

# Presidents

## Unit Lesson Plan Intended for Kindergarten



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## Introductory Sheet- Unit Lesson Plan

### Grade Level and Typical Learner

My unit lesson plan is geared toward a Kindergarten student in their second semester of school. These students are between the ages of 5 and 6. At this age students are interested in community and the world along with rules and problem solving. These students relate well to games and concrete items, experiences, and examples. They love to verbalize, and are very interested in writing and forming words. They are starting to transition from identifying to thinking more complex thoughts. They are ready to learn more about things outside of the home, and use hands-on and direct ideas and activities to accomplish this learning.

National Council for the Social Studies. (1988). Social studies for early childhood and elementary school children: preparing for the 21st century. Retrieved from <http://www.socialstudies.org/positions/elementary>

### Rationale

Kindergarten students need to learn about Presidents for several reasons. First of all, just by looking at the Indiana State Standards, it is clear to see this topic fall under many if not all of them including "K.1-Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation" (Indiana State Standards). Another standard that addresses the subject of important national symbols and people includes "K.2 Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them" (Indiana State Standards). Under these standards are sub-standards that clearly state Kindergarteners need to identify and know who the president is along with the American flag and other symbols. In order to give students a good foundation of what it means to be an American citizen, students need to be exposed and introduced to our nation in a variety of ways including our leadership. Students not only need to know who our presidents are/were, but they need to be able to grasp some kind of understanding on what they do for our country. They should also know some of the accomplishments they have made in the past to give us the rules and guidelines we have today. By creating a unit plan over presidents, I as the classroom teacher will be able to address all the parts of presidency in various ways and through various methods.

### Goals

- Students will be able to identify the current president, along with 2 or more past presidents
- Students will know what it means to be a president, along with where they live, how they get elected, and why they are important to the United States.
- Students will understand the importance of being a citizen of the United States
- Students will be able to identify certain American symbols and understand what it means to have respect to these.

## **Standards and Objectives:**

### **K.1.3 Social Studies- Listen to and retell stories about people in the past who showed honesty, courage, and responsibility. (Core Standard)**

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Given the story George Washington Our First President, the students will correctly fill out 1 of the 2 questions on the posttest about George Washington

Given the story George Washington Our First President, the students will retell 4 facts about George Washington to add to the chart.

Given the finger play "George Washington," the students will retell at least 3 main concepts of the story to the teacher.

### **K.1.1 Social Studies- Compare children and families of today with those in the past. (Core Standard)**

Given the log cabin and drawing of their home, the students will write or draw one difference between Lincoln's log cabin house and their house.

### **K.2.2 Social Studies -Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)**

Given a template, the students will draw an original flag representing themselves with a meaningful symbol.

Given a class discussion, the students will actively participate in the discussion on presidents by contributing at least one thought or idea.

Given a worksheet, the students will correctly identify that George Washington and Abraham Lincoln are on the front of the quarter and penny.

Given the assessment, the students will correctly identify the president as the leader of the United States by correctly answering 2 out of 2 questions.

### **K.1.2 Social Studies- Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage. (Core Standard)**

Given the story Presidents' Day, the students will draw 3 pictures of people, events, or objects we celebrate on Presidents' Day.

Given the prompt "Today I'm celebrating," the students will correctly identify today is Presidents' Day by stretching out the word and writing it in the provided area.

Given the George Washington and Abraham Lincoln hats, as well as the labels, the students will correctly identify which honored president goes with which hat.

**K.5.2 English- Draw pictures and write for specific people or persons. (Core Standard)**

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Given a piece of paper, the students will draw a picture specifically for President Obama that has relevant content.

**K.7.4 English- Recite short poems, rhymes, and songs. (Core Standard)**

Given the song "Yankee Doodle Dandy," the students will recite the song with at least 6 out of 8 lines correct.

**K.1.15 English- Read one-syllable and high-frequency (often-heard) words by sight. (Core Standard)**

Given the story The White House, the students will accurately read 2 high frequency words.

**K.1.8 Math- Use correctly the words one/many, none/some/all, more/less, and most/least.**

Given the worksheet, the student will correctly answer 5 out of the 7 questions concerning more and less.

**K.1.4 Math- Divide sets of ten or fewer objects into equal parts.**

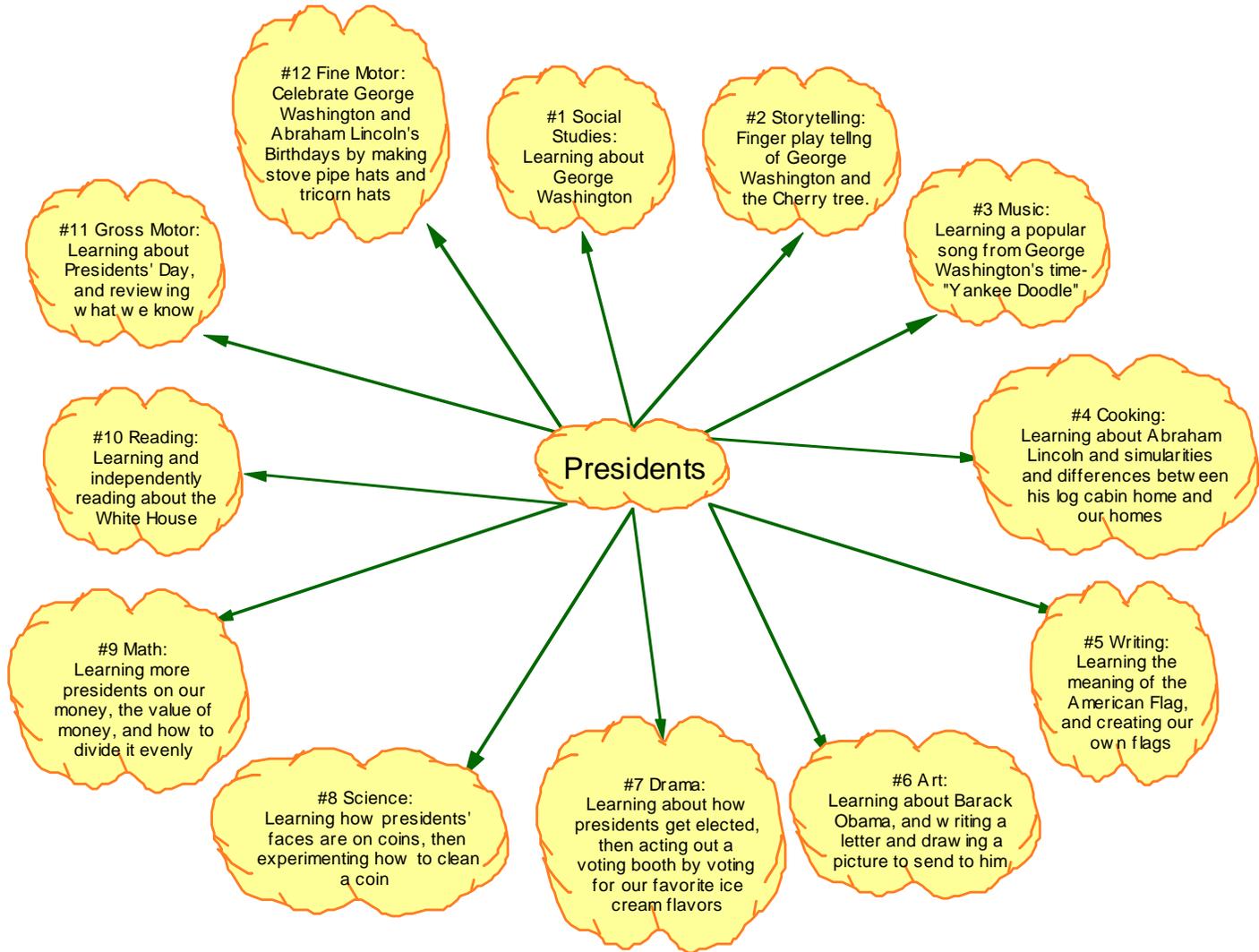
Given cups, coins, and a verbal prompt, the students will divide coins evenly 2 out of 4 times

