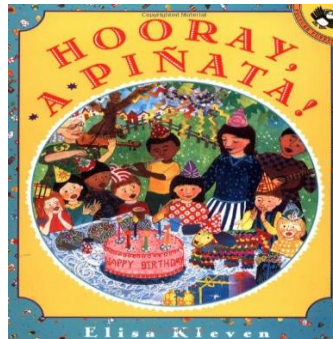




Celebration Posters



Materials:

- *Hooray A Piñata*
- large paper
- tempera paint
- paint cups
- variety of brushes
- smocks
- containers for water
- palette for mixing colors
- Q-tips, cotton balls, sponges

Vocabulary:

- celebration: a party for a special reason/ a special party
- poster
- information: something you know
- guest: a person who is invited somewhere
- invitation

Preparation: Set up materials.

Intro to Centers:

“In *Hooray A Piñata*, Clara, her family, and Samson prepared for her birthday **celebration**. What do you notice?”

“We are preparing for our class **celebration**. What do you notice?”

“You created **invitations** with information about where and when our **celebration** will be.”

“Today at the Art Easel, you can make **posters** that give our **guests information** when they arrive. What **information** would be helpful to our **guests**?”

Show illustrations.

Children respond.

Show child-made invitations, labels, placemats, etc.

Show samples of children’s pair paintings.

Children respond.

Guide children to consider information, i.e., what food will be served, descriptions of displays, where to sit, etc.

During Centers

Encourage children to paint posters at the easel, and write/ draw information in Writing and Drawing. Compare and contrast posters to invitations, advertisements, and plans. Encourage children to use a variety of techniques, i.e., collage, crayon resist, paint mixing, texture rubbing, etc. Encourage children to use positional language when they consider where to display their posters. Support children in incorporating numbers and shapes into their posters.

Guiding Questions during Centers:

- What would you like our friends and families to know about our celebration?
- What was your inspiration for your design?
- How do your friends' posters inspire you?
- Where would you like to display your poster?
- How did you collaborate with others?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect photographs and/or videos of the children's exploration process; use videos to launch a discussion during Thinking and Feedback.

Provocation: Compare and contrast other posters and signs in the school to children's posters.