

Name _____ Date _____

Creating Number Stories

Words and Equations

1. _____ has 3 lanterns.
 _____ has 2 lanterns.
 Altogether they have
 _____ lanterns.
 _____ + _____ = _____ lanterns.

2. _____ had 10 lanterns.
 _____ lost 2 lanterns.
 How many lanterns does
 _____ have left?
 _____ - _____ = _____ lanterns.

3. _____ can carry _____ lanterns.
 _____ can carry _____ lanterns.
 _____ and _____ can carry
 _____ lanterns together.
 _____ + _____ = _____ lanterns.

4. 5 children each carry 1 lantern in the parade. 2 children leave the parade. How many children are still in the parade?
 _____ - _____ = _____ children.

5. Create your own number story and picture.

Picture Models

Reorder Number

GP851

1.1



Project Ideas • Cross Curricular Links • Activity Sheets

Neon Paper Lanterns (Pk/40)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Neon Paper
- Gold Rick Rack
- Sequins
- Glue
- Tablecloth

YOU WILL NEED:

- Scissors
- Pencil
- Ruler

Teaching Activities Inside

AGE GROUP: 8 and up
PROJECT TIME: 45 minutes

INSTRUCTIONS:

Each sheet of paper will make two lanterns. Refer to the illustration while completing.

1. Cut a sheet of neon paper in half so you have two 6" x 9" pieces. Decide what color you would like your lantern to be.
2. Turn that color face down so you can do the measuring and pencil lines on the wrong side.
3. Measure and cut a 1/2" strip from one 6" side of neon paper to be used for a handle. The 6" x 9" piece of neon paper should now measure 6" x 8-1/2".
4. Measure and draw a pencil line 3/4" in from the edge of both 8-1/2" long sides.
5. Measure, draw and cut 16 lines 1/2" apart between the two long lines on the 8-1/2" sides (see Fig. A).

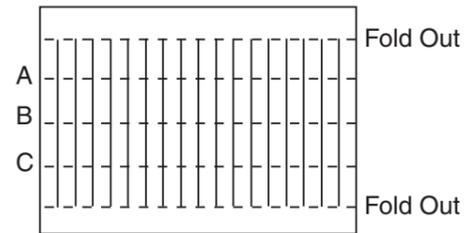


FIGURE A

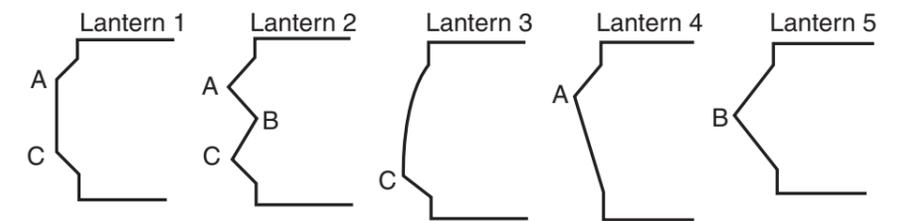


FIGURE B

6. Fold paper back along lines on the 8-1/2" sides and open out again.
7. The paper will be folded lengthwise at points A, B or C on illustration, to make a variety of lantern designs. Decide what shape you would like for your lantern and fold (see Fig. B).
8. After folds are made, roll the paper into a tube with the 8-12" sides at the top and bottom.
9. Overlap and glue together the last strips on the 6" paper sides. Glue the paper strip handle ends in place 1/2" inside the top edges of lantern.
10. Measure and cut the gold rick rack into 8" lengths. Glue one length around the outer top edge of the lantern. Glue another 8" length around the bottom edge of lantern. Decorate the top and bottom with 10-12 sequins each. Do not use your lantern with a candle.

Please note that the book referred to in many of the following lessons is *Nine Days to Christmas* by Marie Hall Ets and Aurora Labatista.

SOCIAL STUDIES

OBJECTIVE: To provide an understanding of the Mexican holiday of Las Posadas.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIAL: Book about Las Posadas, chart paper, magic markers

PROCEDURE: During December, conduct a mini unit of the Mexican celebration of Las Posadas. This mini unit could consist of a portion of your larger unit on Multicultural Holidays, especially "Holidays that light up December." Read and discuss the related Las Posadas story that you have chosen for this lesson. Highlight the use of lanterns in the story and discuss their significance. Remind students that most holidays in December include light as one of their symbols. On the chart write the following heading: LAS POSADAS. Under this heading write student responses in relation to the important symbols and activities of this celebration/holiday. Using completed lanterns, hold a mini parade around the classroom. Review completed chart.

