



**Holidays**

**1<sup>st</sup> Grade**

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**Educ 327**

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## **Introduction**

### **First Grade and the typical learner:**

A typical first grade student is usually around the age of six or seven years old. Developmentally students in first grade should be able to have their motor skills developed such as throwing, kicking, running, hopping, leaping and also move to a simple rhythmic beat. They are still trying to master these skills but first graders should be able to at least accomplish these skills by the end of first grade. Cognitively students start working independently without interrupting others, be able to walk in a group to lunch or a special without disturbing others, students should know their alphabet and be able to count to at least number twenty. First graders are very active learners and become very interested in games and start developing concepts and problem-solving skills from these experiences (NAEYC 1986). Students in the fifth grade should start identifying elements of maps and globes, explain why rules and laws are needed, identify individuals and events that represent the US, and understand goods and services. For first graders spatial relationships and time concepts are also difficult for them to understand (NAEYC 1986).

### **Rationale:**

Students need to participate in the study of national holidays of the United States because they need to be able to identify people and events observed during these celebrations and holidays. According to the National Association for the Education of Young Children (1988), “The social studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions.” Holidays play such an important role in our culture and the celebrations that occur on these days are a reflection of that. The Indiana Academic Standards state that students should identify people and events of these holidays. This unit not only helps the students gain new knowledge of these specific holidays but also helps them learn about the history of their country. A lot of students probably do not know why we celebrate certain holidays so this unit will give them the background information needed to answer their questions about the holidays.

**Goals:**

- Students will be able to identify people and events observed in national holidays and celebrations
- Students will understand the concept of a timeline
- Students will develop a timeline
- Students will develop an understanding of why holidays are important
- Students will work cooperatively in groups when necessary

**Learning Objectives/Standards:**

**Social Studies 1.1.3** Identify American songs and symbols and discuss their origins

-Given a worksheet with symbols on it, the student will correctly identify all three symbols that represent the United States.

**Social Studies 1.1.4** Identify local people from the past who have shown honesty, courage and responsibility

-Students will write a short expository story about a veteran they know or why people who are in the service are courageous, responsible and honest that has two details listed.

-Students will write a thank you note to the families of local people who have died in service and have two reasons why they are thankful for their family member.

**Social Studies 1.1.5** Identify people and events observed in national celebrations and holidays

-Given a K-W-L worksheet, the student will fill in all three sections with at least two points about Presidents' Day citing specific people or events that happen.

-Students will create a "Hand Turkey" that lists five things they are thankful for on Thanksgiving Day.

-Students will write down three things that they would change about the world and one fact about Martin Luther King, Jr.

- The students will create a Christmas tree that is decorated with materials provided by the teacher by Christmas break.

- Students will create a page of the Labor Day ABC book that illustrates a job that starts with their letter they are assigned to.

- Students will create a poster that gives three reasons why Arbor Day is important.

**Social Studies 1.1.7** Explain that clocks and calendars are used to measure time

-Students will create the month of December (days) on an empty calendar while counting down the days until the New Year starts.

**Social Studies 1.1.8** Develop a simple timeline of important events in the student's life.

-The student will create a timeline of their life with a minimum of five chronological events.

**Social Studies**

**English 1.5.2** Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

-Students will write a short expository story about a veteran they know or why people who are in the service are courageous, responsible and honest that has two details listed.

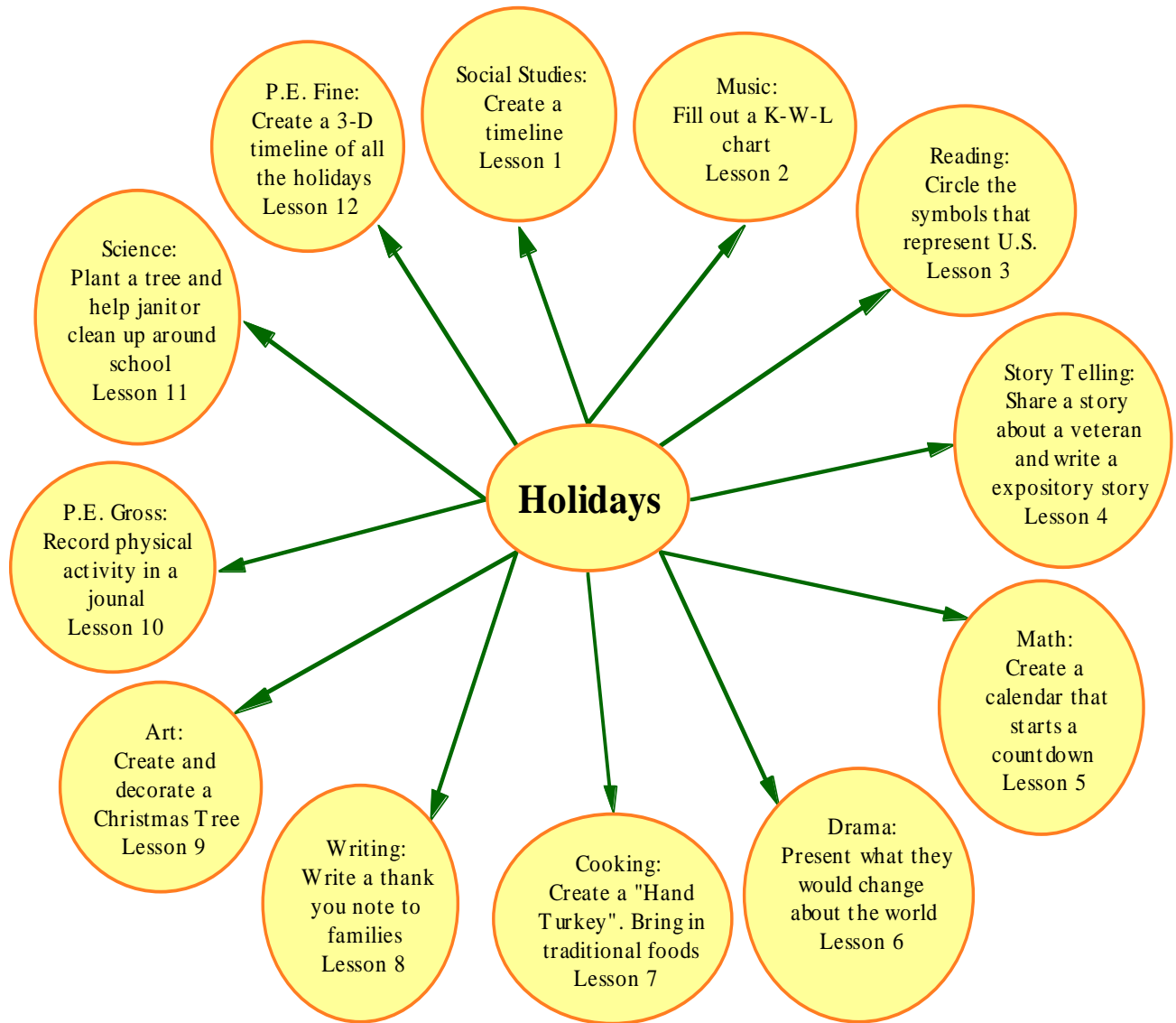
**English 1.5.5** Write for different purposes and to a specific audience or person.

