

Presidents' Day

Kindergarten Unit

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Lincoln Washington

Presidents' Day

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Social Studies Methods

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Name _____

Pre-Unit Assessment

Circle the best answer.

1. What is the name of the leader of our country?

President

Principal

Mayor

2. Who was our 1st President?

Abraham Lincoln

George Washington

Barack Obama

3. Who was the 16th President?

Abraham Lincoln

George Washington

Barack Obama

4. Abraham Lincoln and George Washington were both know for which character trait?

Honesty

Bravery

Responsibility

5. What is the flag a symbol for?

United States

Whispering Meadows

Our President

Name _____

Pre-Unit Assessment

Circle the best answer.

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4. Abraham Lincoln and George Washington were both know for which character trait?

Honesty

Bravery

Responsibility

5. What is the flag a symbol for?

United States

Whispering Meadows

Our President

Name _____

Unit Post Assessment

Write the answer on the line provided.

1. I was the 1st President of America. _____

2. I was the 16th President of America. _____

3. On this day, you honor our Presidents. _____

4. I am the leader of the United States. _____

5. This is the symbol for the United States. _____

Draw a picture and write a sentence telling about how either George Washington or Abraham Lincoln became known for their honesty.

Name _____

Unit Post Assessment

Write the answer on the line provided.

1. I was the 1st President of America. George Washington
2. I was the 16th President of America. Abraham Lincoln
3. On this day, you honor our Presidents. Presidents' Day
4. I am the leader of the United States. The President
5. This is the symbol for the United States. The American Flag

Draw a picture and write a sentence telling about how either George Washington or Abraham Lincoln became known for their honesty.

Washington- cherry tree

Lincoln-taking the lady her change

Theme: President's Day

Overall Goals:

The student's will learn about the former presidents George Washington and Abraham Lincoln. They will also learn about the President's job and get an introduction to counting coins.

Rationale:

Since I am student teaching in the spring, I chose to write my lesson plan on President's Day. George Washington and Abraham Lincoln were both known for their honesty. They also both appear on coins. This holiday provides the perfect opportunity to have a standards based unit that introduces Presidents, coins, citizenship, and an introduction to government.

State Standards:

K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage.

K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

K.2.2 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.

Objectives:

- After the Unit, the students will know that the President is the leader of our country.
- After the Unit, the students will know that Abraham Lincoln was the 16th President of the United States.
- After the Unit, the students will know that George Washington was the 1st President of the United States.
- After the Unit, the students will know that George Washington and Abraham Lincoln both lead our country through important wars.
- After the Unit, the students will know that Presidents day is a day to remember and honor George Washington and Abraham Lincoln.
- During the Unit, the students will listen to several stories about George Washington and Abraham Lincoln's honesty.
- After the Unit, the students will know that the flag is a symbol of the United States.

Lesson: Presidents' Day Introduction

Length: 1 hour

Grade Intended: Kindergarten

State Standard:

Social Studies:

K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage.

Objective:

After a discussion and a book, the students will state one fact about Presidents' Day.

Assessment:

The students will each say one thing about Presidents' Day, George Washington, or Abraham Lincoln. I can write the facts on a dry erase board.

Advanced Preparation:

- ✓ Get "Presidents' Day" for Read Aloud
- ✓ Clear Dry Erase Board
- ✓ Print off 22 worksheets for when they first get in the classroom
- ✓ Make 22 Presidents' Day books

Procedure:

Introduction/Motivation:

When the students come in that morning their will be a Presidents' Day worksheet on their desks for them to color as everybody is coming until the pledge. After the pledge I will tell the students to push in their chairs and join me on the learning rug. At the rug we will talk about the picture that they colored. "He was one of our Presidents'. Does anybody know what the President is? (Knowledge) These next two weeks we are going to be learning about George Washington and Abraham Lincoln so that we can celebrate them on Presidents' Day.

Step-by-Step:

1. Have a student that is quietly sitting on their bottom on the rug point to next Monday on the calendar. (Spatial)
2. Tell them that is Presidents' Day. Ask if anybody can tell the class what Presidents' Day is?
3. Write anything that they already know on the board. (Knowledge)
4. Tell them that it celebrates George Washington and Abraham Lincoln and have them add anything that they know about them on the board.
5. Read Presidents' Day. (Linguistic)
 - a. Stop a few places to make connections. (Comprehension) (Intrapersonal-text to self)
6. Send the students back to their seats with the books.
7. Read through the books aloud with the students.
8. Have the students draw the illustrations for the books. They will use these books for the reading station in stations this week.

Closure:

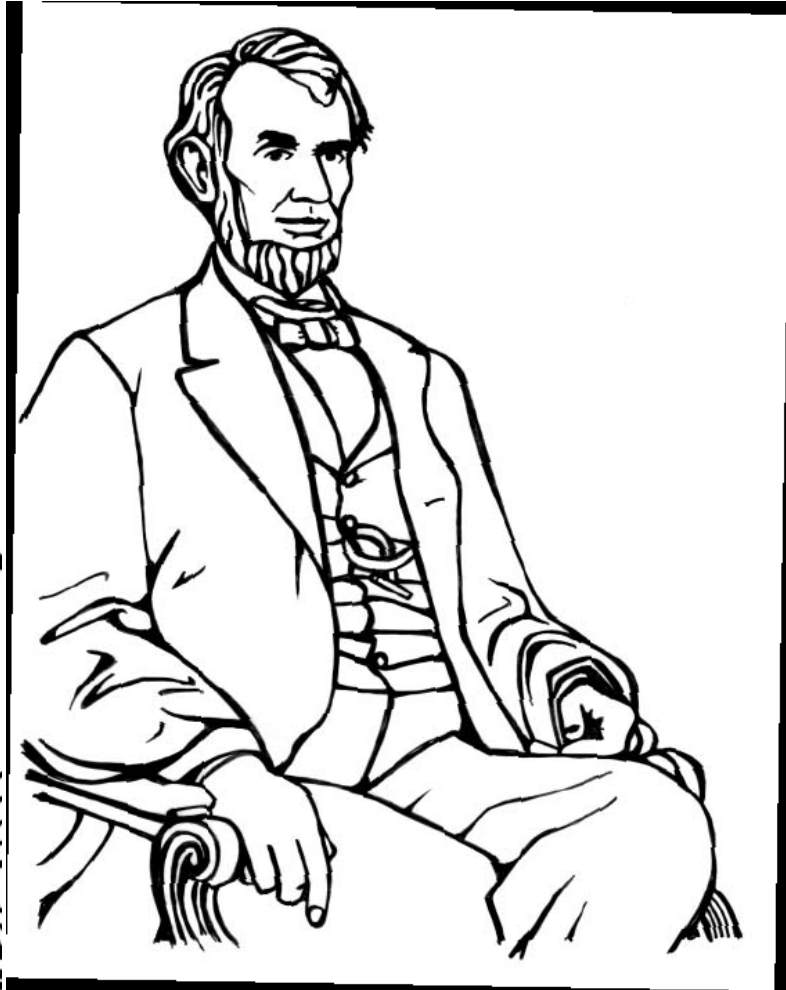
Go around and have the students' say something that they learned about Presidents' Day. Who does Presidents' Day celebrate? (Knowledge) Why did they pick the third Monday in February? Why is it better that we celebrate Presidents' Day instead of the two separate birthdays? (Evaluation) (Logical) Why do you think that it is important for us to learn about the Presidents? (Analysis) (Let a couple of students answer) All week we are going to be learning more about these two Presidents. Then next Friday we are going to celebrate their birthdays by having a big party for them.

Adaptations/Enrichments:

There is one student that can not sit on the learning rug criss-cross-applesauce so he is allowed to sit with his legs to the side.

Self Reflection:

Did the students' have a base knowledge of Presidents' Day? Did they understand the book? Should I have done something other than just write the facts on the dry erase board? If I do this lesson again, what could I change to improve the lesson?



Name _____

Lesson: Honest Pennies
Length: 30-35 minutes
Grade Intended: Kindergarten

State Standards:

Physical Education:

K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place skills at a beginning level

Social Studies:

K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

Objectives:

After discussion, the students will answer questions about why Abraham Lincoln was known for his honesty.

During penny races, the students will run to the end and back with at least beginning level of skills for running (beginning skills meaning that the feet are in constant alternating motion in which there is a time that both feet are off of the ground).

Assessment:

The students will be talking about the story of Abraham Lincoln taking the coins back to the lady that left her change at least three times. The story will be broken up into parts because I am going to ask questions for them to answer. I will spread out the questions so that as many students get to answer a question as possible. I am going to record the people that could not answer the questions. Also I am going to have a checklist to mark who is running in the races.