**K.2.2 Science- Draw pictures and write words to describe objects and experiences. (Core Standard)**

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Given the penny experiment and worksheet, the students will describe the pennies by coloring and labeling

**Curriculum Map/Unit Web:**



**Letter to the Parents:**

Dear Parent/Guardian,

As you may know, next month is full of holidays including Presidents' Day as well as George Washington and Abraham Lincoln's birthdays. In honor of these days, we will be spending two weeks exploring and learning about presidents and our country. By the end of the two weeks we will know what the president does, why we have a president, what the American flag means to us and much more. To do this, I have planned many fun and engaging activities including making our very own Lincoln log cabins out of icing, pretzel sticks, and milk cartons and writing a letter to our president that we will send to the White House. I have even arranged for an Abraham Lincoln impersonator to visit our classroom and teach us a little of how Lincoln lived. I hope you are as excited as I am for these next couple weeks. I look forward to sharing a little bit of our country with your child.

Sincerely,

Miss Williams

**Trade Books:**

### **George Washington Our First President**

This story explores the life and time of former President George Washington. The book goes into detail of how Washington was an intelligent and natural leader from a young age. The author starts off with Washington's life on his farm all the way to the time he was elected our country's first president.

Van, C. (2002). *George Washington our first president*. New York: Scholastic.

### **Young Abraham Lincoln: Log-Cabin President**

This story goes through Lincoln's life as a young boy all the way to becoming president of the United States of America. Lincoln grew up in a log cabin, and had a lifestyle to go with it. The story explains the way of life Abraham Lincoln had and the struggles that went along with it.

Woods, A. (2007). *Young Abraham Lincoln: log cabin president*. New York: Scholastic.

### **F is for Flag**

This book teaches facts and meanings behind the flag using alliterations. It tells the importance of our American flag. Fun facts about the flag as well as interesting facts are included in this story.

Lewis, W. (2002). *F is for flag*. New York: Grosset and Dunlap.

### **My Teacher for President**

Oliver's class is learning all about presidents. When Oliver learns all the qualities and responsibilities the president has, he knows just the perfect person for the job, his teacher. He then proceeds to describe just why his teacher would be the perfect candidate for the president of the United States of America.

Winters, K. (2004). *My teacher for president*. New York: Dutton Juvenile.

### **Presidents' Day**

A little girl is studying presidents and Presidents' Day in school. Her class is even putting on a Presidents' Day play in which each student gets to be a past president of the United States. After the performance the class got to vote on who they would like to have as class president, and the little girl wins!

Rockwell, A. (2008). *Presidents' day*. New York: Scholastic.

### **What Presidents are made of**

This book cleverly and creatively goes through all of the presidents up to 2001 and tells fun and interesting facts about each president. First Washington, Jefferson, Jackson, and Lincoln are each given a page with an interesting fact such as President Washington fighting fires before firemen were around. At the end of the story, all the presidents' pictures and years in office are displayed.

Piven, H. (2004). *What presidents are made of*. New York: Atheneum.

### **Young George Washington**

This story starts off telling about George Washington's life as a young boy. The story then goes through major life events in George's life including getting married and fighting in the American Revolution. Finally, the book tells how George is chosen as first president of the United States and is still one of America's most loved presidents.

Woods, A. (2007). *Young George Washington*. New York: Scholastic.

### **Barack Obama: Son of Promise, Child of Hope**

This book is a picture book biography of our current president Barack Obama. The story starts out with Barack's beginnings in Hawaii, and then goes throughout his childhood all the way to adulthood. The story goes through Barack's struggles and accomplishments all the way until he becomes president of the United States.

Grimes, N. (2008). *Barack Obama: son of promise, child of hope*. New York: Simon and Schuster.

### **Abe Lincoln's Hat**

This book begins with Abraham Lincoln purchasing a new hat as a young lawyer. Throughout the story Lincoln keeps getting himself into situations such as when all the papers kept in his hat fly throughout the air. Though he may be clumsy, in the end Lincoln helps out people in need once he finally does get to the courtroom, showing his integrity and courage.

Brenner, M. (1994). *Abe Lincoln's hat*. New York: Random House.

### **Mr. Lincoln's Whiskers**

Based on a true story, a young girl named Grace, writes letters to President Lincoln suggesting he grow a beard. Lincoln responds to her letters telling her he will grow the facial hair. To her surprise President Lincoln not only grows a beard, but stops on his trip to Washington D.C. to see 11 year old Grace and show her his whiskers.

Winnick, K. (1999). *Mr. Lincoln's whiskers*. Honesdale: Boyds Mills Press.

### **Bulletin board**

**Guest Speaker:**

For this unit, we will be having a guest speaker in our classroom. This guest speaker will be an Abraham Lincoln impersonator. Luckily, many Lincoln impersonators are found in the Fort Wayne area due to the Johnny Appleseed festival held every fall where many re-enactments occur. I will need to contact this person and schedule them for a time during the school day. If he agrees, Abraham Lincoln will be joining us on our last day of the unit when we will be celebrating Presidents' Day. When he comes, he will briefly talk about his life as well as his job as president. Abraham Lincoln will discuss his outfit and the type of clothes he wore during his time. The students will be welcome to ask Lincoln any questions they have, as well as share any information they have learned about the president.

Before the day Lincoln comes, the students will have already learned a little of Lincoln's life as well as the log cabin home he lived in. To prepare students for Lincoln to come, I will have them think of questions they may want to ask him, and we will write them down as a class on a piece of paper. We will also review some of the main concepts and events we learned about Lincoln. We will talk about how this is not the "real" Abraham Lincoln because the real president lived long ago, but this man is someone who is acting just like he was the real President Lincoln.

After the guest speaker has left, we will discuss how he is different than how we are today as far as how he talks, the clothes he wears, and what he does. We can compare and contrast the differences of how we live today and how he lived. We can also discuss the things Lincoln talked about that make him a good leader and President. For further discussion, the students could compare and contrast how Lincoln, Washington, and Obama are different and how they are alike as well.

This guest speaker will be easily incorporated into our unit due to the strong focus on presidents. Prior to his visit, I will develop students' background knowledge on the president's life as well as his job. With an impersonator coming in, the students' experiences and interests in Abraham Lincoln will be enhanced.

