

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Things That Are Special
Focus:	Celebrating Traditions

Materials:

- 2- 8" card stock circles for each student
- ¼ circle pattern
- Crayons/colored pencils
- Brad for each student

Opening

State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

A lot of times we think that traditions have to be for special occasions. While they certainly can be, traditions can be very non-holiday as well. What are some of the traditions that your family has that does not involve a holiday? What do you look forward to doing year after year and that you have come to expect? How many people in your family are engaged in this tradition? Immediate or extended?

Content (the "Meat")

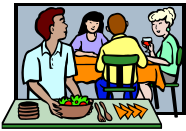
Vocabulary

Word for today: ordinary

Describe: The word ordinary means regular, not special. Ordinary is something you would expect to find. For example, the clothes you wear to school are different than the clothes you would wear to a wedding. One set of clothes is more ordinary than the other.

Create an entry in your Vocabulary Notebook for the word

Vocabulary Notebook Sample:

New Word ordinary	My Description Something I do as a routine
Personal Connection It is ordinary for my family to eat dinner together every evening.	Drawing 

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

Today's Lesson "I do-We do"

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Family Traditions—Things That Are Special

There are certain things that we do with our family that really matter to us. Instead of being ordinary, the routine that we turn into habits, these things are special and really matter to us. They add special meaning to our lives. However, these things can be simple. Special does not mean extravagant or elegant or grandiose.

These things can be as simple as the ½ hour before bed when it's story time, or as fun as knowing every Sunday you are going to go to Grandma and Grandpa's house for lunch and an afternoon of family softball. Maybe you go to the beach for 3 days every summer or have picnics in the park on the first Saturday of the month. Or maybe you go star gazing with your uncle Fred whenever he's in town. Whatever it is, it is what you look forward to doing and when it doesn't occur you really miss it.

We would call these things, simple pleasures. With the class brainstorm a list of those things that are special to them but would not be a part of a cultural tradition.

Student Practice ("You do") Activity My Favorite Traditions

Directions:

1. Brainstorm a list of the things that are simple pleasures—the simple traditions of your family.
2. Select 4 family traditions that you enjoy with your family (immediate or extended).
3. Select 2 8" circles and one brad. Also pick up a ¼ circle pattern
4. Fold one circle carefully so you have four sections and then open it up and press it flat
5. On the other circle, trace the ¼ circle and cut away that piece (your circle should look like Pac Man)
6. This circle will be your title or cover sheet. Label it My Family Traditions and then decorate it with patterns or drawing.
7. On the circle that is divided into quarters, in each quarter draw an illustration of the one of the four family traditions that you selected.
8. When you have completed this, join the two circles together with a brad.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

You may want to cut out the $\frac{1}{4}$ of the circle for students so they have more time to spend on the drawings.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Fourth of July
Focus:	Theme—Celebrating Traditions

Materials:

Vocabulary Notebook
 Fun Fact Cards
 Paper, crayons/colored pencils

Opening

State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

What does it mean to me independent? What does it mean to be a colony? How are those two things different? What is something that you know about the 4th of July?

Content (the “Meat”)


Vocabulary

Word for today: independence

Describe: Independence is a word that describes being free. Every day we learn how to do one more thing for ourselves we are becoming more independent. When you were a young child, you were totally dependent on your caregiver, even to spoon the food into your mouth. Now you can eat independently.

Create an entry in your Vocabulary Notebook for the word independence.

Vocabulary Notebook Sample:

New Word independence	My Description Able to do something on your own without someone else’s help
Personal Connection Now that I can ride my bike I can show my independence.	Drawing 

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Today’s Lesson “I do-We do”

July 4th—American Independence Day

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On July 4, 1776 the United States of America was born. Before that, this part of the world was a colony that owed it allegiance to England and specifically to the King of England. There were events leading up to the Fourth of July. Things seldom happen in a vacuum. There were many different events that occurred that culminated or ended in that single moment on the 4th of July in a hot, muggy room, the colonies of King George of England declared that they were free.

Review the Fun Fact cards about American Independence with the students. Distribute the cards to the students in small groups and have them review the events and the date of those events. Each group should prepare to share with the class the event on the Fun Fact Card that they have and then be prepared to place it on the time line (this can be a piece of chart paper or drawn on the white board).

