

Manchester College

Education Department

Stephanie Alva

Lesson Plan: adapted from Indiana Academic Standards

Lesson: Social Studies: Thanksgiving and Being Thankful **Length:** 20 minutes

Age or Grade Intended: Kindergarten

Academic Standard(s):

K.1.2 Identify celebration and holidays as a way of remembering and honoring events and people in the past.

Performance Objectives:

*Before the lesson students will orally answer at least five different ways why we celebrate Thanksgiving.

*Each student will say one thing they are thankful with 100% accuracy.

Assessment(s):

Both of these assessments are important because it is getting students to speak in front of their students and saying what they are thankful for. Then they can apply what they say to drawing what they say on their placemat.

Prep/Materials:

Preparation: Make a construction paper placemat for each student. Take a single piece of orange construction paper and past a square of brown paper in two opposite corners, so that the board looks like a checkerboard. Find the book at the library.

Materials: Book by Gail Gibbons Thanksgiving Day, chart paper, marker, clear contact paper, whole sheets of 8 ½ X 11 of orange construction paper, and brown construction paper cut into fourths.

Procedures:

Introduction/Motivation:

Today students we are going to learn about Thanksgiving! “Why do we celebrate Thanksgiving?” (**Bloom’s Taxonomy: Knowledge**) Then read the book Thanksgiving Day by Gail Gibbons. After reading the book have a review on what the story told them about the traditions of Thanksgiving. Tell the students that many people celebrate a day of thanks not just us on Thanksgiving. Give examples or ask the student for examples.

Step-by-Step Plan:

1. Create a two-column chart on plain white paper. Label the first column Thankful For.”
2. Ask students to name things from the book that the Pilgrims said they were thankful for. Write those answers on the chart. (**Gardner’s: Moral**)
3. Then have each student think of one thing they are thankful for and write it up on the chart.

4. Hand out the construction paper placements and crayons. Tell the students to draw four things that they are thankful for and label their pictures. One picture in each of the four squares on the placemat.
5. After the students have finished their drawings collect the placemats and cover them with contact paper.
6. Then hand the placemats back out so the students can enjoy and use them on their own Thanksgiving celebration.

Closure:

After the placemats are finished have the students look back up at the chart that they made about being thankful. Ask, “Why should we be thankful?” (**Bloom’s Taxonomy: Comprehension**) Write down the ideas on the blackboard to show the students why they are thankful for what they are thankful for in their lives.

Adaptation:

For these students I will allow more time for these students to draw four different pictures on their placemat, but if they cannot think of an idea they can choose one from the chart we created on the plain white paper.

Enrichment:

For a gifted student I may ask, “How does Thanksgiving help you remember the first Thanksgiving?” (**Bloom’s Taxonomy: Application**)

Reflection:

I really think it is important to have students reflect on what they are thankful for and why they are thankful for what they are. This lesson engages because it talks about a holiday that we all love. Also the placements are a great way for students to show what they are thankful for in their drawings. Then these placements are great items to bring home to their families and then tell them what they are. It really allows students to start conversations with their family!