### **Technology and Literature**

Both technology and literature will be incorporated into my unit plan on presidents. First, I will incorporate literature through the use of many trade books including: Presidents' Day, George Washington, Our First President, My Teacher for President, Young Abraham Lincoln- Log Cabin President, and F is for Flag. I will also share a short story with the students as well as finger play. Finally, the students will read a guided reader on the White House. Technology will also be incorporated into my unit plan, mostly by my use of the smart board. Students will have the chance to use the smart board when working with math and counting votes, as well as many other lessons. I will also be using the internet to look up photographs and pictures of presidents, families of the presidents, and important buildings such as the white house so the students can see what these things look like. Overall, literature and technology will be strongly incorporated and used into my lesson plan as a whole.

**Pre- Test Assessment \*\* This pre-test will be read by the teacher to the students**

1. Which one is the leader of the United States?



President



Principal



Policeman

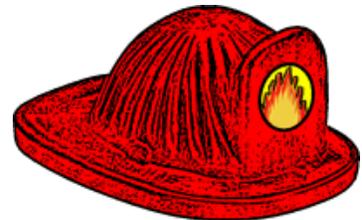
2. Who do we get to vote for?



Dentist



President



Firefighter

3. Is there a president's face on these coins?

CIRCLE Yes or No

4. Circle the coin that has a picture of George Washington



Quarter

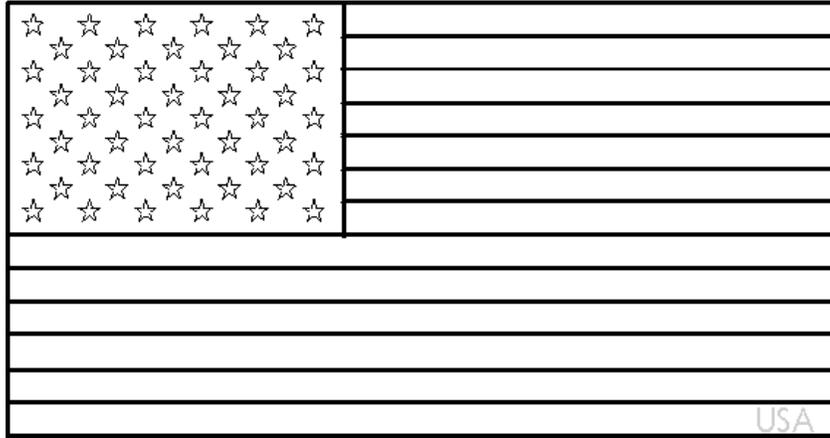


Penny

5. Circle the one that is a president



6. Using the right colors, color in the United States Flag.



**Post-Test Assessment \* This Post- Test will be read by the teacher to the students**

1. Which one is the leader of the United States?



President

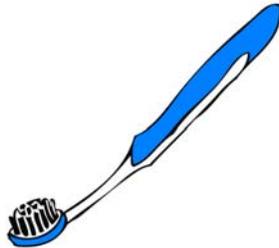


Principal



Policeman

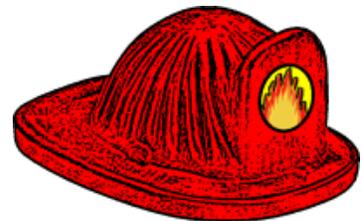
7. What is Barack Obama's job?



Dentist



President



Firefighter

8. Circle the coin with George Washington's face on it.
9. Put a square around the coin with Abraham Lincoln's face on it.



Quarter



Penny

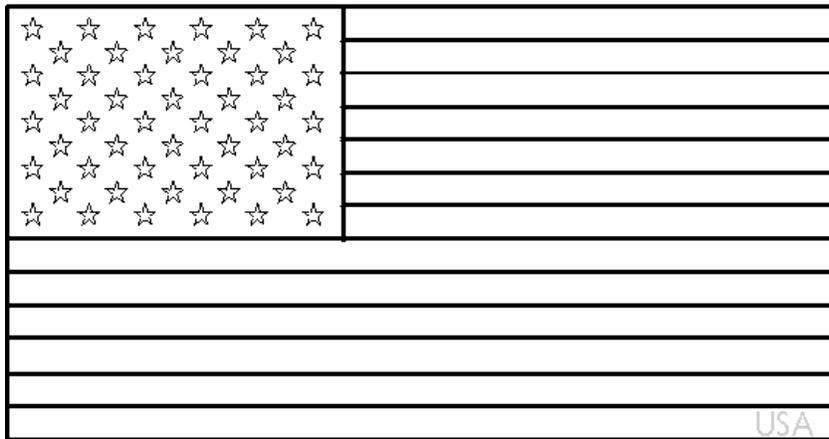
10. Which one is the President's White House?



11. What is this called?

- a) United States Flag
- b) United States Blanket
- c) George Washington Flag

12. Color it with the right 3 colors



13. Circle one person we celebrate on Presidents' Day



14. The person who gets the most votes gets to be  
**PRESIDENT!**

CIRCLE: YES or NO

Jessica Williams

**-MANCHESTER COLLEGE- Department of Education**  
**Early Childhood Lesson Plan**

**LESSON PLAN** by Jessica Williams

**Lesson: Introducing George Washington** (Unit lesson #1: Social Studies) **Length: 30minutes**

**Age or Grade Intended** Kindergarten Social Studies

**Academic Standard(s):**

K.1.3 Social Studies

Listen to and retell stories about people in the past who showed honesty, courage, and responsibility. (Core Standard)

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**Performance Objectives:** Given the story George Washington Our First President, the students will correctly fill out 1 of the 2 questions on the posttest about George Washington

Given the story George Washington Our First President, the students will retell 4 facts about George Washington to add to the chart.

**Assessment:**

-Group chart about George Washington

-Quarter template cut out.

<http://www.atozteacherstuff.com/pdf.htm?GeorgeWashingtonQuarter.pdf> \*\*\*This template is a PDF and cannot be included into word document. A hard copy is printed though

-Pretest and Posttest about George Washington

**Advanced Preparation by Teacher:**

Acquire and bring the book George Washington Our First President

Print out quarter templates for everyone in the class

Bring scissors

Markers and paper to write down facts about George Washington

Bring in a quarter and a one dollar bill.

Bring pretest and posttest

## **Procedure:**

**Introduction/Motivation:** (Give Pretest before discussion) I want you to raise your “quiet hand” if your mom, dad, or grandparent have an important job to go to everyday.

Now I want you to raise your hand if you have ever had to do an important job such as cleaning your room, walking the dog, etc. Turn to a neighbor and tell them one important job you have done. (**Gardner Interpersonal**) Well, today we are going to talk about a man who had a very important job to do. His name is George Washington and he looks like this (show picture of George Washington). Does anybody know what George Washington’s job was?

