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| Summary | | | |
| \*Lesson Title (create a title for your lesson):  **Holidays: Here, there, and everywhere!** | | | |
| \*Lesson Summary (1-3 sentence summary):  **This lesson plan references popular holidays in America and then shifts to what, why, and how nations around the world celebrate holidays. Students then draw conclusions to similarities and differences between the celebrations and take part in work stations where they have a chance to take part in holiday celebrations of different cultures.** | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):  **Social Studies, Language Arts** | | | |
| \*Intended Audience/Grade Level:  **Kindergarten or 1st Grade** | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):  **Part 2 of a possible 2-day lesson sequence. Approx. 75min on lesson 1.** | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):  - LACC.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  - LACC.K.SL.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups  - LACC.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  - SS.K.A.1.2 Develop an awareness of a Primary Source  - SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nations ethnic heritage.  - SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures.  -SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):  Holiday in Havana Cuba: <http://ufdc.ufl.edu/UM00000344/00001> (pic)  Children’s Holiday in Britain: <http://ufdc.ufl.edu/UF00065493/00001> (pic)  Peruvian Independence Day: <http://ufdc.ufl.edu/CA01300818/00001> (pic)  St. Patrick’s Day Celebration- UF 1950’s <http://ufdc.ufl.edu/UF00047088/00001> (pic) | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):   * What are some holidays in other countries and why do they celebrate them? * What are the similarities and differences between holidays in the United States, and holidays in other countries? | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):  - Students will be able to determine the purpose of holidays from around the world  - Students will be able to take part in traditional holiday celebrations from other countries and evaluate the similarities and differences between these celebrations and domestic holiday celebrations. | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):  When the teacher presents the information to the students, he/she will constantly solicit feedback from students by randomly calling on them in a whole group setting to assess their attention and accuracy in processing the information.  At each workstation, students will have one question that they will need to answer at the end. The teacher will use this to assess whether the students grasped the purpose of the international holiday celebration. | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):  There will be a summative assessment form at the end of the lesson which the students will complete which will require them to compare/contrast international and domestic holidays and provide rationale for what holiday is most similar to holiday in the United States. | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):  The teacher will begin the class by showing the students pictures of symbols/holiday celebrations. If the previous lesson was conducted, the teacher can have the students present their pictures of the holiday that they created and describe the symbolism and celebrations. | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):  After going through a number of familiar domestic holidays and unfamiliar international holidays, the teacher will explain international holidays and as a class, will draw connections between reasons and celebrations between these holidays and domestic ones. The teacher will show images through a Powerpoint or SmartBoard presentation (link provided below). The teacher will show pictures of individuals celebrating these holidays in other countries, and students will draw conclusions as to the differences and similarities in the holiday celebrations. | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):  Students will participate in the following workshops/Stations (refer to link below for instruction sheet)   * 1. China- New Year- Red paper- Black makers and/or Put stickers on it   2. Mexico- Dia de Los Muertos (Halloween)- Color funny skeletons and bodies   3. Scandanavia-St. Lucia- (Christmas)- Make a crown (girls) or hat (boys)   4. Thailand- Songkran- Make a white paste- Put on face   5. Australia/Canada- Boxing day- Make box of goodies and supplies to send to needy or soldiers overseas | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):  By themselves, students will complete a summative assessment sheet (link provided below). | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?):  Mark on the calendar and celebrate upcoming international holidays discussed during this lesson. | | | |
| Reading strategies (describe strategies in detail):  Students will be viewing text and pictures from the SmartBoard, teacher will allow the students to read the information before proceeding | Writing strategies (describe strategies in detail):  Though writing ability at this age is minimal, the students will be required to create a written responses for the summative assessment. They are given the option to draw a picture or speak with the teacher if they are stuck. | | Speaking and listening strategies (describe strategies in detail:  Students will need to listen to the teacher’s instruction during the SmartBoard lesson and especially listen to the instructions during the workstations to make sure that they perform the celebration correctly.  Students will use speaking skills in answering the exit question for the teacher/supervisor at the workstation when the holiday workstation time is finished. |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
| * Teacher will allow extended time for students to read and view images on SmartBoard * Teacher will place students accordingly in front of SmartBoard presentation * Teacher will pair students appropriately of varied learning levels to ensure quality interaction during group activity * Teacher will provide completed or near completed workstation activities to students who may require more time. The teacher will also allow the slower students to stay at a workstation for two sessions to complete their station activity. | | | |
| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching:  Coupled with the enrichment activity, when the actually international holiday day arrives, the teacher will review the purpose and celebration of the international holiday. | | Enrichment:  The teacher marks the calendar for when all the holidays that were studied for these lessons are upcoming. On those days, the teacher reviews the holiday with the students.  Students research and select their own international holiday and tell the class about it. | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):   * Use attached PowerPoint file. Feel free to add images of your own * Use attached instructions sheet * Use attached summative assessment sheet   For workstations:   * + - Red, green, white, gray, and yellow construction paper     - Legal size card stock paper     - Skeleton coloring pages     - Stickers of various items     - Gold bond powder, bowls, bottles of water     - Shoe boxes (with donations from students) | | Suggested technology (What are the suggested technology requirements to use this lesson?):   * PowerPoint File * SmartBoard and/or Projector with Screen | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):   * Assess for Jehovah’s witnesses students. They are not allowed to celebrate holidays and may not be allowed to participate in this lesson * International Students in your class will serve as an excellent resource for this project. Survey them first and see if they would like to participate providing pictures and/or ideas for a station * The stations may be too much for one teacher to manage during the lesson so enlist the help of paraprofessionals, aides, or even parents to run the stations. | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
| PowerPoint Presentation:  <https://docs.google.com/file/d/0B4VdiwLUA27ta1BUMW5TRVdRQm8/edit?usp=sharing>  Workstation Descriptions, Material Descriptions, and Exit Questions:  <https://docs.google.com/file/d/0B4VdiwLUA27tUEZKbWVRSXlCdDQ/edit?usp=sharing>  Summative Assessment:  <https://docs.google.com/file/d/0B4VdiwLUA27tcEk4bUsyYlhCeGM/edit?usp=sharing> | | | |