Advanced Preparation:

- ✓ Pennies
- ✓ “bank” of some sort
- ✓ Plan with gym teacher
- ✓ Honest Abe
- ✓ Dry Erase Board and Markers
- ✓ Large Penny

Procedure:

Introduction:

What does it mean to be honest? Do you know anybody that is known for their honesty? Yesterday we read the book Presidents’ Day. This week we are going to learn about Abraham Lincoln. We are going to start by reading Honest Abe. (Show them the book) What do you think this is going be about? Why do you think it is called Honest Abe? (Logical)

Step-by-step:

1. Read Honest Abe stopping for connections and predictions. (Linguistic)

2. Slavery page: connect to slavery section in Presidents' Day and ask if there are any other connections
3. Stop after the page about his nickname and walking 3 miles.
 - a. What does it mean to be honest? (Knowledge)
 - b. Why did they call him honest Abe? (Comprehension)
 - c. Why did he do that (walk to give the lady change)? (Application) (Interpersonal)
 - d. What would have happened if he hadn't done that? (Synthesis)
 - e. Would he still have that nickname? (Evaluation)
4. Put oversized penny on the dry erase board. Point out Lincoln and explain that he is the person on the penny. (Spatial)
5. Explain the procedure of what will happen next. They need to stay in their spot until told to move. Tell them that they are going to go to the gym for an activity. When they get to the gym they need to stay quiet so that they can hear what is going to happen next. If a person is not listening or is goofing off they will sit and watch (only sit for first round so that they can observe and will behave for the second round, but don't tell them that).
6. Have them put their hands on their heads like Abraham Lincoln's hat and quietly line up in line order.
7. Walk to the gym.
8. Have the students stand on the basketball side line and explain Penny races
9. Do a couple of rounds of races. (Bodily-Kinesthetic)
10. Walk back to the classroom in line order and meet on the learning carpet.

Closure:

What were you carrying to the box at the other end? Why was it a penny? (Knowledge) What does that have to do with Abraham Lincoln? Hint if needed: What did he do that got him a nickname? (Knowledge) What did people call him? How can you be like Abraham Lincoln? (Application) (Intrapersonal)

Adaptations and Modifications:

In this class everybody can run so the activity would be fine with them. I could do this multiple times having them do other locomotor skills such as skipping, hopping, or leaping.

There is another class that has a student that can not run because of an orthopedic impairment and they could do a telephone pass with the coins instead of a relay to get the coins to the other end. That way the class could either work as a team to return the ladies change or try to compete and have a few less students on the girl's team for a race.

Self Reflection:

Did the students remember the book from yesterday? Did the students have a base knowledge of honesty or should I have explained it more at the beginning? Were the students engaged in Honest Abe? If I teach this again, what could I do differently to improve the lesson and student learning?

Lesson: Lincoln's Pennies
Length: 30 minutes
Grade Intended: Kindergarten

State Standard:

Math:

K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10)

Objective:

After the lesson, the students will accurately count the amounts with pennies 4 out of 5 times.

Assessment:

The students will be working in groups for this activity so I will be looking at the amount that the groups came up with and working with them to get the right answer. I will write down the names of students that do not understand.

Advanced Preparation:

- ✓ Large Pennies
- ✓ Penny worksheet
- ✓ Dry Erase board

Procedure:

Introduction:

This morning we went to the gym for an activity. What did we do there? What coin were we using in the races? Who was on that coin? Can anybody tell me what that is used for? We are going to learn how to count up change to buy things.

Step-by-Step:

1. Talk about how much a penny is worth. (Linguistic)
2. Give an example of how to count the pennies to a specific amount. (Visual)
3. As a class count the amount of one object then in groups count the amount of two different objects having different people answer questions. (Interpersonal) (Logical)
 - a. How much does it say that this banana costs? Knowledge
 - b. How many pennies is that? Comprehension
 - c. Can somebody show me? Application
 - d. Is this the right amount? Evaluation
 - e. Count it together.

Closure:

How much is a penny worth? If you are going to buy a piece of candy that costs 5 cents how many pennies would you need? Who is on the penny? Who was he?

Adaptations/Enrichments:

As of right now no students show difficulties in math. In fact the entire class scored better on math than on reading on the NWEA.

This could be done by having the students bring in an object, such as candy or pencils, that the students can buy in a class store.

The only thing that cause modification in lesson plan is that there is one student that is suspected of ADD. I planned this lesson to be interactive and change activities frequently not only for him but because I think that will work best in a kindergarten class.

Self Reflection:

Did the students understand the concept of the penny? What parts did the students struggle with? If I would do this lesson again, what would I do differently?

Presidents' Day

Presidents' Day

Presidents' Day is the third Monday in February.

Presidents' Day is the third Monday in February.

On that day we honor two of our presidents.

On that day we honor two of our presidents.

Our first President was George Washington.

Our first president was George Washington.

He was president when America became a country.

He was president when America became a country.

George Washington liked to ride horses.

George Washington liked to ride horses.

Abraham Lincoln was the 16th president.

Abraham Lincoln was the 16th president.

He led our country through the Civil War.

He led our country through the Civil War.

Abraham Lincoln liked to read books.

Abraham Lincoln liked to read books.

Both of them were known for their honesty.

Both of them were known for their honesty.

They were also both great presidents.

They were also both great presidents.

Lesson: Writer's Workshop: Presidents' Day

Length: 45 minutes

Grade Intended: Kindergarten

State Standard:

Language Arts (Writing):

K.4.3 Write using pictures, letters, and words.

K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel consonant words (demonstrating the alphabetic principle).

Objective:

After a discussion and example, the students will write about their favorite birthday using both pictures and words on every page of their story.

After a discussion and example, the students will spell words phonetically for completion.

Assessment:

During the writing time I will be going around talking to several students. We will do writer's workshop everyday so while I will not be able to talk to every student every day, I will be walking around with a chart with everybody's name so that I can write down what they are working on and things that they need to work on. This way I can see what needs to be done in mini-lessons and make sure that I get to everybody.

Advanced Preparation:

- ✓ Make copies of writing paper
- ✓ Put paper on easel by the Learning Carpet
- ✓ Have pencil and crayons by the easel
- ✓ Come up with example story to write

Procedure:

Introduction:

What are we celebrating on Presidents' Day? (Knowledge) That's right George Washington's and Abraham Lincoln's birthdays'. What do you think that they did for their birthdays? Do you think that they ever had a birthday party? Today in writer's workshop I want you to write about your favorite birthday. It may be a small party with your family or it may be a big party with some of your friends.

Step-by-step:

1. Write a short story on a large version of one of their pieces of paper about a birthday memory stopping to sound out words and spell them phonetically (think aloud) (include some things that could be corrected or that could use more detail so this can be used for tomorrow's lesson on editing and revising) By using a piece of paper that they would use they can see the format and they

will all be able to see because we are close together on the learning carpet. (Visual and Intrapersonal)

2. Give the students their folders and have them go to their writing spots. Remind them not to rush and to make sure they are writing so that other people will know about their favorite birthday. (Interpersonal)
3. Give them a little time to get started, and then go around to students asking what they are writing. Make sure that they are using words in the writings, not just pictures. (Linguistic)
 - a. What is your story about? (Comprehension)
 - b. What made it your favorite? (analysis)
 - c. How can you show that? (application)
 - d. What is one way that you can make your writing even better? (evaluation)

Closure:

At 11:25, ring the wind chimes. Okay there are a lot of very good stories that I have been seeing. Tomorrow during writer's workshop we are going to continue to look at our stories. I want you to try to finish your stories tomorrow so that you can go back and look at them. We are going to focus on making corrections and adding more detail to our writing and pictures. Right now I want you to quietly put your story in your folder, put it in the writing tub, and meet me at the door in line order for lunch.

Adaptations/Enrichments:

If there is a student that has not had a birthday party of any sort, I will have them write about what kind of party they would want to have.