## **Step-by-Step Plan:**

1. Pass out a pre-test, read the questions aloud, and have students circle what they believe to be the correct answer. (**Gardner Intrapersonal**)
2. Get out giant paper and marker with a heading of George Washington- write down his “job” of president of the United States. Do not elaborate yet and have the students raise “quiet hands” and tell you anything else they know about George Washington. (**Gardner Verbal/Linguistic**) (**Blooms: Comprehension**)
3. Once everyone is done contributing, tell students that being President of the United States means being a leader and making decisions for the whole country. Tell them George Washington was our very first president. Ask the students if they ever got to vote for something (i.e. their favorite color, what to eat for dinner that night) Tell them that we do the same thing and vote for presidents. If a president wants to get the most votes, he has to be a good leader. Ask what kind of person George Washington probably was like if he won the votes? (answers should include things like kind, sharing, honest, etc.) Now we are on our 44<sup>th</sup> president, and his name is Barack Obama. Tell them you are going to read a story about our first president, George Washington, and they should pay close attention because afterwards we are going to finish our chart with the new information and retell some of the facts we have learned. (**Blooms: Analysis**)
4. Read the story George Washington Our First President aloud to the class.
5. After reading return to the chart, and using a different colored marker, have students raise a “quiet hand” and tell you any other information they learned about our first president. Also have the students raise a "quiet hand" and retell parts of George Washington Our First President (**Gardner Verbal/Linguistic**)
6. After they are finished, have students move out of the story pit and back to their tables. Once at their tables, tell them George Washington is so important to the United States that we put his face on some of our money. Bring out a quarter and a dollar to show students George’s profile on our money. Have the students identify what a quarter is and what a dollar is by raising their hands. Ask them what these items are used for. Then ask what they might want to buy if they had a quarter or a dollar.
7. Pass out quarter templates and have students color, cut, and paste their “quarters.” Also pass around quarter so students can see an authentic quarter up close. Tell them to notice the size of the quarter how it is big for a coin as compared to a penny or dime. Make sure they note that the color of the coin is silver. Also have them study the picture on the coin of George Washington and what he looks like- his hair etc. Make sure they feel the coin and note whether it is smooth or bumpy. (**Gardner Visual/Spatial**)

8. Once finished have the students place the quarters in their mailboxes and tell the students that tonight when they get home, you want the students to show their parents the quarter they made and identify that George Washington is the one on the quarter. (**Blooms: Application**)
9. Have students come back to seats and take the posttest about George Washington. (**Gardner Intrapersonal**) (**Blooms: Knowledge**)

**Closure:** Well today we learned lots of things about our first President George Washington. We also learned he is so important that he is on the quarter! We also discussed that the quarter is worth 25 cents. Let's move over to the smart board and learn more about money in math.

**Adaptations/Enrichment:**

**Student with ADHD-** ask the student to pass out the quarter templates to the class

**Student with Autism-** Allow student to take periodic breaks from sitting in group and sit at his desk if/when he is feeling over stimulated.

**Student with High Ability-** Have the student write a sentence about George Washington before creating quarter.

**Student with Eye Impairment-** Allow student to sit in the front of the story pit for the story and poster writing.

**Self-Reflection:**

Will the students be able to sit through the whole story and be engaged?

Will they retain the information?

Are the assessments easy to understand?

1. Circle the coin with George Washington's face on it



Quarter



Penny

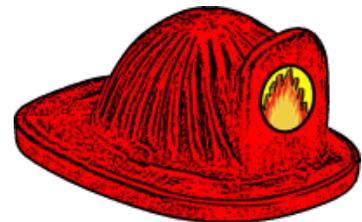
2. What was George Washington's job?



Dentist



President



Firefighter

## Unit Lesson #2(Storytelling)

### **Academic Standard(s): K.1.3 Social Studies**

Listen to and retell stories about people in the past who showed honesty, courage, and responsibility. (Core Standard)

### **Performance Objectives:**

Given the finger play "George Washington," the students will retell at least 3 main concepts of the story to the teacher.

### **Advanced Preparation by Teacher:**

A copy of the George Washington finger play for all students

A class list

The story of George Washington and the cherry tree

### **Lesson Plan:**

-Review that George Washington was the first president of the United States. Bring out the chart that was previously made to show the facts the class wrote down about the president. Remind the students that George Washington was the one on the quarter. Then tell the students the short story of George Washington and the Cherry Tree.

- After reading the short story, **teach the students the George Washington finger play so they can remember that he was a brave and honest man.** They will also remember the tricorne hats Washington and many other men in that time wore.

- Give each student copy of the George Washington finger play poem to put in their poetry notebook. Have the students highlight the star words and then illustrate the poem with pictures of George Washington, the American flag, the dollar bill, etc.

-While the students are illustrating their poem, have them come over and retell the poem to you.

-They can choose to retell the poem with or without the motions.

-When they are retelling the poem, check for key concepts and understandings, but do not expect them to know it word for word. Use a checklist to do this.

### **Assessment:**

-The teacher will use a checklist to mark whether or not the student could retell the finger play story of George Washington and the cherry tree.

## Unit Lesson # 3(music)

### **Academic Standard(s):**

**K.7.4** Recite short poems, rhymes, and songs. (Core Standard)

**K.1.1** Compare children and families of today with those in the past. (Core Standard) (not assessing this standard)

**Performance Objectives:** Given the song "Yankee Doodle Dandy," the students will recite the song with at least 6 out of 8 lines correct.

**Advanced Preparation by Teacher:** A copy of the "Yankee Doodle Dandy" for each student's poetry/song book. Also, Yankee Doodle Dandy written on big paper. A checklist of the student's names.

### **Lesson Plan:**

- The teacher will discuss with the students what they learned in the previous few days about former president George Washington.
- The teacher will then discuss how when George Washington was president, and that when he was president they sang special songs about the USA. Show the class the song "Yankee Doodle Dandy" on the chart paper
- The teacher will teach the students the song, and explain some of the silly phrases and verses in the lyrics. She will then teach the children the song, and they will sing it as a group.
- The teacher will then replace the "Yankee" with a variety of the student's names in order to create student interest, and promote memorization. The students will rehearse the song several times.
- The students will then go back to their seats with their poetry/song books, and turn to the page with "Yankee Doodle," and draw a matching illustration.
- While students are being illustrators, the teacher will call a group of 3 students to come over and recite the Yankee Doodle song. The teacher will use a checklist to mark whether they correctly recited the song.
- The teacher will tell the students that tomorrow they will get to play some games that people played back in the days of President George Washington

**Assessment:** The teacher will use a checklist and listen to each student recite the song "Yankee Doodle Dandy"

**-MANCHESTER COLLEGE- Department of Education**  
**Early Childhood Lesson Plan**

**LESSON PLAN** by Jessica Williams

**Lesson: Introducing Abraham Lincoln** (Unit lesson 4: Cooking) **Length: 60 minutes**

**Age or Grade Intended** Kindergarten Social Studies

**Academic Standard(s):**

K.1.1 Compare children and families of today with those in the past. (Core Standard)

*Example: Compare clothing, houses and objects of the past with the present.*

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**Performance Objectives:** Given the log cabin and drawing of their home, the students will write or draw one difference between Lincoln's log cabin house and their house.

**Assessment:** The teacher will assess the Abe Lincoln Log Cabins and House Drawings comparative drawing and/or writing. This drawing/writing should reflect one item a modern house has that a log cabin does not. It can be a variety of things, and maybe an item discussed in class. As long as it is a clear difference it will be graded as correct.