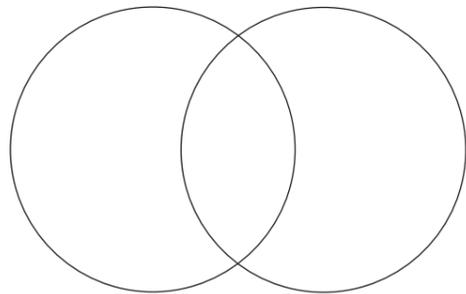
SOCIAL STUDIES

OBJECTIVE: To compare and contrast your December holiday with the Las Posadas holiday.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: A Story of Las Posadas, chart from introductory lesson, chart paper, magic markers

PROCEDURE: Read the story that you have chosen to describe Las Posadas. Refer to the list that you created during the introductory lesson to the celebration. On the chart paper, create a Venn Diagram.



Above the first circle write a heading that names your December Holiday. Above the overlapping section, write the heading SAME. Above the second circle, write the heading LAS POSADAS. Explain the process of using a Venn Diagram and that we are going to compare our December Holiday of _____ with La Posadas. Ask for student responses about these holidays and ask which section it should be written in. Complete the Venn Diagram as students give responses. Review and leave on display.

ART

OBJECTIVE: To create mini piñatas.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIAL: Story about the Mexican holiday of Las Posadas, cardboard tubes approximately 5 inches long, small wrapped candies, tissue paper sheets, then ribbon for tying, tape.

PROCEDURE: Read the story that you have chosen to describe about Las Posadas. Refer to the list that you made during the social studies introductory lesson to Las Posadas. Ask children which activity is their very favorite activity of Las Posadas, most likely they will choose the activity of breaking the piñata and getting the goodies that fall out. Work through the following steps with children so that they can each make their own mini piñata.

1. Take a sheet of tissue paper and fold it in half the long way and then again the short way which will create stronger paper.
2. Place the cardboard tube on the tissue and roll the tissue around the cardboard covering the roll. Tape the tissue securely on the roll.
3. Using ribbon, tie and bow one end of the tissue, closing one end of the roll.
4. Fill roll with small wrapped candies.
5. Using ribbon, tie and bow the open end of the roll, closing tissue around the end of the open roll.
6. Now your bundle is filled, closed and secure.
7. You might have the students trade their piñatas with classmates to add variety.
8. Enjoy!

LANGUAGE ARTS

OBJECTIVE: Respond to a story in a written format.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Story about Las Posadas, chart from first social studies lesson, writing paper, pencils, chalkboard, chalk.

PROCEDURE: Read the story that you have chosen to describe Las Posadas. Refer to the list that you created during the first introductory lesson to the celebration. Discuss what students like best about Las Posadas and why they like it. Write the word BECAUSE on the chalkboard. Remind students that when they give a response about what they like, they must also include the word BECAUSE along with their explanation. This helps students develop complete thoughts and challenges higher order thinking skills. Next have students write these complete thoughts down on paper. Help them with words and phrases by writing them on the board. Share written responses with the whole class.

LANGUAGE ARTS

OBJECTIVE: To write an acrostic poem based on Las Posadas.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Chart paper, magic markers, writing paper, pencils

PROCEDURE: After students have gained an understanding of the Mexican holiday of Las Posadas, generate a list on chart paper that contains any words associated with the holiday, For example, piñata, lanterns, lights, fun, parade, family, friends, December, celebrating, smiles, singing, dancing, etc. Explain to students the concept of an acrostic poem (An acrostic poem is one in which the first letter of each line reads in order to form a name, a sentence or a title). Refer to previous lessons relating to poetry and/or specifically acrostic poems so that the students can make a connection. With another chart, model how to use the list of words that you generated to fit into your acrostic poem. Students write poems and share with the class. Display students' work.

MATH

OBJECTIVE: To write and solve number stories using framed sentences.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIAL: Copies of the EduCraft® worksheet, pencils, chalkboard and chalk.

PROCEDURE: On the chalkboard, display several addition and subtraction equations for students to solve. Discuss each equation. Write a sample number story on the board that is similar to the examples on the worksheet. Make sure to include words, an equation and corresponding pictures. Include blanks and ask for volunteers to give answers for the blanks. Read the completed number story to the students and have them read it back to you. Bring attention to the symbols in the equation and remind students to be careful of the addition and subtraction symbols (+, -). Bring attention to the pictures and how they relate to the number story. Pass out the worksheet; explain directions and students will complete. Share answers with the whole class.

MUSIC/MOVEMENT

OBJECTIVE: TO enjoy some cultural music from Mexico.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Mexican music or related children's songs, instruments (optional)

PROCEDURE: Explain to students the importance of music to the people of Mexico during this holiday of Las Posadas. Allow students to listen to various pieces of music that you have chosen.

Variations:

1. Have students close their eyes and listen to the music.
2. Make instruments with the children so that they can play with them while listening to the music.
3. Use commercially-made instruments to add to this musical experience.
4. Give the children silk-like scarves or rhythm ribbons to "sway" or "conduct" to the beat of the music.
5. Using your completed Neon Paper Lanterns, hold a parade around the classroom while listening to the music.

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Reorder No. GP851

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