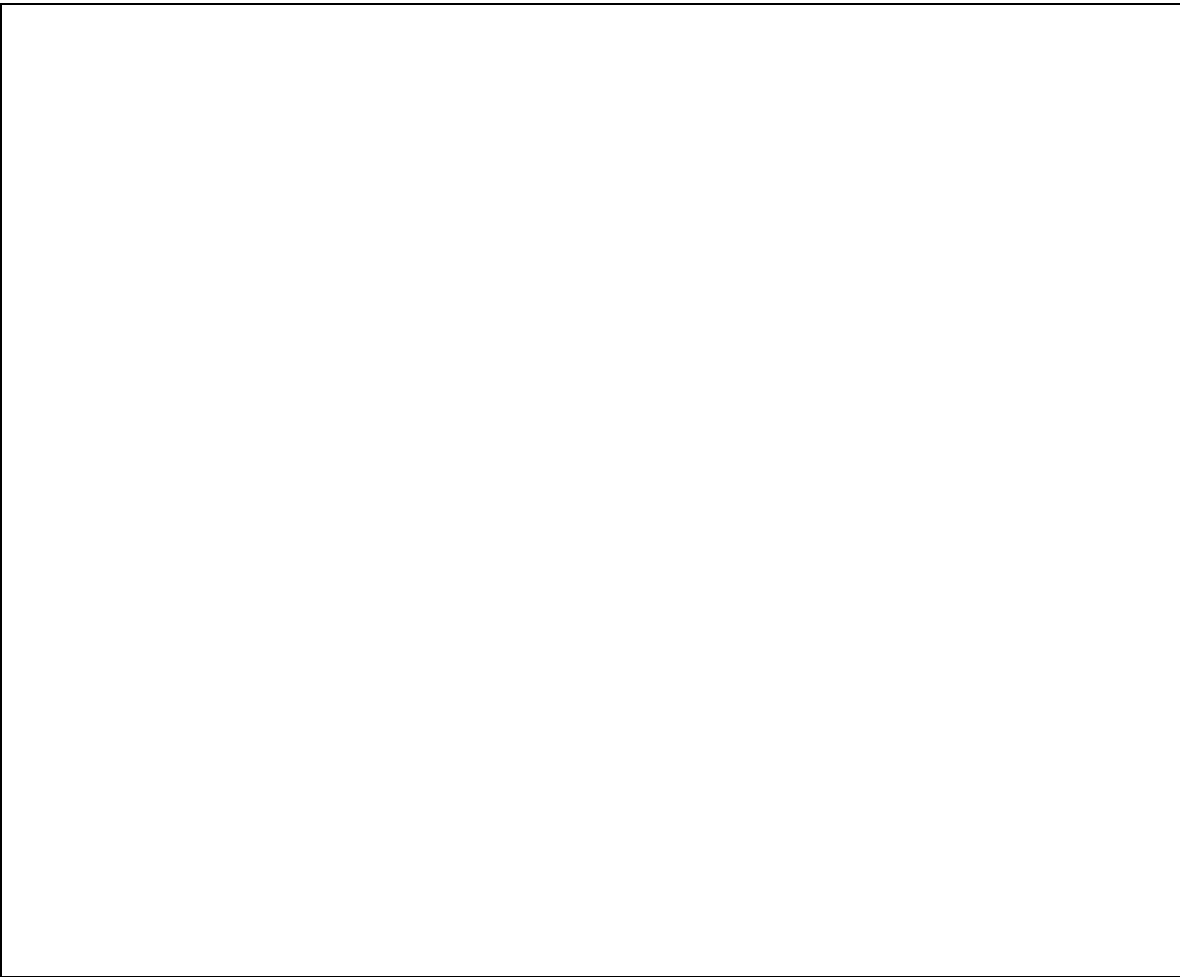
Some students do struggle with their writing. For them I want them to focus on writing a few words to tell their story. I do want them to write the words on the lines not in the picture.

On the other hand there are a few that have shown an ability to write pretty well. I will challenge them to write sentences for their story.

The students are encouraged to spread out throughout the room to do their writer's workshop. If there was a student with autism that really needed to be in a specific spot each day I would make sure that this folder was always the first folder that I handed out so that he would not be thrown off by location and not be able to write.

Self-Reflection:

Were the students able to write on the topic? The students that were focusing on words for their story, were they able to write words that could tell their story? For the students that were writing sentences, are they able to write sentences that tell their story? What things do the students need to learn more about? If I would teach this lesson again what would I do differently?



Lesson: Lincoln Stations
Length: 1 hour
Grade Intended: Kindergarten

State Standards:

Math:

K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10)

Art:

K.8.2 Create a work of art using subject matter, concepts, or sign systems, such as words or numbers, of another discipline.

Reading:

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

Writing:

K.5.1 Draw pictures and write words for a specific reason.

Objectives:

Math: After talking about the worth of pennies and explanation, the students will pick the number represented by the coins on the card with 4 out of 5 correct.

After an explanation of the different sides of the coin, the students will record the number of times the coin landed on each side out of ten flips using tally marks for completion.

Art: Given the materials, the students will use the materials to make a milk carton log cabin like the one in which Abraham Lincoln lived for completion.

Reading: After reading through the Presidents' Day book a few times as a group and drawing illustrations on each page, the students will read the book aloud once to a partner before moving to the next station.

Writing: After talking about the worth of pennies and explanation, the students will draw the number of pennies in each box with 9 out of 10 correct.

Assessment:

Three of the stations have papers that the students will turn in for me to see. The students will be reading the books aloud to each other and the counting cards they are going to put a paper clip on so that they can check themselves so those I can observe and mark check for understanding.

Advanced Preparation:

- ✓ Make the cards for the counting station
- ✓ Clothes pins
- ✓ Make the pages for the coin count and write
- ✓ Make copies of the tally page

- ✓ Get a collection of pennies
- ✓ Put their Presidents' Day books at their desk
- ✓ Get the snack supplies ready
 - Graham Crackers
 - Brown frosting
 - Thick pretzel sticks
 - Square pretzels
- ✓ Get the supplies for the art project
 - Newspaper paper
 - Glue
 - Brown Paint

Procedure:

Introduction/Hook:

What President have we been talking about today? Today in math we learned about pennies. Can anybody remind me how much a penny is worth? (Knowledge) Today in stations you will have a couple that will work on that, so that soon you will know how to buy things using pennies.

Step-By-Step:

1. Explain the 1,2,3 station. Put the Clothes pin on the correct number. If a penny is worth 1 cent then how many cents would this card be worth? Hold up a card) (Application) (Visual)
2. Explain the Clipboard station. Flip the coin 10 times. After each flip mark down whether it was heads or tails. It can either land on heads or tails. Can anybody predict or guess how many times out of ten the penny will have heads up. (Synthesis) (Bodily Kinesthetic)
3. Explain the Reading station. In partners read the book to each other. Read the book with them before moving on to explain the next station. (Interpersonal)
4. Explain the writing station. Look at the number in the box and draw that number of pennies in the box. (Logical)
5. Explain the art station. Do a demonstration of how to make the logs for the log cabin. This will be a two day craft. Why do you think I am having you make log cabins today? What does that have to do with Abraham Lincoln? (Analysis)
6. Explain the snack station. Do a demonstration of how to make the login cabin snack.
7. Once they do all of the stations they can go to free time.

Closure:

“Stop, stand and freeze,” We have had a very full day today. Can anybody tell me what next Monday is? Who are the two Presidents this holiday is about? What is one thing that you learned today about Abraham Lincoln? What coin is he on? I want you to clean up the station that you are at, clean up your seat, and when I see you in your seat I will send you to get you book bag and get packed up.

Adaptation/Enrichment:

Not everybody will like the snack or want the snack so that station is the only station that they can skip.

On the clipboard station I am going to challenge some of the students to use the correct tally system (a first grade standard). Others I just want them to make the correct amount to marks.

Have some newspapers rolled if there is a student with a disability, such as an orthopedic impairment, so that they do not have to try to roll the paper into the small rolls.

Have some brown construction paper so that a student a student that struggles with textures or slimy things does not have to paint the logs, autism for example.

Self Reflection:

Did the students understand the directions and remember them? How did the students do reading the Presidents' Day book by themselves? Did the students rush the stations too much to really learn from them? What could be changed to improve this if I teach it again?

Name _____

Lincoln's Pennies Key

1. 3 pennies



2. 4 pennies



3. 7 pennies



4. 1 penny



5. 10 pennies



6. 8 pennies



7. 2 pennies



8. 6 pennies



9. 9 pennies



10. 5 pennies



Name _____

Lincoln's Pennies

1. 3 pennies	2. 4 pennies
3. 7 pennies	4. 1 penny
5. 10 pennies	6. 8 pennies
7. 2 pennies	8. 6 pennies
9. 9 pennies	10. 5 pennies

Art: Log Cabins

The students are going to bring their milk cartons back to the classroom the Friday before so that I can wash them out.

During this station time they are just going to make the logs that go around their log cabin. To do this they are going to put some glue from a glue stick on a piece of newspaper. Then they are going to roll the newspaper up into logs. Once they have rolled all of their pieces of newspaper up they are going to roll the newspaper in some brown paint. Then I will let it dry overnight for the station tomorrow.

Snack: Log cabins

Today's snack is a graham cracker 2-D log cabin.

1. Take a graham cracker square on a plate and put brown frosting on it evenly.
2. Take a piece of a Pretzel rod and put it on the side for the chimney.
3. Then take the square pretzel and put it in the middle for a window.
4. Take the graham cracker on a plate back to their seat and eat.
5. When they are done they clean up their area and move to the next station.