**Advanced Preparation by Teacher:**

Book, Young Abraham Lincoln: Log-Cabin President

Milk Cartons

Pretzels

Icing

Paper Plates

Glue Gun

Paper

Crayons

Pencils

Penny

Quarter

**Procedure:**

**Introduction/Motivation:** Raise your hand if you have ever had birthday. Touch your nose if you feel really special when it is your birthday. Put your hand on your head if you have ever had a CELEBRATION! Well today, February 12th, is a very special person's birthday. His name is Abraham Lincoln. He lived a long time ago and was a president just like George Washington. We already know George Washington was our president, and we have learned a lot about him. Now

we get to learn about the life of another one of our very important presidents- Abraham Lincoln. When I read this book be thinking of how Abraham Lincoln and George Washington are alike and different.

### **Step-by-Step Plan:**

1. Show students a picture of Abraham Lincoln from the book Young Abraham Lincoln: Log-Cabin President, by Andrew Woods. (**Gardners Visual/Spatial**) Ask if anyone recognizes him. Tell them that just like George Washington, Abraham Lincoln was President of the United states. Ask the students what number of President was George Washington? (1<sup>st</sup>) (**Bloom: Knowledge**) Tell them that Abraham Lincoln was the 16<sup>th</sup> president. Say George Washington and Abraham Lincoln never even knew who each other were because Lincoln was not alive with Washington was president.
2. Bring out a quarter and ask the students which president is on the front (George Washington Review), then ask if anyone remember what this coin is called and how much it is worth. Then bring out a penny and ask any students if they can identify what coin this is. Then go on to say it is a penny worth one cent not twenty five cent. Tell them that the famous president Abraham Lincoln is on the front of it. Ask them if they think one cent penny is more or twenty five cents quarter is more.
3. Review the jobs a President has by calling on students. Remind students that a President is a leader that makes important decisions and Lincoln was President at a time when a lot of people were fighting and that makes him extra important.
4. Read the book on Abraham Lincoln
5. After reading, give the students a list of topics mentioned in the book including games, books, house, chores, clothes, roads, transportation, communication, hobbies, and school. Have the students then tell you what Lincoln's life was like in each category. For example, he lived in a Log Cabin for a house. His roads were dirt, etc.
6. Next, give the students a piece of paper and have them draw a picture of their house. (**Gardner: Interpersonal**) Tell them to add details like the color and what the sides are made of and what is around their house like a driveway, cars, etc.
7. After their drawings are complete, tell the students we are going to make a house like Abraham Lincolns. Give each student a milk carton that is previously hot-glued to a plate. Then pass out chocolate icing to each student and have them ice the sides of the milk carton. Then, give the student pretzel sticks to "glue" to the sides of their milk cartons. Be sure to mention that Lincoln's log cabin was big like a house, and not this small, and that this is just a model of his house.
8. After the log cabins are created have the students turn their house drawing over and have them draw and/or write one difference between Lincoln's house and their house. (**Gardner: Verbal/Linguistic**) (**Blooms: Analysis**) The teacher will prompt this by saying draw one item your house has that a log cabin does not have. Be sure to clarify we are talking about their real homes not the models of the homes. Then have a class discussion (**Gardner Interpersonal**) about what makes their house different from Lincoln's log cabin house. (**Blooms: Comprehension**). Mention that

some people still live in Log Cabins today, but they have things like running water, lights that turn on and off, toilets, etc. and Lincoln's log cabin did not. Then go over some of the other things previously mentioned like Lincoln's toys compared to our toys, Lincoln's mode of transportation compared to ours, etc.

**Closure:** I am so excited that we got to make the house our 16<sup>th</sup> President Abraham Lincoln lived in! We also learned that he is on the penny. Wow now we know two Presidents of the United States. When you go home today I want you to find three things you see that are different from when Lincoln was alive. **(Blooms: Application)**

**Adaptations/Enrichment:**

**Student with ADHD-** ask the student to help pass out the milk cartons.

**Student with Autism-** Allow student to take periodic breaks from sitting in group and sit at his desk if/when he is feeling over stimulated.

**Student with High Ability-** Have the student write about her house rather than draw

**Student with Eye Impairment-** Allow student to sit in the front of the story pit for the story.

**Self-Reflection:**

Will the students be able to sit through the whole story and be engaged?

Will they retain the information?

Will the milk carton log cabins be too messy?

How much will this project cost?

**-MANCHESTER COLLEGE- Department of Education**  
**Early Childhood Lesson Plan**

**LESSON PLAN** by Jessica Williams

**Lesson: American Flag Lesson** (Unit lesson 5: Writing) **Length: 30 minutes**

**Age or Grade Intended** Kindergarten Social Studies

**Academic Standard(s):**

**K.2.2 Social Studies**

Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)

**Performance Objectives:**

Given a pencil, the students will draw an original flag representing themselves with a meaningful symbol.

\*\*\*I will be "unpacking" this standard, and teaching about the president of the United States another day.

**Assessment:**

Completed Flag worksheet from the website:

<http://www.atozkidsstuff.com/cpages/states/myflag.html>

This worksheet will have a place for a picture of the flag. I will be looking for a variety of colors, and at least one picture drawn or symbol. On the bottom I will be looking for stretched out words telling why they picked those colors and symbols.

**Advanced Preparation by Teacher:**

Print off flag worksheets

Provide crayons and pencils

Blank Paper

The story F is for Flag

Flag example made by teacher

## Procedure:

**Introduction/Motivation:** I am thinking of a word and you all have to guess it. I will give you some clues, and when you think you know raise your hand. First, this item was very important to our presidents George Washington and Abraham Lincoln. Next clue, this item is always around when we say the Pledge of Allegiance. Third clue, this item has 3 colors- red, white, and blue. This item has stripes and stars. This item can be found in our story pit. Does anyone know what item I am thinking of? (Answer: The American Flag) (**Blooms: Knowledge**)

## Step-by-Step Plan:

1. That's right! I am talking about the United States of America's Flag! We have all learned that we put our hands over our hearts and give respect to our flag everyday by saying the pledge of allegiance, but do we really know what the flag means? We are going to learn about it today. This flag represents a lot of what the Presidents we talked about want for the United States.

2. Read the Story F is for Flag

3. Point out that the flag is found in several places like people's homes, classrooms, outside, inside and at holidays like the fourth of July. Tell students that the American flag is very important to people who live in the United States and we want to display it because it means so much. It is so important that we never even let it touch the ground!

4. Say that just as in the book, the flag means so many things for different people. But for everyone it stands for Freedom. Ask the students what they think freedom means. Tell them it means we have choices to do things. Like for example, pick what we want to eat for lunch- yogurt, pbj, or hot lunch.

5. The flag is also important because it stands for all the hard work Americans do, in particular the president of the United States. When we see this flag we know it is a symbol for the United States and not for any other place. Does anyone know what a symbol is? (**Blooms: Comprehension**) We know our flag has colors red, white, and blue. The red is a symbol for courage and being brave. The white is a symbol for doing the right thing. And the blue stands for being fair and nice to one another. It has 50 stars! Wow! One for each of the 50 states.