-Students will write a thank you note to the families of local people who have died in service and have two reasons why they are thankful for their family member.

**Physical Education 1.3.2** Record participation in physical activities by type of activity and time.

- Students will record what chores/jobs they participate in at home in their journal for a month.

## Unit Web



Dear Parents/Guardians,

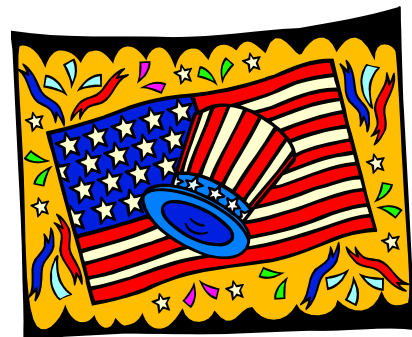
During this month we will begin our Holidays unit in Social Studies. I am very excited to start this unit because I find it very important that students learn why these holidays are celebrated. In the Indiana Academic Standards, there are many standards that can be met by using the Holidays theme. One of the specific standards that we will meet states that students will identify people and events observed in national celebrations and holidays. Holidays play such an important role in our culture and the celebrations that occur on these days are a reflection of that. This unit not only helps the students gain new knowledge of these specific holidays but also helps them learn about the history of their country. A lot of students probably do not know why we celebrate certain holidays so this unit will give them the background information needed to answer their questions about holidays.

Your child will participate in a variety of different activities as we move through our unit. They will give a short presentation over what they learned about Martin Luther King, Jr., write a thank you letter to families who had a member of their family die in service, create a Labor Day ABC book and also will be involved in the planting of a new tree when we discuss Arbor Day in our unit. There will be many other fun, engaging activities for them to participate in. Most of the unit will involve school work that will not require time at home but there may be a couple of small jobs that the students may need to do at home. The final project that the students will complete for the unit will be creating a timeline that highlights all of the holidays and they will illustrate a picture that symbolizes that specific holiday.

I am sure that your child will enjoy this unit as I find this as one of the more engaging and exciting units for the students to learn about. If at any time you have questions about what we are learning in class or have any suggestions regarding fun activities that would boost the excitement of a holiday feel free to e-mail me anytime. Please take the time to ask your child about what holidays they are learning about and the interesting facts about those holidays.

Sincerely,

Mr. Estep



## Annotated List of Trade Books for Holidays

Bennet, Kelly. (March 2003). *Arbor Day*. Scholastic Library Publishing.

- A simple introduction to the traditions and festivities of Arbor Day. The text opens with a picture of kids planting a tree and readers learn that "arbor" is another word for tree. J. Sterling Morton was concerned about the vast number of trees that were being cut down each year and it is through his efforts that the holiday came about. Arbor Day is the last Friday in April, but the celebration varies depending on the best time of year to plant trees in the area where you live. The importance of trees to our well-being is enumerated; they provide oxygen, fuel, shelter, food source, and paper. Full-color illustrations are found on each spread and really do help readers understand the information that is presented.

Brill, M. T. (January 2005). *Veterans Day*. Lerner Publishing Group.

- Brill explains how Veterans Day evolved from Armistice Day and how veterans are honored in the United States. A time line is provided, as is a list of suggestions on how to celebrate the holiday. The book talks about why veterans are honored and what types of celebrations happen on Veterans Day.

Brooks, Felicity. Litchfield, Jo. (January 2008). *Jobs People Do*. EDC Publishing.

- For any kid who has ever wondered about what moms and dads do when they are gone all day, this book provides some answers. Kids who have a working parent or who are curious about various professions will enjoy this introduction to a variety of jobs. They will learn about farmers, chefs, doctors, firefighters, teachers and veterinarians—some of whom they will have encountered early in life, like a doctor. There is a good range of professions, men and women, and ethnic groups.

Cheney, Lynne. (May 2002). *America: A Patriotic Primer*. Simon & Schuster Children's Publishing.

- *America: A Patriotic Primer* is a succinct history of the United States, an ABC of the principles on which this country was founded, and a book for children and families to pore over, discuss, and cherish. Together the illustrator and Cheney created a patriotic primer, a book that teaches history by celebrating the diversity, tenacity, and faith of the American people. Cheney has drawn on a lifetime of learning about the American past, and on the inspiration that comes from witnessing recent history firsthand.

Davis, Nancy. (September 2010). *The First Thanksgiving*. Simon & Schuster Children's Publishing.

- Nancy Davis recreates the excitement and wonder of the first Thanksgiving. How the pilgrims came to America and how the Native Americans taught them to plant and then joined them in a Thanksgiving feast. Parents can use the simple text and the bright, graphic illustrations of this lift-the-flap book to introduce a very young child to this holiday.

Marx, David. (March 2002). *Presidents' Day*. Scholastic Library Publishing.

- Discusses the holiday known as Presidents' Day and the significant achievements of those presidents whom it honors, George Washington and Abraham Lincoln. The book serves as an independent reader or an introductory read-aloud for young kids to learn about two of America's greatest heroes. The text is in a large font size and there are no more than four sentences per page. Wonderful historic artwork depicts the men and their times as they fought to unite our country as a whole. Basic background history on these presidents' bravery, courage and achievements will help kids to begin to appreciate the significance of the holiday.

Marzollo, Jean. (January 2006). *Happy Birthday, Martin Luther King, Jr.* Scholastic, Inc.

- This book is a beautifully-rendered study of Martin Luther King Jr.'s life, told in simple, straight forward language for even the youngest of readers to understand. Pinkney's scratchboard and oil pastel illustrations convey both the strength and gentleness of King's character. Both text and art carry his central message of peace and brotherhood among all people.

Minor, Wendell. (May 2005). *America the Beautiful*. United States: Penguin Group.

-*America the Beautiful* has been stirring hearts for generations, and now Wendell Minor provides a spectacular visual accompaniment for the classic poem and song. Sing along to the familiar lyrics, turning each page as the musical tribute is transformed into a visual feast that spans the entire nation, from New York City to the Oregon coast, and encompasses multiple eras, from the Pilgrims to the Wright brothers to NASA. Wendell Minor's stunning paintings of American landscapes and historical moments celebrate our nation—from sea to shining sea.