Lesson: Secret President (President's job)

Length: 60 minutes

Grade Intended: Kindergarten

State Standard:

Physical Education

K.5.3 Follow simple directions when first directed.

Social Studies

K.2.2 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.

Objectives:

After explained the rules of the game, the students will follow the leader 100% of the time.

After our discussion and game, the students will write about one thing they would do if they were the president using pictures and words.

Assessment:

I will be observing the game and it will mostly be participation. They get full participation if they are following directions. If they are purposefully not following directions they will sit out that round. They will get another chance, but if they do not follow the directions they will be done and not get the participation points.

Advanced Preparation:

- ✓ Papers with everybody's name
- ✓ Get My Teacher for President

Procedure:

Introduction:

We've been talking about the holiday Presidents' Day, but what is the President? What does he or she do? Today we are going to talk about what the President does, we are going to do an activity that lets some of you be President for a little bit, and we are going to find out what you would do as President.

Step-by-Step:

1. Talk about the Elections. Does anybody remember their parents talking about voting? Does anybody know what it means to vote? Talk about how a President is elected. (Linguistic)
2. Read My Teacher for President.
3. Talk about how the President is the leader of the country.
4. Explain Secret President. One student goes over by the chairs and another student is selected to be the secret President (use the sticks). The student that

was by the chairs comes back over and the secret President starts a motion. The other students follow the President. When the President changes motions then the other students change motions. The student in the center is supposed to find out who the President is. (Interpersonal)

5. Give an example of being the leader before actually starting. (Visual)
6. Draw the students and play the game a couple of times using different students. (Bodily Kinesthetic)

Closure:

Who is our President right now? (Knowledge) What does he do? (Comprehension) Do you think that it is good that America votes for their president? (Evaluation) Why? If you were President what would you do? (Application)

Enrichment/Adaptations:

The teacher could provide a couple of motions for the President to do so that the students can just start and stop those motions or switch between a couple of them if they can't come up with some of them by him/herself.

The students will be sitting in a circle so that everybody can see everybody. The student with an orthopedic impairment would sit in a chair and she would be able to be the secret president, but it would be very difficult for her to be the person trying to figure out who the secret president is since that person has to turn around in the circle quickly. In order to do this the teacher will draw both of the sticks at the same time and pick who is president and who is the finder.

Another way this could be done is to have two people finding the secret president. If the students are really good at watching and following it is very difficult to find out who is leading so having two finders will provide competition and make it easier to find the leader with two eyes.

Self Reflection:

Were the students able to follow the directions during the game? Did the rules that were set up help? Did they understand that the President is the Leader of the country? Could the students make a connection to the elections?

1. Amarion _____
2. Analiece _____
3. Danielle _____
4. Emma _____
5. Evan _____
6. Gerardo _____
7. Jacob _____
8. Jah'Meesha _____
9. Jamie _____
10. J'Lah _____
11. Josie _____
12. Kennedy _____
13. Levi _____
14. Logan _____
15. Lucas _____
16. Madison _____
17. Sam _____
18. Shelby _____
19. Spencer _____
20. Sydney _____
21. Thomas _____
22. Zack _____

Amarion

Gerardo

Kennedy

Shelby

Analiece

Jacob

Levi

Spencer

Danielle

Jah'Meesha

Logan

Sydney

Emma

Jamie

Lucas

Thomas

Evan

J'Lah

Madison

Zack

Josie

Sam

Lesson Plan: The American Flag
Length: 45 Minutes
Grade Intended: Kindergarten

State Standard:

Social Studies:

K.2.2 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.

Objective:

After the lesson, the students will create their own flag for either the classroom or the country containing at least two features that they can explain to the class.

Assessment:

During the day the students are all going to get a chance to show the class their flag and explain the two significant parts on it. I am going to check for the two features and an explanation of each feature when they present it to the class.

Advanced Preparation:

- ✓ Blank sheets of paper
- ✓ Picture of the Betsy Ross flag
- ✓ Flag coloring page

Procedure:

Introduction/Hook:

Before this the students will be working on their morning work which is a flag coloring page.

“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.”

We say that every morning, but why? What does this flag mean?

Step-by-Step:

1. Talk about how the flag represents our country. Did anybody see the Olympics this summer? Did you see our flag there? Why would our flag be in another country? (Linguistic)
2. Why do you think our flag looks like this? (Analysis) Explain the parts of the flag using the one in the front of the classroom.
3. Talk about how the flag has changed and show pictures off the early flag. If our country would grow or get smaller would we need to change the flag again? (Synthesis) Why? (Logical)
4. Talk about what the things on the flag means. Explain that the features of the flag mean something and talk about the stars and stripes.

5. Explain that the students are going to make their own flag for either the classroom or the country. In their flag they must have two features that represent something, such as the stripes for the 13 colonies and the stars for the 50 states. (Visual) (Intrapersonal)

Closure:

Have a few students that are done tell what their flag is for and explain the two features. Why do we say the Pledge of Allegiance? Are we really pledging to the flag? (Comprehension) What are we pledging to? (Knowledge) Next we are going to talk about other things that are symbols for the United States. I am looking for a group that has all of their crayons put away and their table cleaned off. Dismiss by group to go to the learning carpet.

Adaptations/Enrichments:

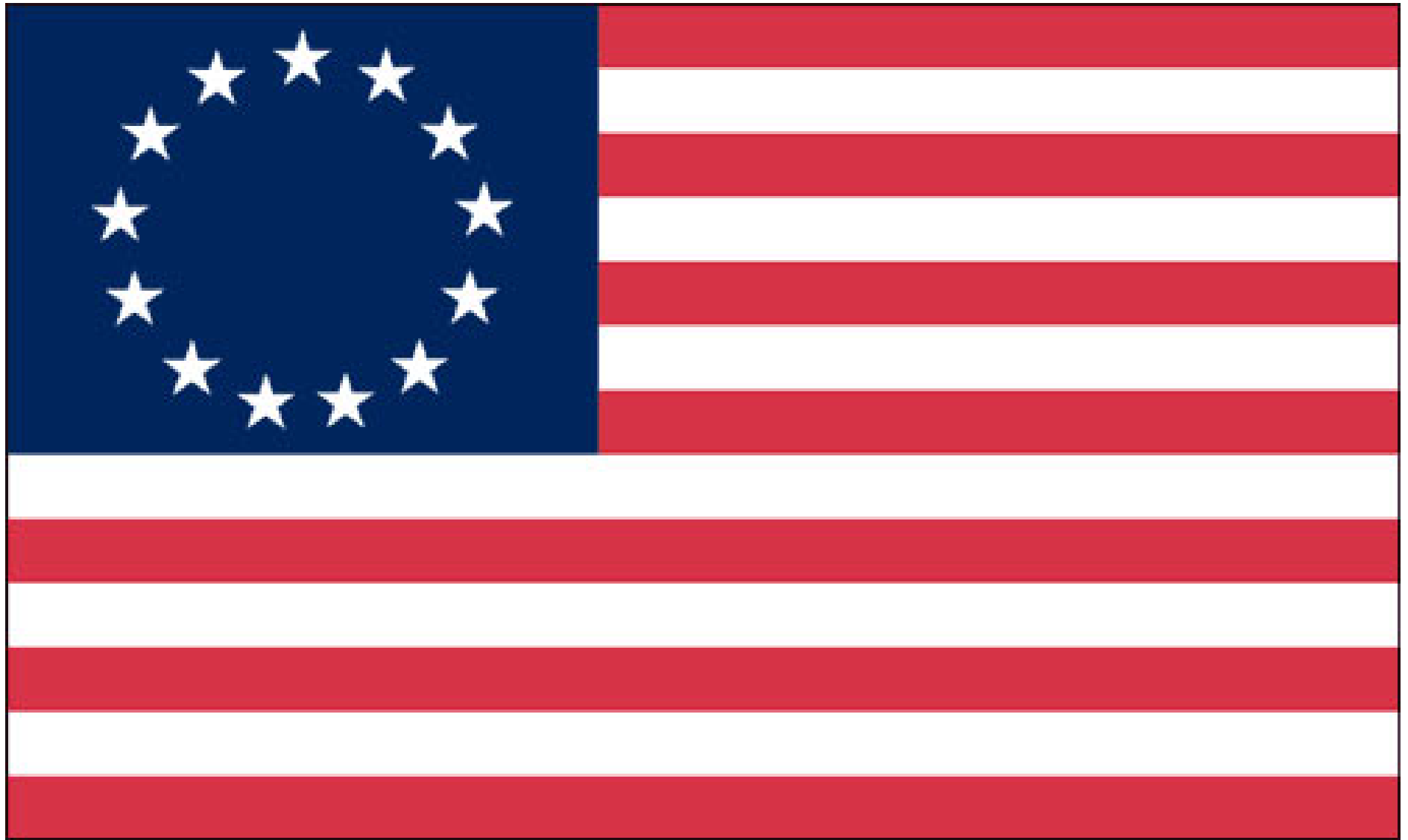
This could be made more challenging for some students by telling them that they also need to pick three colors for their flag that represent or mean something about the country or classroom.

