopier or have a copy shop

make overhead transparencies of the patterns and/or the little books. These can be colored with transparency pens. This provides another way to use the patterns for storytelling and instruction.

Fabric Interfacing Flannel Board Figures

Put heavy nonwoven interfacing over the patterns and trace with a permanent marker. Color with crayons. These can be ironed if they become wrinkled.

Puppets and Paper Dolls

Give each child copies of the patterns to color, cut out, and glue to icy-pole sticks for their own stick puppets. For a teacher set, copy the patterns onto heavy paper and laminate before taping to icy-pole sticks. Place a set of the laminated, colored figures (without icy-pole sticks) in a paper doll centre for children's use. Encourage the children to make new clothes and accessories for the figures.

Bulletin Boards

Enlarge the patterns to make related bulletin boards. Use an opaque projector if you wish to make really large pieces. Otherwise, you may wish to simply enlarge on a photocopier.

To Make a Big Book

Make a Big Book to present the story for the children to read in centres. (A good size to use is 1/4 of a large poster board.) Copy the text of the story or poem, a few lines on each page. Draw pictures or use a photocopier to enlarge patterns from this book; cut, color, and glue to pages. Or have the children illustrate the pages. For the easiest Big Book of all, use a photocopier to enlarge the little book pages to desired size.

Using the Patterns *(cont.)*

To Assemble Little Books

Have copies of the little book pages made for each child. During class have the students color and cut the little books. Show them how to put the pages in order, then staple. Give them the opportunity to illustrate the cover and color the pictures. Let the students keep the little books at school for a few days, using them for some of the suggested activities. Then let them take the little books home.

Art Projects

You can also use the patterns for art projects. Make copies and glue them onto stiff paper. Students may trace, color, cut, and glue to create their own pictures.

Holiday Centres

Much learning takes place in centres. Games and centre activities are as important as shared reading. Create your own centres as you see a need they may fill.

Reading Centre with Flannel Board

Put a flannel board or magnetic board in a centre. For each holiday, make an additional set of flannel board figures for the children to play with. Make corresponding 3 x 12 cm nonwoven interfacing word cards for the children to match with the flannel board figures. A fine point permanent marker writes very well on interfacing. Leave a copy of each piece of holiday literature for the children to use with the flannel pieces.

Make this area cozy, comfortable, and accessible. Stock with a large variety of holiday story books. Have books on different reading levels, including picture books and wordless books. Include both commercial and student-authored books. Put books on shelves or in baskets. A cleanable bean bag and/or pillow are a welcome addition to the reading centre.

Display a copy of the holiday word bank in each unit. Children can use it and their word rings to practise unit vocabulary and write their own stories.

Listening Centre

Use a blank tape and record your own version of each piece of holiday literature. Make the little

books for each unit so students can follow along in their own copies. Record the holiday riddles. Make copies of the riddles for students to follow as they listen to them. Read holiday stories onto tapes and provide the books for students to follow. Store the books and tapes separately, encouraging students to read and match titles of books, and cassette tape labels when they are making a listening choice.

Block Centre

Provide blocks of various shapes and sizes. Encourage students to use them to build appropriate holiday structures such as haunted houses or a bunny school. Use the patterns to make posterboard or laminated cardboard figures. Students can use them as paper dolls along with their block creations to act out their own holiday stories.

Blocks can also be used to make a small stage on a table so the children can use stick puppets to retell the stories and poems.

Maths Centre

Make felt figures for the children to use as manipulatives. Encourage them to create patterns with the figures, to make up story word problems, and to use them to help solve simple addition and subtraction problems.

Sample Lessons

Each of the suggested lessons can take from one to several days to complete.

Note: Prepare flannel board figures before presenting the unit. See page 3 for quick and easy ways to do this.

Day 1: Before reading the poem “Black, Black!” brainstorm with the class. On the board write: Halloween is a _____. Tell the children to think of Halloween things. Record these on the board. Include all suggestions. Then go back and rub out all the words that do not belong. Read over the words. Use them to complete the sentence “Halloween is a _____.” Explain that they have created a poem. After class, transfer the poem to a chart or class book.

Present the poem “Black, Black!” (page 5). Students should memorize and “read” it. Use it with the flannel board figures. Patterns are found on pages 8-15. Hold up each figure as it is presented in the poem. After reading “Black, Black!” ask if it had any of the same Halloween words as the class poem. Find the words common to both poems.

Sing a Halloween phonics song to the tune of “Farmer in the Dell.” As you sing, add characters to the flannel board. Example:

Bat starts with b.

Bat starts with b.

Hi, ho the dairio.

Bat starts with b. (Add a bat to the flannel board.)



Have children make up their own verses, adding new Halloween words.

Do the Witch Drawing Lesson on page 17. Children may do this individually on their own paper or on the board. Enlarge each section and mount on cardboard. Hang it near a board that the children use so they may copy it.

Day 2: Repeat the poem using an overhead. Most flannel board figures work on the overhead. Cut 2 squares of black construction paper. In one square punch several holes and use it for a “moonless night.” (The holes serve as stars.) In the other square, punch 2 larger holes for eyes and use it for “turn out the light.”

Follow up with riddles (page 16). As you read them and students guess the answers, put the figure on the flannel board. Add a word card made from interfacing to review each Halloween word. Discuss each one. (This would be a good time to give directions for the Fabulous Folder game, page 18, since they are similar.)