Moore, Clement. (October 2010). *The Night Before Christmas*. Charlesbridge Publishing, Inc.

- Christmas just wouldn't be Christmas without a reading of Clement C. Moore's classic verse, which has brightened the season ever since it was first published in 1823. And now this heartwarming poem is more dazzling than ever before. Acclaimed painter Eric Puybaret enchantingly captures the story's magic and wide-eyed wonder: a cozy home with stockings hung by a mantel; visions of sugarplums dancing in the dreams of sleeping children; a miniature sleigh pulled by eight prancing reindeer; and of course, jolly Santa, with his merry dimples and twinkling eyes, coming down the chimney with a bagful of toys.

Silverstein, Shel. (February 1986). *The Giving Tree*. HarperCollins Publishers.

- A classic book for all ages—for mothers and fathers! A moving parable about the gift of giving and the capacity to love, told throughout the life of a boy who grows to manhood and a tree that selflessly gives him her bounty through the years. The story gives a representation of how the gift of giving and a serene acceptance of another's capacity to love in return can help both sides.

## **Bulletin Board**

The bulletin board that I created for this unit will have the title of “What do you know about Holidays?” The way it will work is there will be five different holidays that we will learn about during the unit posted up on the bulletin board. Under each holiday there will be a pocket where the student can put a note card. At the bottom of the bulletin board will be an envelope full of note cards where the students will pull out a note card and write down a fact that they know about a holiday. Then at the end of each day I will collect all of the cards out of the pockets and I will read them in front of the class and we will talk about what that student knows about that specific holiday. Then as we move throughout the unit, we will think back to the different note cards that students filled out and connect those to the holidays when we get to that lesson.

## **Field Trip/Guest Speaker**

Throughout the unit the students will be learning about different holidays and celebrations that occur on those days. For this section of the unit I decided to take the students on a short field trip to Halderman Park, which is the site of a former Civil War era cemetery and also has a memorial display for veterans and those individuals who were once buried at the site. I will be using this field trip during the lesson that we talk about Memorial Day. Since there are memorials there that pay tribute to veterans from North Manchester then we'll discuss that on Memorial Day people go to cemeteries and memorials to honor and thank those who have served in the services. Before taking the students to the memorial, I would ask the students to think back to when we talked about Veterans Day and how we celebrate that day to honor those who have served and Memorial Day is to celebrate those who died while serving. I could also see if there were any students in the class who may have a relative or family member who is on the memorial that they know of. Then I would explain the reason why they are on the memorial if they were not sure.

Once we went to the memorial and discussed the importance of the people who have served then we are going to come back and the students are going to write thank you notes. These notes will be sent to families who either have a family member serving now or who had one die while serving their country. We will talk about the things that could go in these thank you notes and then they will be given time to brainstorm and then write the letter. They need to thank the families and talk about the courageous act their family member did. This activity should help the students draw a better connection to the importance to Veterans and Memorial Day.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Holidays Unit Pre-test



**Directions:** Carefully read each question and circle the answer that is correct!!!

- 1.) Which holiday is in December?
  - a. Arbor Day
  - b. Christmas
  - c. 4<sup>th</sup> of July
  
- 2.) The 4<sup>th</sup> of July is a celebration of what?
  - a. Start of Summer
  - b. President Obama's birthday
  - c. Our country's birthday
  
- 3.) New Years Day is the start of...
  - a. A new year
  - b. A new month
  - c. A new week
  
- 4.) Who are Veterans?
  - a. Mrs. Lambert
  - b. Children who are in Kindergarten
  - c. People who serve in the military

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Holidays Unit Pre-test Answer Key



**Directions:** Carefully read each question and circle the answer that is correct!!!

- 1.) Which holiday is in December?
  - a. Arbor Day
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- 4.) Who are Veterans?
  - a. Mrs. Lambert
  - b. Children who are in Kindergarten
  - c. People who served in the military

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Holidays Unit Post-test



**Directions:** Carefully read each question and circle the answer that is correct!!!

- 1.) What is another name for 4<sup>th</sup> of July?
  - a. Fireworks Day
  - b. Independence Day
  - c. Presidents Day
  
- 2.) What date is Christmas on?
  - a. December 25<sup>th</sup>
  - b. November 27<sup>th</sup>
  - c. January 1<sup>st</sup>
  
- 3.) Which holiday do we celebrate by planting trees?
  - a. Labor Day
  - b. Arbor Day
  - c. Christmas Day
  
- 4.) Which month is Veterans Day in?
  - a. March
  - b. June
  - c. November

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Holidays Unit Post-test Answer Key



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c. Presidents Day

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b. November 27<sup>th</sup>

c. January 1<sup>st</sup>

3.) Which holiday do we celebrate by planting trees?

a. Labor Day

b. Arbor Day

c. Christmas Day

4.) Which month is Veterans Day in?

a. March

b. June

c. November

## **Technology and Literature**

For this unit I have chosen to incorporate technology and literature to give depth to the knowledge and information for the students. I believe it is integral for students to have visual representation of topics and information so that they can draw a connection to their personal life and something they have done that may be similar to what they see happens on a holiday. For some students technology and literature is a great way to give them new information because they may not have any schema on a certain holiday. Giving them these two tools to draw connections to will enhance their learning. Showing the students videos or reading to them a book about a holiday is a great way to show them a diverse picture of how not everyone celebrates holidays the same way. I think by technology and literature, I will have a better chance of captivating their interest into the unit. Using videos and children's books throughout the unit will make a difference because then the students won't become bored and uninterested in the unit that is why I have chosen materials that I feel well represent the holidays.

Manchester College  
Education Department  
Chase Estepp Lesson #1

**Lesson:** \_\_\_ **Introduction to Holidays** \_\_\_\_\_

**Length:** \_\_\_ **45 Minutes** \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_ **1<sup>st</sup> Grade** \_\_\_\_\_

**Academic Standard(s):**

**Social Studies 1.1.8** Develop a simple timeline of important events in the student's life.

**Performance Objectives:** The student will create a timeline of their life with a minimum of five chronological events.

**Assessment:** Using the timeline that the students have created, check to make sure the students have five events and they have them in correct chronological order.