For the students that are struggling, it could be adapted so that they just do the class since they do have a complete schema for that setting.

An addition to this activity could be that later they write their own pledge to the flag that they created.

Self Reflection:

Were the students able to understand the representation? Did they produce flags that had the necessary elements? If not, what could I have explained better so that they understood that part? If I do this lesson again what could I do to improve its effectiveness?



Lesson: America read aloud

Length: 20 minutes

Grade Intended: Kindergarten

State Standard:

Language Arts: K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

Music: K.7.1 Discuss reasons for listening to music and different contexts in which music is heard.

Objective:

During discussion during a read aloud, the students will state one connection to the text using the vocabulary in the book.

After the National Anthem in the book, the student will state one time that they heard the Anthem and explain the reason that it was sung.

Assessment:

I will have the students share their connections and National Anthem experiences. To make sure that everybody gets to share I am going to mark their names on a list.

Advanced Preparation:

- ✓ America book (mark spots to stop)
- ✓ Have list of students to mark

Procedures:

Introduction/Hook:

Earlier we talked about something that was the symbol for America. What was it? Did you know that there are more symbols for America? Does anybody know one? This book is called America and it is all about symbols for America.

Step-By-Step:

1. Start reading book. Have them say the Pledge of Allegiance with me.
(Linguistic)
2. Stop at marked spots and ask for connections. Have them do a turn and talk for a couple then come together to share. (Interpersonal) (Intrapersonal)
 - a. What is the symbol on this page? (Knowledge)
 - b. Have you ever heard/seen this?
 - c. Where was it?
 - d. Why did you see/ hear it? (Analysis)

3. Sing the National Anthem with anybody that knows it. Stop after the National Anthem (Musical).
 - a. Have you every heard this song before?
 - b. Where were you?
 - c. Why did they sing it?
4. Finish the book

Closure:

What symbol do you think best represents America? (Evaluation) Why did you pick that symbol? (Synthesis) Why is it a symbol for America? (Comprehension) Okay, next we are going to be doing writer's workshop. I want you to be thinking about your story and how you can edit or revise it to make it even better.

Adaptations/Enrichments:

Since not everybody has an experience with the symbols I am going to save the connections with the flag and the pledge for last. That will allow me to include the students that could not connect with the other items to connect with one because we have already done those in class.

This could be done at their seats so that they could draw symbols. This is being done by talking because the students would take much longer to get the same thing and get distracted by the boxes on their tables.

Self Reflection:

Were the students all able to make connections to the story? Did they understand the book? If I do this lesson again, what could I do to make the lesson more effective?

Lesson: Presidential Shapes
Length: 30 minutes
Grade Intended: Kindergarten

State Standard:

Science: K.5.1 Use shapes — such as circles, squares, rectangles, and triangles — to describe different objects.

Objective:

Given time to walk around the room, the student will describe an object to the class using only shapes.

After the lesson and given a worksheet, the students will identify the shapes in presidential pictures by coloring all of the same shapes the same color. Ex. Red squares, blue triangles, etc

Assessment:

The students will be given a turn to describe their object to the class using shapes. I will write down the names of students that struggle doing that. The students will turn in the worksheet at the end of the lesson. I will look at those to check for understanding.

Advanced Preparation:

- ✓ Create the worksheet and make copies
- ✓ Bring over one of the log cabins

Procedure:

Introduction:

Did you know that we can find shapes everywhere? We can. Let's look at the log cabins that we made for Abraham Lincoln. What shapes could we use to describe this? We are going to look at things to see what kinds of shapes we can see in these objects. You are going to be scientists. I want you to observe things around here. What does it mean to observe? It means that you are going to look at things. I want you to look for shapes. Can you do it?

Step-by-Step:

1. Explain how they can find shapes in the room using the calendar as an example. (Visual) (Linguistic)
 - a. What shape is this? (knowledge)
 - b. Do you see any other shapes in the calendar? (Comprehension)
 - c. Do you think we can find shapes in another thing? (Analysis)
2. Explain that you can also use shapes to describe an object.
 - a. Hold up the star pointer. How could you describe this pointer? What shape is it?

3. "I when I say, I am going to have you do this activity, but I need you to sit quietly so that I can tell you what we are going to do." Explain that you are going to tell them to go look for an object that is a shape. Once they find it they are going to come back and quietly sit down on the rug criss-cross applesauce with their hands in the lap so that I know they are ready. Then on their turn they are going to tell us what shape that object is. We will let three people guess the object. (Application) Then they will tell us their object.
4. Tell them to find all different shapes when they are walking around the room. Look for squares, rectangles, circles, triangles, ovals, stars, other shapes they know. Have them go 5 at a time. (Bodily-Kinesthetic)
5. Explain that the students are going to find the shapes in a couple of presidential pictures. They are going to color the shapes the color that key tells them.
 - a. What is this a picture of? Lincoln's hat
 - b. Does anybody remember why Abraham Lincoln wore a hat? (to keep papers)
 - c. What is this a picture of? A cherry tree
 - d. Which president does the cherry tree make you think of? Washington
 - e. Why? He cut down the cherry tree and then told the truth about it.
 - f. What is this a picture of? The flag
 - g. Explain that they are going to write down the names of the shapes that they see. Talk to them about where in the room they f=could find out how to spell the shapes names.
6. Have the students go back to their seats, give them their worksheet to work on, and float around to answer questions.

Closure:

If we went outside, do you think we would find shapes? (Synthesis) What are some that you can think of that would be on our playground or behind your house? When you go home tonight I want to challenge you to find at least three shapes to show your parents. (Interpersonal)

Adaptations/Enrichments:

This lesson could be done outside so that the students have more space to move around. This adaptation would be helpful to a student with an orthopedic impairment that makes it more difficult to maneuver around a classroom with the other students.

The groups could be told to find a shape different from the group before them. That would provide a challenge for the higher achieving students.

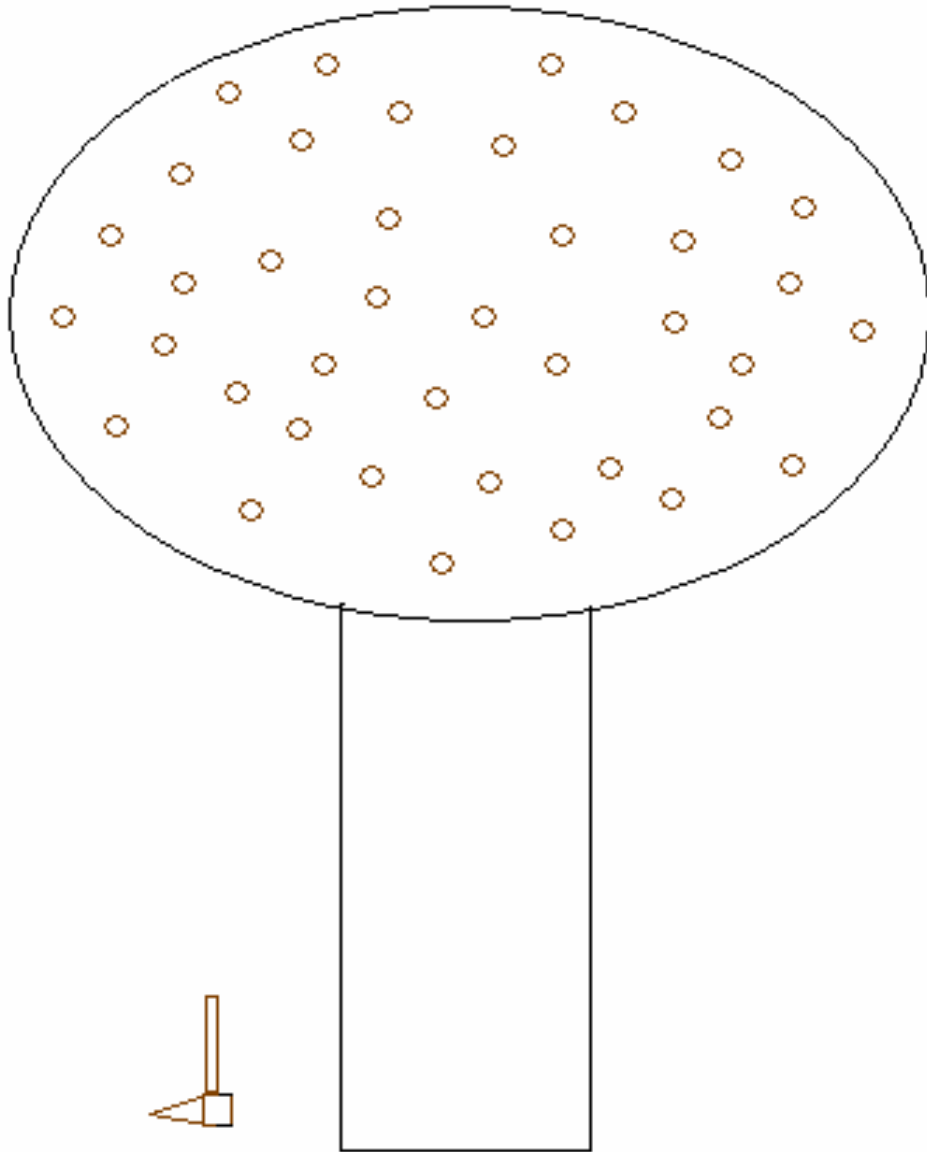
One enrichment for this activity could be to have the students create a picture using shapes. They could use blocks to first make the object/picture then they could draw it.