5. When we go back to our seats we are going to get a paper. On the top of the paper it says "My Flag." Instead of drawing the flag of the United States that is important to all of us, I want you to create a flag that is a symbol just for you. (**Blooms: Synthesis**). I want you to pick 3 colors to put in your flag. Pick 3 colors that you really like and that would be a symbol for you. (**Gardners Intrapersonal**). When you pick all your colors I want you to write them in the box under the flag that says colors. Next I want you to put some symbols

on it that tell about you. I know Alyssa likes art so she might put a paintbrush, I know Ben likes baseball so he can draw a baseball, I know Evette's favorite food is ice cream and she can put ice cream, etc. (**Gardners Visual/Spatial**). After you draw your symbol I want you to write what your symbol is or means. (**Gardners Verbal/Linguistic**). If you drew ice cream you could write ice cream is my favorite food. Or a baseball may say baseball is my favorite sport. Be sure to stretch your words, and I will be coming around if you have questions and need help. Try to really make your flag look like you and your favorite things. (Show students an example of the flag you made and colors you used.) (**Blooms: Application**).

**Closure:** Now that we are done, we are going to bring our papers over to the story pit and have a community circle. You can share your flag, or you can choose to pass. I can't wait to see all of them! (**Gardners Interpersonal**)

### **Adaptations/Enrichment:**

Student with ADHD- Let student pass out the flag worksheets

Student with Mild Disability- Let student write only words under the flag rather than words and sentences.

Student with High Ability- Encourage the student to write full sentences on the colors they chose as well as the symbols.

Student with Eye Impairment- Let student sit in the front when book is being read

### **Self-Reflection:**

Is it too hard to write a whole sentence?

Will students understand what their assignment is?

Will the lesson be too long?

# My Flag

**My colors mean:**

**My symbols mean:**

**-MANCHESTER COLLEGE- Department of Education**

**LESSON PLAN** by Jessica Williams

**Lesson: Letter to the President** (Unit lesson 6: Art)

**Length** 45 min.

**Age or Grade Intended** Kindergarten

**Academic Standard(s):**

K.5.2 English

Draw pictures and write for specific people or persons. (Core Standard) (I'm unpacking this standard and doing the drawing portion)

K.2.2 Social Studies

Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard) (unpacking this standard, and focusing on the president section)

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**Performance Objectives:** Given a piece of paper, the students will draw a picture specifically for President Obama that has relevant content.

Given a class discussion, the students will actively participate in the discussion by contributing at least one thought or idea.

**Assessment:**

picture for the president

whole class letter to the president

**Advanced Preparation by Teacher:**

Checklist of class for group discussions

Paper

Crayons

Pencils

Word Document of President's responsibilities

Paper to brainstorm and write letter

Envelope

Stamps

Pictures of Obama and Family

Book My Teacher for President

### **Procedure:**

**Introduction/Motivation:** Who can name one of our past presidents? ( Students should be able to name George Washington and Abraham Lincoln from previous lessons). (**Blooms: Knowledge**) Now I have a tricky question...who can name the president that we have in the United States right now? (Barack Obama). That's right! Barack Obama is our president, and he has a very important job. We already know each President has an important job, and we have talked about presidents who have been here in the past, but today we get to talk about what we already know and then learn about Obama and his job.

### **Step-by-Step Plan:**

1. Read the book My Teacher for President. After reading, discuss some of the things that the president does that were mentioned in the book such as help people, travel places, be a leader, etc. Have the students name these things and type them into a word document on the smart board, so the class can remember them. (**Blooms: Comprehension**) Check students' names off of a checklist to remember who contributed some ideas.
2. Next, tell the students that our president, Barack Obama, has to do all of these things. Show the students a picture of Barack Obama, and his wife and daughters. Tell them that since Obama is the President that means the people voted for him, just like when we voted the other day for ice cream flavors. (**Blooms: Synthesis**) Give the students a little more background knowledge on the president by telling maybe the places he has lived, his pets names, the house he lives in now (the white house) etc.
3. Tell them that president Obama does all the things that we listed, and he also cares about how all of the people in the U.S.A. are doing, as well as if anyone has a problem he likes to know so he can maybe fix it.
4. Now ask them if it would be so cool if THEY could write an actual letter to the president and ask him a question or tell him something about what we have learned about presidents, or something cool about our class. Tell them we are going to get to write a letter to President Obama as a class. (**Gardner Interpersonal**)
5. In whole group, before starting the letter, have the students brainstorm some ideas of what to ask the president, guide the discussion if needed. (Check students' names off of checklist after participating). After brainstorming, take a new sheet of paper and create a letter heading. Next take the brainstorming ideas and put them into the letter as sentences. Talk to the students about the format of a letter including the greeting, the middle, and the closing. Later, actually type up the letter on regular sized paper, and send it to the President with hope of a response. (**Gardener: Verbal/Linguistic**)
6. Have the students go back to their tables, and draw a picture for the president. (**Blooms: Application**) (**Gardner Intrapersonal**) Tell them that the picture needs to be something that makes sense to send to a president. It can be a picture of the president and his family, or maybe the American Flag we talked about, or maybe they want to show the president what a Kindergarten class looks like, and they want to draw our class. Tell them to make it

their best work, because we are really going to send them to President Obama. (**Gardner: Visual/Spatial**)

**Closure:**

Today we got to write a letter and draw a picture for a very special person. Who can name that person? (Barack Obama, the president). Well now it is time for centers, and at the writing center you will get to write your own sentences for the president or another special person you know. Remember if you draw an illustration it should match your writing.

**Adaptations/Enrichment:**

Student with High Ability: Encourage student to label picture and write a sentence matching his picture.

Student with Mild Disability: Give the student a choice of two things to draw, rather than unlimited choice.

Student with Autism: Give student extra personal space when writing the group letter, allow him to sit at his desk and give input rather than in the group of students

Student with Eye Impairment: Let student sit in the front of the group when writing the letter.

**Self-Reflection:**

Will the lesson be too long?

Will the students be able to think of things to write to the president?

Should I have each student write an individual letter rather than a group letter?

Will the students stay engaged the whole time?

**-MANCHESTER COLLEGE- Department of Education**

**LESSON PLAN** by Jessica Williams

**Lesson: More and Less- Presidential Elections** (Unit lesson 7: Drama) **Length 60 minutes**

**Age or Grade Intended** Kindergarten

**Academic Standard(s):** K.1.8 Math

Use correctly the words one/many, none/some/all, more/less, and most/least.

K.2.2 Social Studies

Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)

**(This standard is not directly assessed in this lesson, but learning of this standard is enhanced by this lesson, and standard is assessed in later lessons)**

**Performance Objectives:**

Given the worksheet, the student will correctly answer 5 out of the 7 questions concerning more and less.

**Assessment:**

By using the more/less worksheet I will see if the students grasped the concept of having more or less depending on if they get 5 or more questions right.