**Advanced Preparation by Teacher:**

- Print off timeline sheet
- Have a timeline drawn on the chalk board

**Procedure**

**Introduction/Motivation:** Can anyone raise their hand and tell me one thing that has happened in your lifetime that you would consider to be important? How old were you when that happened? When creating a timeline you place the events in the order they happened. Today we are going to start talking about holidays. We will talk about ten different holidays and then at the very end we will put them on a timeline according to which month they happen in. (**Bloom: Knowledge**)

**Step-by-Step Plan:**

- 1.) Draw a timeline on the chalk board with each month having a hash mark on the timeline. Explain to the students the next thing you have to do is add events and dates to the timeline, but they have to be in chronological order. This means in order that they happened.
- 2.) Have each student go up to the chalk board and write down their birthday under the month they were born. (**Gardner: Bodily/Kinesthetic**)
- 3.) The students are then going to sit back down at their desk and I am going to pass out a sheet that has a timeline already drawn on it. The students' job is to place their mom and dad's birthdays on the timeline according to the month they were born. Then ask the students if there are any other ways that you could make a timeline using their family members' birthdays. (Based on what year they were born?) (**Bloom: Application**) (**Gardner: Logical/Mathematical**)
- 4.) Then explain to the students how you can use a timeline to decide where different holidays fall during the year.

5.) Erase the birthdays of the students from the timeline on the board and then write the names of the holidays you are going to discuss and learn about with the students. New Years, Martin Luther King Day, Presidents' Day, Labor Day, Memorial Day, Veteran's Day, 4<sup>th</sup> of July, Thanksgiving Day, Christmas Day, Arbor Day.

6.) Break the students up into small groups and give each one a calendar and then have them scan through to find where these holidays are and what month they are in. They can use the same timeline they used to put their family's birthdays on. (**Gardner:**

**Inter/Intrapersonal)**

7.) After the students have come up with their best timeline of which holidays fall in the months, ask them to compare that timeline to the timeline of their birthdays the class created at the beginning. It shows that someone may have a birthday in the same month a holiday is being celebrated. Then if you have someone with the birthday on the same day as a holiday you should point that out. (**Bloom: Analysis)**

8.) Explain to the students there are many holidays that are not nationally recognized but we are going to learn about a few of them and they are the ones on the board. Have the students keep the timeline they created for the holidays and where they are according to the months.

9.) Then pass out a new timeline sheet and explain to the students they have to fill out a timeline of important events that have happened in their life. (Birthday, first tooth they lost, when they learned to ride a bike, baby brother or sister was born, etc.) Make sure they understand that when they create a timeline they have to put them in order of when they happened. They cannot list losing their first tooth before they were born. They must have five events listed but they encouraged to list more.

**Closure:** Make sure to put your timeline in your folder. We will continue talking about holidays and the first one we will discuss will be about Presidents Day. Take a look at your timeline you created today and find what month it is in. Tomorrow we will discuss more about what the holiday is. (**Bloom: Knowledge)**

### **Adaptations/Enrichment:**

**Girl with High Ability:** Encourage the student to try and fill out the timeline of the different holidays with not only the month they are in but see if they know what days they are on.

**Boy with ADHD-Hyperactivity:** Ask for help from the boy in passing out the timelines to the class. Giving him a chance to get up and write down his birthday at the beginning of the lesson should relax him and his anxiety to move.

**Girl with ADD:** Put her in a group that you know will work hard at filling in the timeline for the holidays, and hold her responsible to actively participating with her group.

### **Self-Reflection:**

- Although I gave them multiple examples about filling in a timeline, will they be able to fill one out not knowing exact dates when things may have happened and putting them in correct order.
- Did I get their interest flowing to learn about holidays or spend too much time on birthdays?

Manchester College  
Education Department  
Chase Estepp Lesson #2

**Lesson:** \_\_\_ **Presidents Day** \_\_\_\_\_

**Length:** \_\_\_ **45 Minutes** \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_ **1<sup>st</sup> Grade** \_\_\_\_\_

**Academic Standard(s):**

**Social Studies 1.1.5** Identify people and events observed in national celebrations and holidays.

**Performance Objectives:** Given a K-W-L worksheet, the student will fill in all three sections with at least two points about Presidents' Day citing specific people or events that happen.

**Assessment:** Using the worksheet that the students filled out, check to see that each student met the requirements of filling out each section and wrote comments that are relevant to Presidents' Day.

**Advanced Preparation by Teacher:**

- Print off a copy of the Presidents song for each student
- Print off a copy of the Presidents poem for each student
- Have the song "Yankee Doodle" available
- "Presidents' Day" video

**Procedure**

**Introduction/Motivation:** Does anyone know of any holidays that are in the month of February? Yesterday I had you create a timeline with the ten holidays on it and then at the end asked you to find where Presidents Day is. Can anyone tell me what month it falls in? (**Bloom: Knowledge**) (**Bloom: Comprehension**)

**Step-by-Step Plan:**

- 1.) Pass out the K-W-L chart and have the students fill out the K and W part. Tell them the K stands for what they already know and the L stands for what they want to learn about Presidents Day.
- 2.) Presidents poem to the students and then as a whole class we are going to say the poem. Can anyone remember why we first started celebrating Presidents Day? (**Bloom: Knowledge**) After that have them put it in their poetry binder and we will continue to say it throughout the unit.
- 3.) Then we are going to go over to our meeting space and we are going to talk about what Presidents' Day is. Explain to the students that the holiday first was established to honor our first president George Washington, but now it celebrates all of our presidents. Also we are going to talk about the responsibilities of the president and how the country looks to them for leadership. (**Bloom: Comprehension**) (**Gardner: Bodily/Kinesthetic**)

- 4.) Talk about how when most people think about Presidents' Day they think about our famous presidents such as Abraham Lincoln and George Washington. Although they are the most known, all of the presidents are just as important and are celebrated.
- 5.) I am then going to introduce the Presidents' song to the students. Since there are 43 presidents then we are only going to work on the first three lines of the song. First just say the song with the students so that they can see the names and then turn on the Yankee Doodle song and sing the first three lines. (**Gardner: Inter/Intrapersonal**)
- 6.) Along with the song, there will be a poster with all of the presidents posted on it so that we can practice the presidents not only through the song but they can follow along the poster too.
- 7.) We are then going to watch a video that talks about the different things presidents do and go into more depth about the presidents. Once we are done watching the video they will then get out their journals and write down two things that they remember from the video.
- 8.) Then pass out the K-W-L chart to the students and give them the directions to fill out two things in each section. Explain to them what each section is and the types of information that you write down in those corresponding sections.

**Closure:** Although the holiday originated in celebration of George Washington, today we celebrate all of the presidents that we have had in the U.S. Tomorrow we will continue to work on our Presidents song and impress your parents tonight by telling them who the first president was.