Self Reflection:

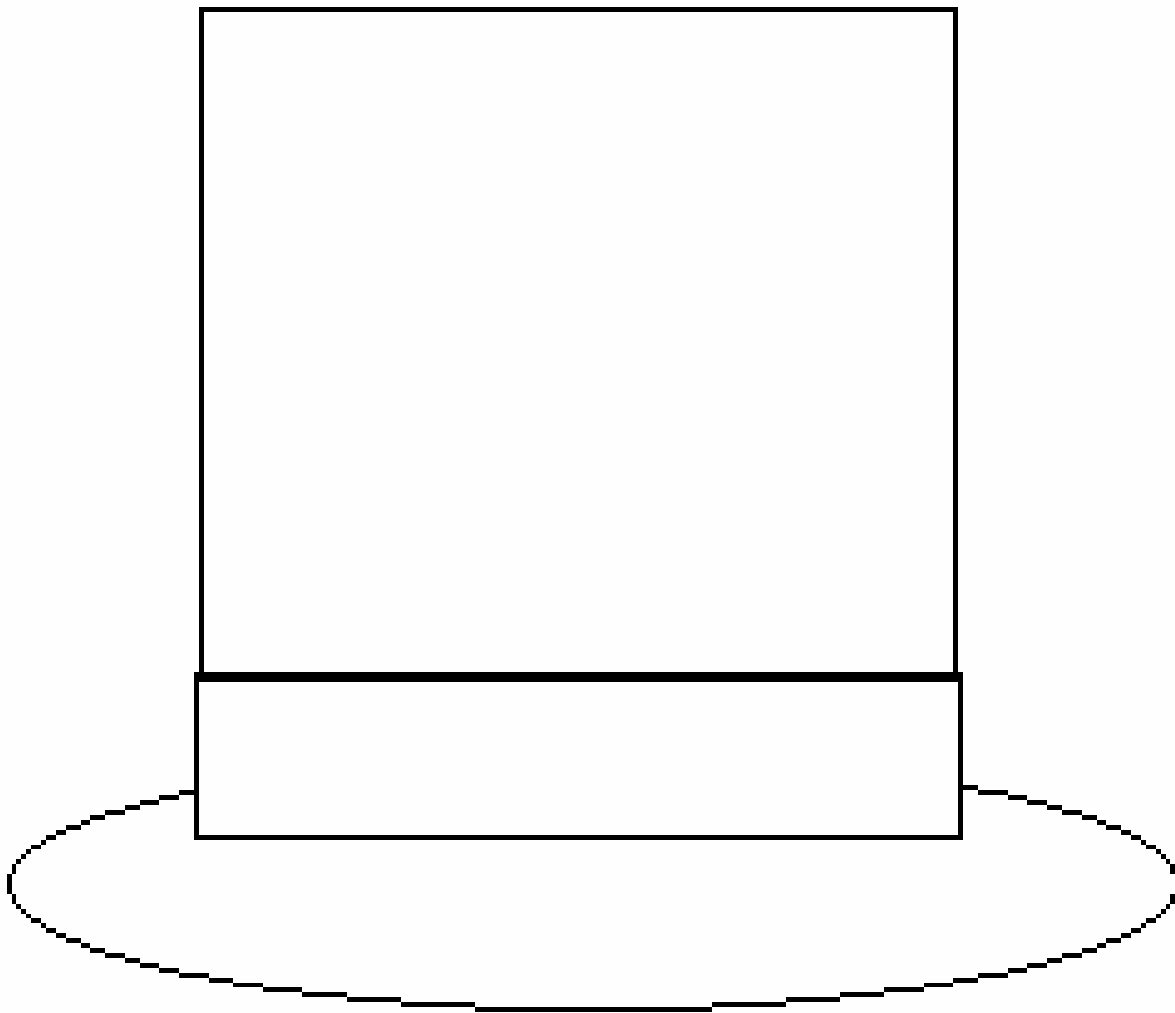
Were the students able to use shapes to describe objects in the classroom? Could they make the connection between the activity and the worksheet? If I do this lesson again, what could I do to make this lesson more effective?

Name _____

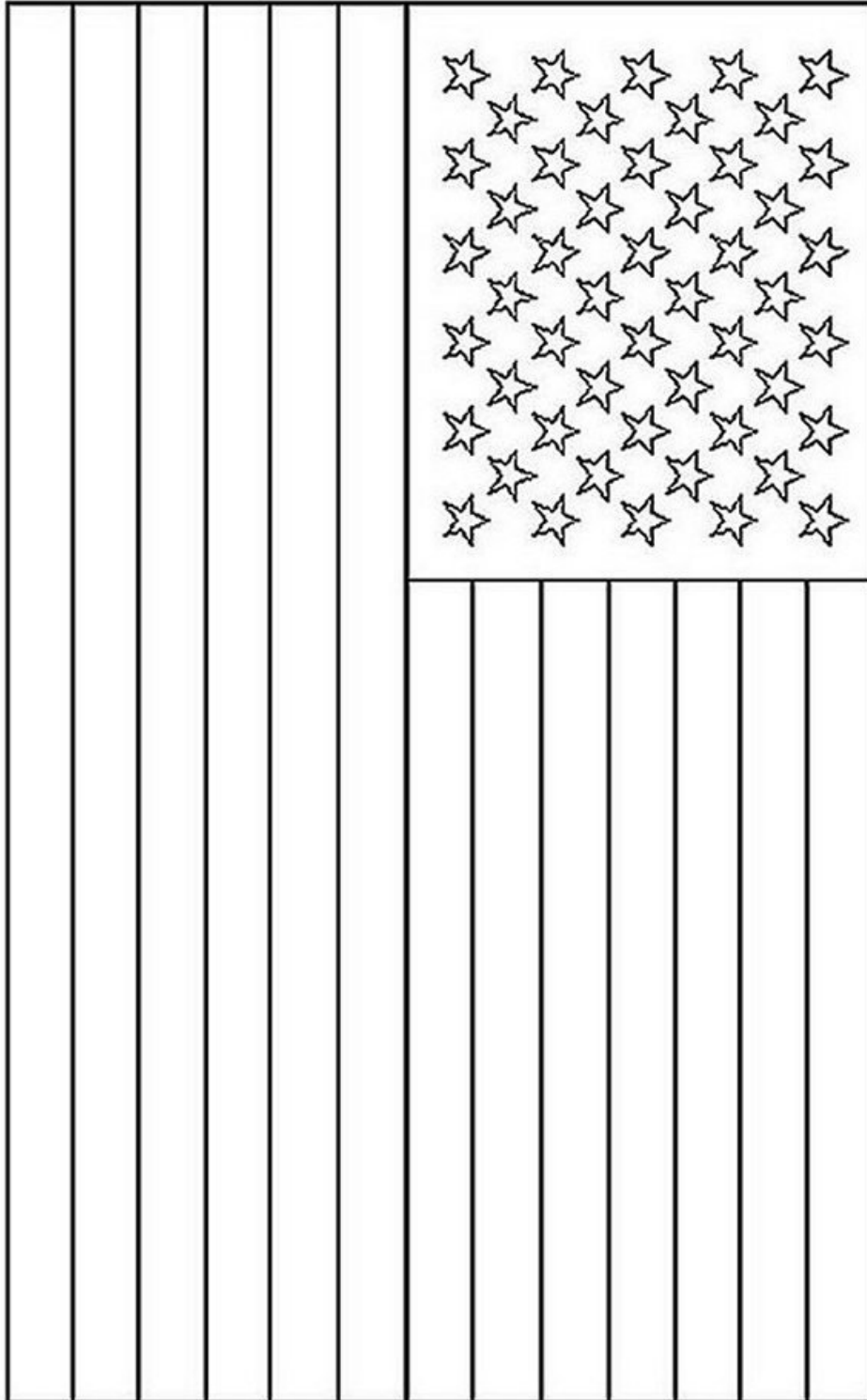
Color:
Circles: Red
Ovals: Green
Rectangles: Brown
Triangles: Gray
Squares: Black



Color:
Square: Black
Rectangle: Brown
Oval: Gray



Color the Flag. What shapes do you see in it?