**Advanced Preparation by Teacher:**

- Ice cream voting slips
- Voting box
- Smart board ice cream graph/chart
- More/Less Practice Assessment
- Class's favorite ice cream for the next day

**Procedure:**

**Introduction/Motivation:**

Raise your hand if Art is your favorite special, now touch your hand if Music is your favorite special, and finally touch your ears if Gym class is your favorite special. You can only pick one. Now look around and see how everyone in the class picked a different special that was their favorite. You just did an activity called voting. Voting is when you have some choices and you pick your favorite one or the one you think is the best choice. We have been talking a lot about presidents, and guess what? Did you know that we, the people who live here in the United States, get to vote for our favorite president? On a special day called Election Day people who are 18 and older get to go to a place in town, and vote for the person we think would be the best leader and best president. That's how we got our president Abraham Lincoln, and President Barack Obama that we talked about yesterday. When you vote, there are only a couple choices, and you can only pick one. After the Election Day is over, someone gets to count all of the votes people picked, and whoever had the most votes gets to be the new president.

### **Step-by-Step Plan:**

1. Today we are going to pretend to be voters, but we are not going to vote for the president, we are going to vote for our favorite flavor of ice cream. We will pretend that the ice cream flavors are representing 3 different people who really want to be president. **(Blooms: Synthesis)** I need everyone to go to their seats, and I will pass out special pieces of paper. On this piece of paper I want you to write your name. **(Gardner: Verbal/Linguistic)** Now you will see three pictures the white one is vanilla, the brown one is chocolate, and the pink one is strawberry. When you vote this piece of paper is called the ballot. Now, I want you to pick one choice, your favorite flavor, and then put a check mark in that box. **(Gardner: Intrapersonal)** I have set up a "voting booth" over by our story pit. In the voting booth all you need to do is drop your piece of paper into the box, and that means you have really voted for something and you are now a voter! Usually when we are voter we are voting for a person to become the president, and not for ice cream. **(Blooms: Application)** I will call you down by tables to go put your vote in, and then I want you to go to the smart board area.
2. Now that we have all voted, we are going use the smart board to see which ice cream flavors got the most votes, and which ones got the least amount of votes. (Bring up a sheet that has a chart with the three ice cream flavors onto the smart board).
3. Now using the smart board, place the corresponding number of votes in each section of the smart board graph. **(Blooms: Analysis)** Once all the votes are placed, ask the students to count each category as a whole group, to see how many votes are in each section. **(Gardner: Interpersonal)** Now ask some questions in whole group. Start by asking which ice cream flavors have some votes. Ask them which ice cream flavor has the most votes? Point out that if we were voting on someone to be president the person with the most votes would win. The person with only some votes would not win the election. Which ice cream flavor has the least amount of votes? **(Blooms: Knowledge)** Which ice cream has more votes...chocolate or vanilla? Which ice cream has the least amount of votes...strawberry or vanilla? Now move all the votes into the chocolate category, and then ask now which flavor has all the votes? Ask them to touch their

nose if this category has a few votes, and to touch their heads if the category has many votes. Ask which flavors have none? Move all the ice creams back and place only one in the chocolate category and ask which ice cream has only one.

4. After going through all the terms, and having a variety of students volunteer to answer the questions about the math terms, have them go back to their seats.

**Closure:** Wow today we got to be voters, AND we got to see what kind of ice cream our class likes the most and the least. Before you line up I am going to give you this homework sheet that practices more and less like we did today with our ice cream votes. Be sure to go over the questions and do the first couple together as a class. **(Gardner Logical/Mathematical)** Tomorrow, when you come to school, I will bring an ice cream treat of our class's favorite flavor, this is just like when we vote for president, and the favorite person wins.

### **Adaptations/Enrichment**

**Boy with Autism:** Allow him to go over to the voting booth by himself rather than with the whole group at his table.

**Boy with Mild Disability:** Allow him to complete only the first couple questions on the worksheet

**Girl with ADHD:** Allow her to pass out the voting ballots and homework assignments

**Girl with Eye Impairment:** Allow student to sit in front of the group when going over the smart board ice cream chart.

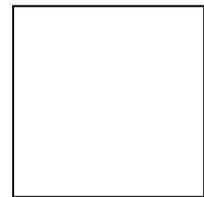
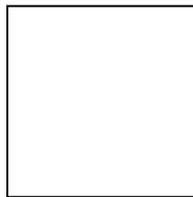
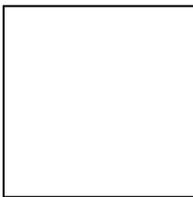
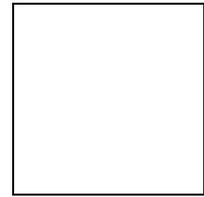
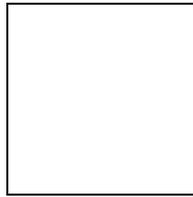
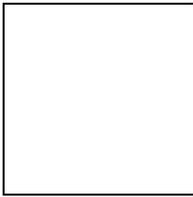
### **Self-Reflection:**

Is it ok that ice cream is not a healthy snack?

Will the children grasp the concepts I am trying to teach?

Is the lesson too long?

Is the lesson too short?





Name \_\_\_\_\_

Count group of pictures and write the total number of each one

1.  \_\_\_\_\_

2. 

 \_\_\_\_\_

3.  \_\_\_\_\_

4. Which group has the most in it? \_\_\_\_\_

5. Which group has the least in it? \_\_\_\_\_

6. Are there more butterflies or more ladybugs? \_\_\_\_\_

7. Does the butterfly group have less, or the bumble bee group?  
\_\_\_\_\_

Unit Lesson # 8(science)

**Academic Standard(s):**

K.2.2 Draw pictures and write words to describe objects and experiences. (Core Standard)

K.2.2

Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)

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**Performance Objectives:** Given the penny experiment and worksheet, the students will correctly color and label the pennies.

**Advanced Preparation by Teacher:** cups, mustard, ketchup, juice, salt, and soap, dirty pennies, (enough for everyone in class to have one) worksheets for everyone, pencils

**Lesson Plan:**

- The teacher will bring out the quarter and penny, and review which president is on each coin. Remind them they are the presidents we have talked about in previous lessons including George Washington and Abraham Lincoln.
- The teacher will then show the class how sometimes these coins can get really dirty, and it would be nice if we knew how to clean them.
- The teacher will then ask what the children think would be the best way to clean the pennies. After suggestions are made, the teacher will bring out items with different substances such as soap, ketchup, mustard, juice, and salt.
- The students will then be given the opportunity to try the different substances in groups of five with five different pennies.
- The teacher will then explain that by writing down or drawing what we observe, we will be able to tell what substances may have worked, and which ones did not. She will then show them how to do this on the penny chart.
- The pennies will then be examined, and the students will be given a chart in which they will color in penny as a dirty penny or a clean penny or possibly a mixture of both, and then write the word dirty or clean beside each penny and the substance used based on what they have observed.

**Assessment:** The teacher will collect the students' penny charts, and see if they correctly recorded their observations and discoveries.