### **Adaptations/Enrichment:**

**Girl with High Ability:** Allow her to try and learn the first 5 lines of the Presidents song and also challenge her to write more than two things in each section of the K-W-L chart.

**Boy with ADHD-Hyperactivity:** Offer the boy to help with passing out the poems, songs, and K-W-L charts to the rest of the class.

**Girl with ADD:** Make sure the student is following along while saying the poem and also singing the song.

### **Self-Reflection:**

- Did the students fully understand why we celebrate Presidents' Day?
- Was there too much information for them to grasp, did I explain too much at the beginning?
- Will they be able to identify

## Presidents song to Yankee Doodle

Yankee Doodle went to town

**Washington, Adams, Jefferson, Madison**

A-riding on a pony

**Monroe, Adams, Jackson**

Stuck a feather in his hat

**VanBuren, Harrison, Tyler, Polk, Taylor**

And called it macaroni

**Fillmore, Pierce, Buchanan**

Yankee Doodle, keep it up

**Lincoln, Johnson, Grant and Hayes**

Yankee Doodle dandy

**Garfield, Arthur, Cleveland**

Mind the music and the step

**Harrison and Cleveland again**

And with the girls be handy.

**McKinley, Roosevelt, Taft**

Father and I went down to camp

**Wilson, Harding, Coolidge**

Along with Captain Gooding

**Hoover, Roosevelt, Truman, Eisenhower**

And there we saw the men and boys

**Kennedy, Johnson, Nixon**

As thick as hasty pudding

**Ford, Carter, Reagan, Bush**

Yankee Doodle went to town

**Clinton and Bush Junior**

A-riding on a pony

**We elect our presidents**

Stuck a feather in his hat

**When we're eighteen our vote counts**

And called it macaroni

**Unity makes so much sense**

**So make sure that you vote!**

## PRESIDENT'S DAY

Back in Seventeen ninety-six  
Is when this Holiday began  
For the birthday of ol' George  
At least that was the plan.  
It was his last full year  
Of his Presidency  
Born February twenty-second  
Or the Eleventh, 'cause you see  
The old calendar was different  
Than the one we use today  
And some celebrated one  
Some people on the other day.  
By the early Nineteenth Century  
Celebrated every year  
Birth night Balls were held  
Taverns reveled in good cheer.  
Public figures gave their speeches  
And Receptions given by a few  
Then along came ol' Abe Lincoln  
His Birthday in February too.  
In Eighteen and sixty-five  
The year after Booth's fatal shot  
Both Houses of Congress gathered  
For a Memorial and solemn thought.  
Not a Federal Holiday like George's  
But legal in more than one State  
And then a Resolution was enacted  
Back in Nineteen sixty-eight.  
They made the third Monday of the month  
To make for a three day weekend  
To honor Washington and Lincoln  
And this story comes to its end.

<u>What you Know</u>	<u>What you want to Know</u>	<u>What you Learned</u>

Manchester College  
Education Department  
Chase Estepp Lesson #3

**Lesson:** \_\_\_4<sup>th</sup> of July\_\_\_\_\_

**Length:** \_\_\_25 Minutes\_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_1<sup>st</sup> Grade\_\_\_\_\_

**Academic Standard(s):** Social Studies 1.1.3 Identify American songs and symbols and discuss their origins.

**Performance Objectives:** Given a worksheet with symbols on it, the student will correctly identify all four symbols that represent the United States.

**Assessment:** Check the student's worksheet that has four rows of symbols and make sure they have the three that represent the United States circled.

**Advanced Preparation by Teacher:**

- Print off the worksheet
- Get the book out of the library to read

**Procedure**

**Introduction/Motivation:** Yesterday we talked about Presidents Day and hopefully you kept working on your poem and song. Today we are going to talk about the 4<sup>th</sup> of July. Start playing the Star-Spangled Banner, and then ask the students where they have ever heard the song being played before or when it was played. (**Bloom: Knowledge**)

**Step-by-Step Plan:**

- 1.) Give students time to think about where they have heard the song played before then allow them to share their answers with their pod and compare those to the rest of the class. (**Gardner: Intra/Interpersonal**)
- 2.) Explain to the students that the most known holiday where American symbols and songs are on display is on 4<sup>th</sup> of July. This day is in celebration of the United States becoming an independent country back in 1776. It may also be called Independence Day by some people.
- 3.) Some of the most important symbols that are a representation of the United States are the bald eagle, American flag, Statue of Liberty, White House and the Washington Monument. Show a picture of each one of these to the students on the overhead screen. (**Gardner: Visual/Spatial**)
- 4.) A lot of people display American flags outside their houses on 4<sup>th</sup> of July to show their patriotism. Does anyone ever go to the 4<sup>th</sup> of July parade with their families? That is another way that people show they are celebrating 4<sup>th</sup> of July.

5.) Many people associate fireworks with the celebration of the holiday. This past summer, I was able to go out to Washington, D.C. and watched the fireworks. Does anyone know why that city is important? Because it is our nation's capital. The White House is located in Washington, D.C. and that is an American symbol that represents the United States. The president lives in the White House. **(Bloom: Knowledge)**

6.) Next we are going to read America the Beautiful, have the students identify American symbols that are illustrated in the book. Explain the meaning of those symbols to the students.

7.) Discuss why the symbols have become a representation of the United States because of the importance of that symbol.

8.) Pass out the worksheet for the students to complete. Explain to them they are to look at the 3 symbols for the first row and circle the one that they think is a symbol of the United States.

**Closure:** Next time you are driving around and see an American flag or see a picture of the Statue of Liberty you can think about how it is an American symbol and what we have discussed about it. **(Bloom: Application)**

### **Adaptations/Enrichment:**

**Girl with High Ability:** Challenge the girl to write her own patriotic song or poem that would represent 4<sup>th</sup> of July or the United States in general.

**Boy with ADHD-Hyperactivity:** Allow the boy to pass out the worksheets and also help going through the presentation of symbols on the overhead.

**Girl with ADD:** Make sure to have the student participate by having her help with identifying the symbols in the book while reading.

### **Self-Reflection:**

-Did I present enough information about the importance of 4<sup>th</sup> of July (Independence Day)?

-Should I have covered more American symbols?



Manchester College  
Education Department  
Chase Estepp Lesson #4

**Lesson:** \_\_\_ Veterans Day \_\_\_\_\_

**Length:** \_\_\_ 35 Minutes \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_ 1<sup>st</sup> Grade \_\_\_\_\_

**Academic Standard(s):** **Social Studies 1.1.4** Identify local people from the past who have shown honesty, courage and responsibility.