Lesson: Honest Cherries

Length: 60 minutes

Grade Intended: Kindergarten

State Standards:

Science:

K.2.2 Draw pictures and write words to describe objects and experiences.

Social Studies:

K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

Objectives:

After the cooking experience, the students will draw what they observed about the change in their cherry pie before and after cooking for completion.

While the cherry pies are baking, the students will listen to the story about George Washington and the cherry tree.

After being read the story, the students will draw and write why George Washington was known for his honesty in their lab packet for completion.

Assessment:

The students will turn in their lab packet after we are done cooking. I will look at their work to make sure that they could draw what had changed and draw and write their explanation of George Washington's honesty.

Advanced Preparation:

- ✓ Get biscuits
- ✓ Get cherry pie filling
- ✓ Bring the book, The Story of George Washington
- ✓ Make and copy lab packets
- ✓ Reserve the science lab

Procedure:

Introduction:

Have you ever done something that was wrong and you were afraid to admit that it was you? Today we are going to learn about somebody that was in that situation and he shows us what we should do. We have been talking about Abraham Lincoln and George Washington. Can anybody tell me what Abraham Lincoln was known for? (Knowledge) Why was he known for his honesty? Today we are going to talk about George Washington. He was also known as an honest man.

Step-By-Step:

1. Explain that we are going to make cherry pies because Washington is often related to cherry trees.
2. Pass out the dough and cherries to each table instructing them to keep their hands in their laps until they are told what to do. (Bodily-Kinesthetic)

3. Explain the first step of pushing down in the middle of the biscuit, but not all the way through the biscuit. Have them pick their biscuit and do that.
4. Show them how much cherries they are going to spoon into the dent in the biscuit. Have them do that. (Visual)
5. Have the students draw their biscuit and make observations about what it looks like now.
6. Have them by tables bring their biscuits up to the front table to be put on the lined cookie sheets, write their name below their biscuit, and then go sit over in the open area for the read aloud.
7. Put the first ones in the oven and start the read aloud with the timer set.
8. Read and change the pies around. (Linguistic)
9. Discuss what George Washington did and how hard it was. (Interpersonal)
 - a. What did he do that was bad? (Knowledge)
 - b. Why did he do that? (Analysis)
 - c. Do you think that was easy or difficult? (Synthesis)
 - d. Did he make the right choice to tell the truth? (Evaluation)
10. Have the students draw and write their explanations of George Washington's honesty while the rest of the biscuits are baking and or while they are being passed out.
11. Explain that the biscuits went through a change while they were cooking. What is different about them? Have them draw and write in their packets.

Closure:

Tell them that they can eat their biscuits as soon as they are done drawing their observations. George Washington knew that it was better to just tell the truth. His honesty was very brave because he knew that he would be in trouble. Do you think that it was easier for him or Abraham Lincoln to be honest in their stories?

Adaptations/Enrichments:

For the student with an orthopedic impairment I would have a paraprofessional working with her to help her keep her hands steady enough to make the dents and spoon in the biscuits.

For the gifted students, I would challenge to write as many observations as they can about the biscuits instead of just drawing them.

Another thing that could be done is to have the students make predictions about what they think will happen to their biscuits.

Self Reflection:

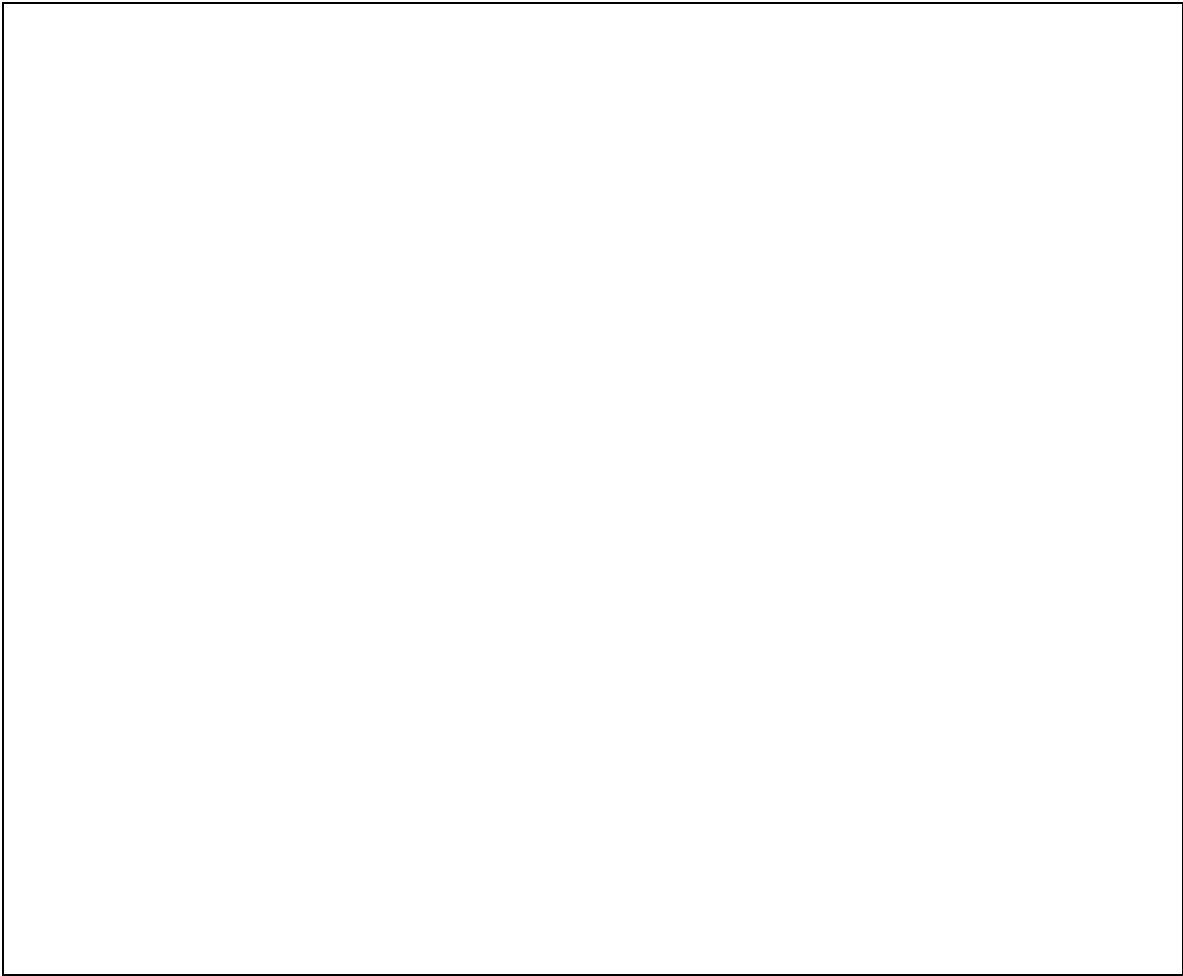
Could the students follow the directions? Did they understand the story? Could they relate to the story? Did they make observations about their biscuit? If I do this lesson again, what could I change to make it more effective?

Name _____

Honest Cherries Lab

My biscuit before baking...

My biscuit after baking...



Lesson: Log Cabin Construction
Length: 20 Minutes
Grade Intended: Kindergarten

State Standard:

Art:

K.8.2 Create a work of art using subject matter, concepts, or sign systems, such as words or numbers, of another discipline.

Objective:

Given the materials, the students will use the materials to make a milk carton log cabin like the one in which Abraham Lincoln lived for completion.

Assessment:

I am going to check to make sure that the students used the materials to create a log cabin that has the logs cut and glued and that they use the construction paper to make a door and a chimney.

Procedure:

They made the logs for this project during the art station the day before. Today we are going to take the logs that we made and glue them to the milk carton to create a log cabin. They will also be given some construction paper so that they can make a door and a chimney. We are going to talk about what it was like when Abraham Lincoln lived and what it would have been like to live in a log cabin.