Name \_\_\_\_\_

Soap



\_\_\_\_\_

Ketchup



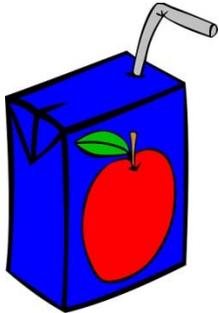
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# Mustard



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# Juice



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# Salt



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## Unit Lesson # 9 (math)

### **Academic Standard(s):**

**K.2.2** Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)

**K.1.4** Divide sets of ten or fewer objects into equal parts.

### **Performance Objectives:**

Given cups, coins, and a verbal prompt, the students will divide coins evenly 2 out of 4 times  
Given a worksheet, the students will correctly identify that George Washington and Abraham Lincoln are on the front of the quarter and penny.

### **Advanced Preparation by Teacher:**

Numbered cups 1-5 for each student in class

10 coins of pennies or quarters for each student in the class

Checklist

Assessment worksheet

### **Lesson Plan:**

-The teacher will bring out coins and ask the students to identify the presidents on the quarter and the penny. She will remind them of yesterday's science experience of coins and use this as a review as to who is on each coin. She will emphasize that they are on our money because they are our country's leaders. She will also state that money is so valuable because we can buy things with it.

-She will tell the students that since our presidents mean so much to us, we have placed their faces on the coins, and that since money is valuable we want to learn how to split it up evenly.

- For each student the teacher will pass out cups numbered 1-5, along with 10 pennies and/or quarters to each student.

- Have each student put the cups with the numbers 1 and 2 in front of them.

- Ask each student to distribute all 10 of his/her coins evenly between the two cups. You can develop a story to go along with each problem saying things such as each child earned the same amount of money this week, or someone earned more than another, etc.

- Repeat the activity several times, using different combinations of cups and coins.

-Use a checklist to go around the room and see if each student is correctly separating their coins.

-After this activity pass out the worksheet, read the students the directions, and have them complete it.

### **Assessment:**

-checklist

-worksheet

## Unit Lesson # 10(reading)

### **Academic Standard(s): K.2.2 Social Studies**

Foundations of Government: Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States. (Core Standard)

### **K.1.15 English**

Read one-syllable and high-frequency (often-heard) words by sight. (Core Standard)

### **Performance Objectives:**

Given the assessment, the students will correctly identify the president as the leader of the United States by correctly answering 2 out of 2 questions.

Given the story The White House, the students will accurately read 2 high frequency words.

### **Advanced Preparation by Teacher:**

Guided Reading Books The White House

Assessments

Pencil

### **Lesson Plan:**

- Review the fact that our President is the leader of the United States, and because of this, he lives in a special house in Washington D.C. called the White House. Explain that almost all Presidents before Barack Obama lived in this special house. Tell them George Washington, who we learned was on the quarter yesterday, did not live here because it was not built yet, but he had his own special house called Mount Vernon. Tell them that Abraham Lincoln, who we learned was on the penny yesterday, did live there when he was president.
- The white house is a place all Americans know because the leader of our country lives there.
- Show a picture of the White House and explain that the President's whole family lives there, even his pets.
- Go on to tell the students we will be reading a book called The White House, but before we do we will need to go over some new star words for this week.
- Introduce and go over the words live, white, home, and they. Have students repeat and spell words using the star word cheers. Be sure to point out the star words in the story before handing out the books.
- Then, break the students up into partners for buddy reading, and give each student a guided reader of The White House. Tell students to take turns each reading the book to each other.
- While students are buddy reading, come around with a checklist to see who is consistently reciting the high frequency star words correctly.
- After you have had a chance to check everyone off for reading the high frequency words, have the students go back to their seats and complete the assessment.

### **Assessment:**

The teacher will use a checklist and listen to each student read the high frequency words in the book The White House

The teacher will use an assessment to check students' knowledge of the president as the leader of our country

Name \_\_\_\_\_

1. Which one is the leader of the United States?



President



Principal



Policeman

2. Which one is the President's White House?



## Unit Lesson #11 (Gross Motor)

### **Academic Standard(s): K.1.2 Social Studies**

Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage. (Core Standard)

### **Performance Objectives:**

Given the story Presidents' Day, the students will draw 3 pictures of people, events, or objects we celebrate on Presidents' Day.

### **Advanced Preparation by Teacher:**

The story Presidents' Day

Papers

Pencils

### **Lesson Plan:**

- Read the story Presidents' Day by Anne Rockwell. Then further discuss reasons why we have Presidents' Day, and that it is celebrated on February 18th.
- Have the students tell reasons why we celebrate Presidents' Day using facts from previous lessons and the story. Write these down on the smart board.
- After the facts are in place, the students will go down to the story pit and get in a circle.
- Then, using a ball, ask a question about Presidents' Day such as what is the name of one President we remember on Presidents Day. Have the students raise their hands if they would like to answer. If a hand is raised you, the teacher, will make eye contact with the student, and then throw the ball to them.
- Repeat the activity several times, only each time ask a different question, but have the student holding the ball pick who they would like to throw it to. Make sure the person throwing the ball uses the same guidelines of making eye contact and throwing it to someone with a hand raised.
- Once the game is over, have students go back to their seats. Once at their seats, pass out a piece of paper and have the students fold the paper into 3 sections. Then have the students draw 3 pictures of people, events, or things we celebrate and/or use during Presidents' Day.

### **Assessment:**

- The teacher will look at the 3 pictures drawn, and see if they are relevant to the discussion on Presidents' Day. If they are, they will get full credit for making 3 Presidents' Day connections.

Jessica Williams  
Unit Lesson # 12(fine motor)

**Academic Standard(s): Social Studies K.1.2**

Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage. (Core Standard)

Example: Identify Thanksgiving, Columbus Day, Grandparent's Day, and birthdays

**Performance Objectives:**

Given the George Washington and Abraham Lincoln hats, as well as the labels, the students will correctly identify which honored president goes with which hat.

Given the prompt "Today I'm celebrating," the students will correctly identify today is Presidents' Day by stretching out the word and writing it in the provided area.

**Advanced Preparation by Teacher:**

**Lesson Plan:**

- Review the sheet created the day before on reasons why we celebrate Presidents' Day. **Extend on that and tell the students that two of the Presidents' we learned about have a birthday in February and so having a Presidents' Day is one way we get to celebrate their birthdays.** Have the students guess who the two Presidents with birthdays are.
- Tell the students that today is Presidents' Day, and so all day we are going to be doing things that remind us of our very important Presidents and all the things they have done. Remind them that we celebrate all presidents on this day including Barack Obama, and many other presidents we have never talked about in class.
- Have a class discussion about the things the Presidents do or have done that are important to us and help make our country a better place.**
- Then, have the students go back to their seats and tell them we are going to create George Washington hats which are called tricorns, and Abraham Lincoln hats which was called a stovepipe hat.
- After the hats are created, tell the students to pick one of the hats to wear in celebration of our Presidents, George Washington and Abraham Lincoln.
- Then, ask the students to identify which president wears which hat by gluing on the correct label given. Also have the students identify the holiday we are celebrating by stretching out the word and writing it on the section that says today I'm celebrating \_\_\_\_\_.

**Assessment:**

Students will create and then label Abraham Lincoln and George Washington hats. Afterwards, students will correctly identify the holiday we are celebrating by stretching out the word Presidents' Day and putting it in the corresponding blank.