**English 1.5.2** Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

**Performance Objectives:** Students will write a short expository story about a veteran they know or why people who are in the service are courageous, responsible and honest that has two details listed.

**Assessment:** Collect their stories and make sure that every student has completed the story and has 2 reasons that support their claim.

**Advanced Preparation by Teacher:**

- Find the book America: A Patriotic Primer
- Print off the Pledge of Allegiance
- Create an overhead of the Pledge

**Procedure**

**Introduction/Motivation:** Yesterday class we talked about the 4<sup>th</sup> of July, well today we are going to talk about Veterans Day because without the people who are courageous and fight for our country we may not be able to have our independence. Does anyone know who a veteran is?

**(Bloom: Knowledge)** Can anyone recall hearing a story of someone in your family being a veteran? **(Bloom: Knowledge)**

**Step-by-Step Plan:**

1.) The students are going to meet with the teacher over in the meeting area and read America: A Patriotic Primer. Afterwards we are going to talk about how the book went through the history of our country. **(Gardner: Bodily/Kinesthetic)**

2.) Then we are going to discuss what it means to be a veteran and why we celebrate Veterans Day. It is celebrated on November 11<sup>th</sup> because that is when World War I ended. Veterans are the people who served in the Army, Air Force, Marines, and Navy and are now out of the service. The reason why people say they show courage, responsibility and honesty is because they at one time fought for our country.

3.) Put the Pledge of Allegiance on the overhead and pass out a copy to each student. We are going to do a word walk through the Pledge so that the students can ask any questions they have about words they don't know. Have them stand up and face the flag and say the Pledge with you. (**Gardner: Bodily/Kinesthetic**) (**Gardner: Visual/Spatial**) Explain to the students how the words in the Pledge are a promise that people make to the U.S.A. Some people just take that promise to another level and those are the ones who enter into the service.

4.) Does anyone have a veteran in their family? (**Bloom: Knowledge**). Then I am going to share my story about how my uncle was in the navy during the Vietnam War.

5.) Then talk to the students about how there are a lot of people from Manchester who have served in the Army, Navy, Marines and Air Force. Many of the students' parents or grandparents who were in the service are considered local people who showed courage, responsibility, and honesty.

6.) Then have the students go back to their desks and get out a lined sheet of paper and instruct them to write a short story about their story of a veteran like I shared with them. These stories should be informational and really let the reader know what they are writing about. If they don't have a story then they can write about why they think veterans are important and why they mean a lot to people.

**Closure:** After you have finished writing your short story about veterans, put it into your folders and I will look at them tonight. Tomorrow we will all go to the computer lab and will type them up so that we can put them on the bulletin board.

### **Adaptations/Enrichment:**

**Girl with High Ability:** Encourage the student to think about the Pledge of Allegiance and how that is a promise to our country. Challenge her to write a Pledge to Classroom 109 and what the students should promise to the teacher and classmates.

**Boy with ADHD-Hyperactivity:** Allowing the student to stand and say the pledge and also moving around over to the meeting area should help.

**Girl with ADD:** Have the student help the teacher while passing out the Pledge of Allegiance copies to the students.

**Boy with Autism:** Allow the student to write his story using a social story if that would be easier for him. He can still tell the story through pictures and will be just as effective.

### **Self-Reflection:**

-Should I have shown the students a short video that is a tribute to Veterans Day so they understood more as to why it's important or would that be too difficult for them to comprehend?

-Will the students who don't know of a veteran find it too difficult to write a short story as to why they think people in the service are important?



**I Pledge Allegiance  
To the Flag  
Of the United States of America  
And to the Republic  
For Which It Stands  
One Nation  
Under God,  
Indivisible,  
With Liberty  
And Justice  
For All**

*COURTESY OF [WWW.HOMEOFHEROES.COM](http://WWW.HOMEOFHEROES.COM)*

Manchester College  
Education Department  
Chase Estepp Lesson #5

**Lesson:** \_\_\_New Years Day \_\_\_\_\_  
**Length:** \_\_\_30 Minutes\_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_1<sup>st</sup> Grade\_\_\_\_\_

**Academic Standard(s):** **Social Studies 1.1.7** Explain that clocks and calendars are used to measure time.

**Performance Objectives:** Students will create the month of December (days) on an empty calendar while counting down the days until the New Year starts.

**Assessment:** Check to make sure each student has numbered the right amount of days and created the count down until New Years.

**Advanced Preparation by Teacher:**

- Print off a calendar for each student
- Print off an empty month for the students
- Prepare a video of the ball dropping in NYC

**Procedure**

**Introduction/Motivation:** Has anyone every stayed up really late to watch the ball drop in New York City? Do you know why that is such a big celebration? (**Bloom: Knowledge**) It is because when the clock strikes 12:00 then January 1<sup>st</sup> starts and a new year begins.

**Step-by-Step Plan:**

- 1.) Pass out the calendar to the students and have them look through it. They already know the months because we go through them every morning in our morning meeting. Tell the students to pay close attention to how many days there are in each month. Ask them to compare the number of days in certain months like February and December. (**Bloom: Comprehension**)
- 2.) Go through each month and ask the students to say out loud how many days there are in that month and then what month comes next. Explain to them that as the days pass by, so does time and months. People use calendars to keep track of time.
- 3.) Have the students flip to the month of December and with two partners figure out how many days there are in the month. (**Gardner: Intra/Interpersonal**) (**Bloom: Knowledge**)
- 4.) Then have each group go up to the board and write down how many days they think are in the month of December. After that display the month on the overhead and then ask them again how many there are. Highlight December 31<sup>st</sup> and ask the students why that day is so special. (**Gardner: Bodily/Kinesthetic**)

- 5.) Explain that day is New Years Eve and marks the end of the year and the start of a new year. Play the video of the ball dropping in New York City to give them a visual representation that they may be able to connect to. (**Gardner: Visual/Spatial**)
- 6.) Then tell the students that a lot of times people throw parties to celebrate the New Year because it is exciting for the next year to arrive.
- 7.) Pass out the empty month worksheet to the students and tell them that there are 31 days in the month of December and you want them to label them on the worksheet. Then have them create a countdown until New Years so they know how many days until the New Year will be started. (**Gardner: Logical/Mathematical**) What day of the week would you start December 1<sup>st</sup> if the last day in November was on a Tuesday? (**Bloom: Application**)

**Closure:** Did anyone realize how many days there were in every month? It's crazy to think there are so many days in a whole year and then once New Years comes there is a new year to start. What year will come next if we are in year 2011? Tomorrow we will be able to cross off another day on your countdown so don't forget.

### **Adaptations/Enrichment:**

**Girl with High Ability:** Have the student fill out the month of December with New Years, Christmas, birthdays in their family and of anybody in the class labeled on their month worksheet.