Adaptations/Modifications:

I could modify the lesson by having patterns printed out for their doors and windows. I think that this would help the student with and orthopedic impairment, because her fine motor skills are poor and having the printed lines to follow would help her cut out the door and chimney for her house.

The student that was mentioned with the texture difficulty could cut post-it notes to stick on his milk carton so that he does not have to use the glue.

Lesson: Knowledge story/drama
Length: 30 minutes
Grade Intended: Kindergarten

State Standard:

K.1.2 Identify celebrations and holidays as a way of remembering and honoring people, events and America's ethnic heritage.

K.1.3 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.

Objective:

The students are going to act out something that they learned. These would be the two standards that I should see, but the students do not need to do both of them in their skit.

Given some time to prepare, the students will create a skit that shows something that they learned about Presidents' Day, Abraham Lincoln, George Washington, or the flag.

Given time to practice, the students will present their skit for the class showing one thing that they learned during the Presidents' Day unit.

Assessment:

The students are going to present their skits at our big birthday party later that day. I am going to write down the facts that were covered by each student and make sure that they included at least one thing that they learned.

Procedure:

I will read the book Presidents' Day and explain that they are going to create skits just like the people in the book. Then I will partner the students up using pieces of paper with their name on it. They will spread out in the room and work on the skit that they want to perform. Each student must have a part in the skit. I am going to float and answer questions. I will explain that they are going to get to perform their skits for their friends later that day.

At the Birthday party we are going to frost our own cupcakes. Then we will sit and eat our cupcakes and watch each other performances. Then we will have our guest speaker, Abraham Lincoln (an impersonator, James Getty) come in and talk to the students. When he is done talking the students will get a chance to ask him questions.

Adaptations/Modifications:

One modification would be to make sure that the partners are people that can work together. I would need to make sure that my student with and OI was partnered up with somebody that would work well with her.

It would also be helpful to help them come up with an idea in which she doesn't have to walk around a lot or carry anything.

This could be done during stations. I could be at one of the stations helping them create their plans for the skit. That would have to be done several days in a row though. I would have to be careful that I was making them come up with the ideas since this is them showing their knowledge.

Lesson: Kidspiration Pennies

Length: 30 minutes

Grade Intended: Kindergarten

State Standard:

Math:

K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10)

Objective:

Given a work sheet, the students will use kidspiration to represent each of the problems in a box on their screen getting 4 out of 5 correct.

Assessment:

The students will print off their page and turn it in so that I can grade it.

Procedure:

In the lab I am going to give them some time to practice dragging coins to different spots on the page. The I am going to help them create boxes to split up the screen to have five boxes. I will hand out the worksheet and have them drag the number of coins on the worksheet into the box on their screen. When they are done the will print it off.

Adaptations/Enrichments:

The student with the Orthopedic Impairment will be have a paraprofessional with her to help her drag and click.

I could let them create their own coin worksheet on kidspiration and then have the students switch and do each others page.

Drag the number of pennies into the box.

1. 7 pennies
2. 3 pennies
3. 9 pennies
4. 1 penny
5. 4 pennies

Drag the number of pennies into the box.

1. 7 pennies
2. 3 pennies
3. 9 pennies
4. 1 penny
5. 4 pennies

Technology:

The students have computer lab once a week. During this time they have been working on the kidspiration program. I am going to have them make coin amounts by clicking and dragging a specific number of coins into boxes on their screen. This particular skill is important because that is how they take the NWEA. They have to click and drag a majority of the answers.

Although I am going to be the one taking things in and out of it, the students will be exposed to an oven. This may be something that they haven't had much exposure to depending on their home life. They will get to see what happens when you put the pies in for a short amount of time.

Trade Books:

Adler, David A. A Picture Book of George Washington. New York: Holiday House, Incorporated, 1990.

This book gives a brief summary of George Washington's life. It gives a short explanation of the continental army, British taxes, and other things during that time.

Adler, David A., John Wallner, and Alexandra Wallner. A Picture Book of Abraham Lincoln. New York: Holiday House, Incorporated, 1990.

This book is about Abraham Lincoln's life. It also touches on the Civil War, but doesn't not go into much detail.

Borden, Louise, and Stacey Schuett. America Is... New York, NY: Aladdin, 2005.

America is is about the many symbols that represent the United States. It covers everything from the Pledge to the Liberty Bell with illustrations and text that is interesting to young children.

Brenner, Martha. Abe Lincoln's Hat. New York: Random House, Incorporated, 1994.

Abraham Lincoln's hat is one of his best known characteristics. This story goes into the reason why Lincoln wore such a tall hat.

Greene, Carol. Abraham Lincoln President of a Divided Country. Childrens Pr, 1990.

As the title suggests, this book touches on Lincoln's presidency and the turmoil that was going on during it. Although it is about the war it is written specifically

for young children so that they can get an idea of what was going on during his presidency.

Hill, Mary. Pennies. New York: Children's P, 2005.

Pennies is about the coin the penny. It describes its characteristics and value.

Hill, Mary. Quarters. New York: Children's P, 2005.

Quarters is a book that talks about the coin, the quarter. It describes its characteristics and value.

Hill, Mary. Spending and Saving. New York: Children's P, 2005.

Spending and Saving describes the many ways money is handled and used. It talks about savings accounts, checking accounts, and other things having to do with money.

Kunhardt, Edith, and Malcah Zeldis. Honest Abe. New York: Harper Trophy, 1998.

The book Honest Abe is a biography of Abraham Lincoln's life written at a child's level. It explains where the name Honest Abe came from, his presidency, and his death.

Marx, David F. Presidents' Day. New York: Children's P, 2002.

Presidents' Day gives a simple explanation of the holiday. It also gives a brief description of George Washington and Abraham Lincoln and why Presidents' Day is celebrated on the third Monday in February.

Pingry, Patricia A., and Stephanie Britt. The Story of George Washington. Minneapolis: Ideals Publications, 2000.

The book The Story of George Washington is a child friendly biography of George Washington's life. It explains why George Washington is associated with a cherry tree.

Rockwell, Anne. Presidents' Day. Harpercollin, 2007.

The book Presidents' Day is about a class that is learning about Presidents' Day. They creating skits about different parts of Presidents' Day.

Schaefer, Lola M. George Washington. Ed. Gail Saunders-Smith. New York: Pebble Books, 1998.

This is another student friendly book about George Washington. It provides more information about his childhood and when he grew up.

Shaefer, Lola M. Abraham Lincoln. Capstone P, 1990.

This book provides another source of information about Abraham Lincoln. It is a student friendly biography about Abraham Lincoln.

Guest Speaker:

During the birthday party at the end of the unit, I am going to have a guest speaker come in. My guest speaker will be James Getty. James Getty is an Abraham Lincoln Impersonator that lives here in Indiana. He was last scene in “An Evening with A. Lincoln,” in Spencer county. I would ask him to come in so that the students could get a more personal experience with what they are learning. This would bring the information to life for them so that they could get first hand experience with somebody they are learning about. He may be an impersonator, but that is as close to the real thing as they can ever get.

He would do his story telling after the kids have acted out their skits. I want it this way so that he can see what kind of things we have covered and can try to build off of those things. That will make it even easier for the students to make connections and understand what he is telling them.

He is going to come tell the students some stories about Abraham Lincoln. One story I will make sure that he tells is his story of the lady that paid too much. This will allow the students to hear the story from the first person perspective. Then he could pick some stories that he though would be interesting and appropriate for Kindergartners. Since Abraham Lincoln used to enjoy reading about George Washington, I would ask if he would be willing to tell a few stories about him as well. They would not be first person, but in class we will have talked about the fact that Abraham Lincoln loved to read and that he used to read about George Washington. After he is done telling the students stories, I am going to allow some students to ask questions. We won't have time for every student to ask a question. As we are at the end of our unit, I believe that the students will be able to come up with some good questions for Abraham Lincoln.

February 16, 2008

Dear Parents,

We are starting our section about Presidents' Day. This should be a very exciting time in our class. We are going to learn about what the President does, George Washington, Abraham Lincoln, and even some of the symbols of America. Feel free to ask your child what they learned about our country each day. One of the most exciting things during this unit is that we are going to have Abraham Lincoln come visit us.

On February 20 we are going to have a big birthday party for Abraham Lincoln and George Washington. At this party is going to be James Getty, a Lincoln Impersonator. He is going to come tell stories about Lincoln and maybe even Washington. This is going to be a very exciting day for the students, so don't forget to help your child stay excited about it at home.

If you have any questions please call or email me.

Sincerely,

Email: halahr@spartans,Manchester.edu

Phone: (260) 519-5596

Heather Wohlford