**Boy with ADHD-Hyperactivity:** Allow the student to go up to the board and circle the answers that were correct for how many days there are in December.

**Girl with ADD:** Allow the student to help pass out the worksheets and keep them engaged by providing the partner activity and have them write their answer for their group on the board.

### **Self-Reflection:**

- Is the countdown going to show them how the calendar is used to measure time?
- Will they understand when they cross off another day it is signifying time passing and another day down?

# 2011

## January

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## February

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

## March

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## April

Su	Mo	Tu	We	Th	Fr	Sa
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## May

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## June

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## July

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## August

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## September

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

## December

Su	Mo	Tu	We	Th	Fr	Sa
					1	2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Manchester College  
Education Department  
Chase Estepp Lesson #6

**Topic:** Martin Luther King Jr.

**Academic Standard(s): Social Studies 1.1.5** Identify people and events observed in national celebrations and holidays.

**Performance Objectives:** Students will write down three things that they would change about the world and one fact about Martin Luther King, Jr.

**Advanced Preparation by Teacher:**

- Get Happy Birthday, Martin Luther King book out of the library
- Show the “Martin Luther King Jr. Day” video
- Have a short clip of MLK speech

**Lesson Plan:**

-The teacher will ask the students if they know who Martin Luther King Jr. is. Then explain to the students that MLK Jr. Day is celebrated in honor of him because he was a civil rights activist. That means he wanted the African Americans and Whites to be equal in what they were able to do. Ask students to join the teacher at the reading circle and read the book.

-Show the video to the students and have them pay close attention to the difference in how the blacks and whites were treated. Then I am going to talk about how important MLK was because of the impact he had on the country. We are then going to watch a short clip from his speech to show the students how big of an event his speech was.

-The students are then going to write down three things that they would change about the world, because MLK was an activist and wanted discrimination to no longer exist. The students will then present these to the class as if they were MLK on that day in 1963.

-They will also write down one fact that they learned about MLK and who he was. Remind the students that MLK changed the country and was able to get rid of discrimination that’s why we celebrate MLK day on the third Monday of January (around his birthday).

**Assessment:** The teacher will listen to the students’ presentations to make sure that they have three changes for the world and the students will also turn in the paper that has them written down.

Manchester College  
Education Department  
Chase Estepp Lesson #7

**Topic:** Thanksgiving Day

**Academic Standard(s): Social Studies 1.1.5** Identify people and events observed in national celebrations and holidays.

**Performance Objectives:** Students will create a “Hand Turkey” that lists five things they are thankful for on Thanksgiving Day.

**Advanced Preparation by Teacher:**

- Get The Pilgrims’ First Thanksgiving book out of library
- A sheet of colored paper for each student
- Start making a sample of Thanksgiving food

**Lesson Plan:**

- Ask the students if they know when Thanksgiving is celebrated? Tell them that it is in November on the fourth Thursday. Ask students if they know when the first Thanksgiving occurred (1619). Have them join you at the reading circle and read them the book.
- After reading the book, discuss with the students details about the book and any questions they have. Thanksgiving is a holiday to celebrate the pilgrims and Indians having dinner together and also to give thanks.
- Ask the students if anyone watches the Macy’s Thanksgiving Day Parade. This is an important part of the holiday that many people watch and has been happening since 1924.
- Talk with the students about the different things that they have for Thanksgiving Day dinner. Many families have a turkey and mashed potatoes and other traditional foods. This is another tradition of the holiday. Then show the kids the food that you brought in to show them the traditional foods.
- Next have the students return to their seats and get out a pair of scissors. Explain to them they are to trace their hand and then cut it out and on each finger list something that they are thankful for on Thanksgiving Day. After they are done, create a bulletin board of all the hands and title it “I’m Thankful For...”

**Assessment:** Make sure that every student has created a Hand Turkey and filled out all five fingers with something they are thankful for.

Manchester College  
Education Department  
Chase Estepp Lesson #8

**Topic:** Memorial Day

**Academic Standard(s): Social Studies 1.1.4** Identify local people from the past who have shown honesty, courage and responsibility.

**English 1.5.5.** Write for different purposes and to a specific audience or person.

**Performance Objectives:** Students will write a thank you note to the families of local people who have died in service and have two reasons why they are thankful for their family member.

**Advanced Preparation by Teacher:**

- Provide lined paper for the students
- Contact families in the area who would be willing to accept letters

**Lesson Plan:**

-Ask the students if anyone has ever heard of Memorial Day. If no one has a guess then explain to them that it is a holiday that is celebrated in honor of those who have fought in war and died while doing so. Remind them of Veterans' Day that we talked about earlier in the unit; this is a holiday that honors those people who died whereas Veteran's Day honors the people who served in the service.

-See if any students know of anyone who passed away while fighting in the service. Explain to the students that those who did are considered courageous and had a responsibility like none other because they were fighting for our freedom. There are many people from the local area who have died while fighting in the service.

-Take the students on a short field trip to the monuments across from Warvel Park that honor the veterans and those who died in service. Show the students that many people will go there during Memorial Day to pay respect to those on the monuments. Explain that the people who are on those monuments are very special because of what they did.

-Tell the students that they are going to get a chance to write a short letter to the families of those people whose names were on the monuments. When they are writing they are going to explain that they appreciate what their family member did and want to thank them for fighting for our country.

-Once the students have written their letters be sure to address them to the families' addresses and send them out so the students can be proud of what they did and share with their parents.

**Assessment:** Just check to make sure students wrote the letters and talked about appropriate things in the letter. If students do not write appropriate things then sit down with them and explain what should go in the letters and have them rewrite them.

Manchester College  
Education Department  
Chase Estepp Lesson #9

**Topic:** Christmas Day

**Academic Standard(s):** Social Studies 1.1.5 Identify people and events observed in national celebrations and holidays.

**Performance Objective:** The students will create a Christmas tree that is decorated with materials provided by the teacher by Christmas break.

**Advanced Preparation by Teacher:**

- Gather a video of the lighting of the Christmas tree in NYC
- Collect materials for making Christmas tree

**Lesson Plan**

-“Does anyone know what day Christmas is celebrated on? If you can’t remember get out your calendar that we created earlier and look to see if you can find it. Right it is on December 25<sup>th</sup>. What holiday did we talk about that is really close to Christmas, can you find it on your calendar? New Years Day.”

-Ask the students to talk about what they think of when they hear Christmas (traditions, what celebrations they have, any favorite foods they eat, decorating a tree or house, etc.). Point out to the class that families may have different traditions that they do on Christmas but that is okay because not everyone is the same.

-Prepare to show them the video of when they light up the Christmas tree in Rockefeller Center in NYC. After showing them the video ask the students if they get to decorate their Christmas tree at home. What types of materials do they put on their tree?

-Have the students clear their desks and put out the materials on the back table. Explain to the students that they are going to create their own Christmas tree the way they want to as if it were going to be put up in NYC with the materials provided to them. They will have until break to finish it and tell them that once they have finished it they can take it home to their families and share with them how they created their “New York City Christmas tree”.

**Assessment:** Make sure each student has created their Christmas tree by the time break comes around. The only thing to check is that they used materials to create it and didn’t leave it blank.

Manchester College  
Education Department  
Chase Estepp Lesson #10

**Topic:** Labor Day

**Academic Standard(s):**

Social Studies 1.1.5 Identify people and events observed in national celebrations and holidays.

Physical Education 1.3.2 Record participation in physical activities by type of activity and time.

**Performance Objective:** Students will create a page of the Labor Day ABC book that illustrates a job that starts with their letter they are assigned to.

Students will record what chores/jobs they participate in at home in their journal for two weeks.

**Advanced Preparation by Teacher:**

- Get Jobs People Do to read to students
- Create worksheet with a letter at the top left corner for the book

**Lesson Plan:**

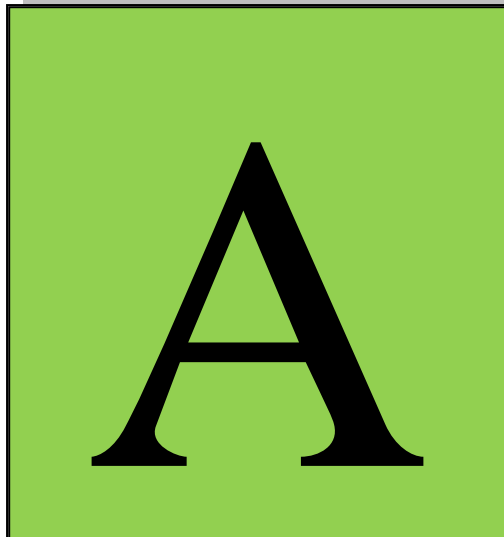
-“Does anyone know what Labor Day is? Labor Day is a holiday that recognizes the work that people do every day. A lot of people celebrate Labor Day by having parades, picnics, barbeques and etc. What kind of jobs and work do you do at home?”

-Have the students meet over at the reading rug where the teacher is going to read to them Jobs People Do. While reading the story, tell the students to pay close attention to all the different jobs that are in the book and if they know anyone who does that job.

-Explain how important it is to be thankful of the jobs that people do around the country because they in turn help one another out. Get them to recognize that it is also important for them to be active at home not only with jobs and chores but also physical activity. Explain how they could be physically active by helping around the house with chores and not sitting around playing games and watching TV. Tell the students to get out their calendars we used earlier with the New Years lesson and have them also write on their when they do the physical activity.

-Assign a letter to each student and then tell them their homework is to take home the worksheet and think of a job title that begins with that letter. They are to then illustrate that job with a picture on the worksheet. Then bring it back the next day and we will create a Labor Day ABC book to publish. Also tell them that anytime they participate in physical activity at home or at school to record that in their journals and at the end of the month we will collect them.

**Assessment:** Collect each student's ABC worksheet and make sure they have illustrated a job that correlates with the letter they were given. Also check their journals and see what physical activity they have participated in. Encourage them to continue participating in activity.



Manchester College  
Education Department  
Chase Estepp Lesson #11

**Topic:** Arbor Day

**Academic Standard(s):** Social Studies 1.1.5 Identify people and events observed in national celebrations and holidays.

**Performance Objective:** Students will create a poster that gives three reasons why Arbor Day is important.

**Advanced Preparation by Teacher:**

- Retrieve The Giving Tree to read
- Talk with the janitor about helping plant a tree

**Lesson Plan:**

-“Do you guys ever wonder how all the trees in our community grow and when they were planted? Many of those trees could have been planted during Arbor Day, which is a holiday where people plant and take care of trees. Arbor Day is on the last Friday in April. Show them on their calendars they created earlier where that happens.

-Explain to the students that trees are very important because they provide different foods and also oxygen to us humans. So on Arbor Day it is important that we take care of the precious trees and also plant new ones.

-Have the students join you at the reading rug and read to them The Giving Tree. While reading have them pay close attention to how the tree is always willing to help out the little boy. After the story talk about how trees do many things for us, like give us food, give us wood for many things, let children play on them, and how they need to be treated nicely and taken care of in order to continue doing those things.

-Then the students and teacher are going to go out and help the janitor with taking care of the trees around the school and also planting a new tree in honor of Arbor Day and to celebrate their class helping.

-Once all the Arbor Day activities are done, the students are going to individually create a poster telling the school why it is important to participate in Arbor Day. We will then hang them up on the bulletin board outside the classroom so the rest of the first graders can see why it is important.

**Assessment:** Check that each student has three reasons why Arbor Day is important on their poster.

Manchester College  
Education Department  
Chase Estepp Lesson #12

**Topic:** Wrap Up of Holidays Unit

**Academic Standard(s):** **Social Studies 1.1.5** Identify people and events observed in national celebrations and holidays.

**Performance Objectives:** Students will create a 3-D timeline that lists all ten holidays in order that were covered during the unit.

**Advanced Preparation by Teacher:**

- Gather materials for students to create timeline
- Draw a timeline on the board like I did for the very first lesson of the unit

**Lesson Plan:**

-The teacher is going to ask the students if they took a look at their classmates' posters they created yesterday. The teacher is going to also ask if they were able to see similarities between their poster and the rest of the class.

-Then the teacher is going to review with the students all of the holidays that they have talked about in the unit. The students are going to get out their calendar and timeline that they created earlier in the unit. Then the whole class and the teacher are going to go through each month and discuss the holiday that was in that month. Students are going to be asked if they can remember what each holiday was about or why it is celebrated.

-After we have reviewed all of the holidays and what months they fell in then I am going to show them a project they are going to do. They are individually going to create a timeline of the holidays in order and it is going to be 3-D. I am going to show them how they can create the 3-D objects that they will write the holiday on and then they are going to be given time to work on their project.

-Explain to the students that we are going to continue learning about different holidays throughout the school year that we may not have covered during this unit. We will also review the holidays we covered if there is a connection that can be made with literature or another topic.

**Assessment:** Once the students have completed their 3-D timeline, check each student's timeline to make sure that they have all ten of the holidays and they are in the correct order of when they occur during the year.

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