Student Practice ("You do") Activity Time Line

Directions:

1. Divide students into pairs.
2. Review the July 4th Fun Fact Cards.
3. Put them in order from the earliest date to the actual Declaration of Independence saying we were free on July 4, 1776.
4. Create a pictorial time line of those events.
5. Share with the group.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)

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- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Fun Fact Cards

July 4th—Road to Independence

<p>1763 – King George III signed the Proclamation of 1763. This Proclamation stated that no one could settle west of the Appalachian Mountains, and if you were already there, you needed to “come home”. King George III made this Proclamation because he wanted to be friendly with the Native Americans.</p>	<p>1764 – The English Parliament wanted to pay its war debt caused by the ongoing war with France. Since the colonies took part of this, the colonies needed to pay the cost. Taxes were increased on sugar, coffee, and wine. It also doubled the cost of things shipped to the U.S. from counties not in England.</p>
<p>1764 In Boston at a town meeting, James Otis declared that England had no right to tax us without letting us have a voice in the project. In America, consumers began to boycott the products.</p>	<p>1765 – Taxes were first imposed on Americans with the passing of the Stamp Act. Items taxed include: newspapers, pamphlets, bills, legal documents, licenses, almanacs, dice and playing cards.</p>
<p>1765 – In March of 1765, Parliament determined that colonists would be required to house and feed British soldiers without any pay.</p>	<p>1765 – The Sons of Liberty was formed as a secret group to oppose the Stamp Act. It was hoped that this pressure would keep American shop owners from signing on.</p>
<p>1766 - In January, the New York legislators refused to comply with General Gage's request to enforce the Quartering Act.</p>	<p>1767 - The English Parliament passes the Townshend Revenue Acts, imposing a new set of taxes on the colonists to offset the costs of administering and protecting the American colonies. Items taxed include imports such as paper, tea, glass, lead and paints.</p>

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<p>1768 - Samuel Adams of Massachusetts, a true patriot, opposed taxation without representation and called for the colonists to unite against the British government in his Circular Letters.</p>	<p>1768 – A British warship with 50 cannons sails into Boston. The custom commissioners in Boston asked for help against the colonial agitators.</p>
<p>1770 - Violence erupts in January between members of the Sons of Liberty in New York and 40 British soldiers over the posting of broadsheets by the British. Several men are seriously wounded.</p>	<p>March 5, 1770 – The Boston Massacre occurred when the British Soldiers fired into a crowd of protestors, killing 3 outright, mortally wounding 2 other, and injuring sic. The colonists were furious!</p>
<p>1773 - May 10, the Tea Act takes effect. If colonists purchased tea they had to pay a three-penny tax on each pound of tea. This Act bypassed American shop owners.</p>	<p>December 16, 1773 – The Boston Tea Party and lets the Royal Governor know that Bostonians are tired of what is going on. Colonists disguised themselves as Indians for this raid during which they dumped 343 crates of tea into the harbor.</p>
<p>1774 - September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia.</p>	<p>1775 - In April, Massachusetts Governor Gage is ordered to enforce the Coercive Acts and suppress "open rebellion" among the colonists by all necessary force. This was one of the final acts by George III that set the colonists on the course to independence.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Thanksgiving
Focus:	Theme—Celebrating Traditions

Materials: Vocabulary Notebook Paper for cards Crayons/colored pencils
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Opening




State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

What are you thankful for? What is another word for “thankful”? Here are some synonyms that students may or may not come up with: gratitude, grateful, appreciative, pleased

Content (the “Meat”)

Vocabulary		<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher</p>				
<p>Word for today: gratitude</p> <p>Describe: Gratitude is an attitude or a feeling of being thankful. Gratitude can be expressed for gifts, vacations, or special things, but if we have an attitude of gratitude, we are thankful for everything that we have and every part of every day.</p> <p>Create an entry in your Vocabulary Notebook for the word gratitude</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> New Word gratitude </td> <td style="width: 50%; text-align: center;"> My Description Thankful for something </td> </tr> <tr> <td style="width: 50%; text-align: center;"> Personal Connection Show gratitude by saying, “Thank you.” </td> <td style="width: 50%; text-align: center;"> Drawing  </td> </tr> </table>			New Word gratitude	My Description Thankful for something	Personal Connection Show gratitude by saying, “Thank you.”	Drawing 
New Word gratitude	My Description Thankful for something					
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<p>Today’s Lesson “I do-We do”</p>						

Consult 4 Kids Lesson Plans

American Tradition—Thanksgiving

In our American Tradition we have learned that the Pilgrims came to the new world (now the United States) to have a different life than the one they had in Europe. They arrived in early 1600s and there were no cities, no stores, no transportation, nothing, but some Indians who were willing to be friendly and helpful. It was not easy for the Pilgrims. The weather was cold and they didn't have houses when they arrived. They struggled through the first year and after working very hard we able to enjoy their first harvest. The story goes that the Indians and the Pilgrims got together to celebrate surviving the winter and being somewhat prepared for the months ahead. The Indians and the Pilgrims gave thanks for the friendship that they had developed. In 1864 Thanksgiving became a U.S. holiday and the more modern Thanksgiving traditions began in 1946. Part of the tradition is saying "thanks" for family, friends, and a good life.

Thanksgiving Day is about having an "attitude of gratitude." This attitude of gratitude helps people to be thankful every day for the good things that happen. Instead of the attitude of entitlement—I'm great and terrific and I should have everything that I want", the attitude of gratitude encourages people to be thankful for what they have, not so they don't wish for other things, but to be appreciative of the good things they have instead of focusing on what they don't have.

Student Practice ("You do") Activity

Writing a "friendly letter", in this case a Thank You note is a skill that is learned in 2nd and 3rd grade. Talk about the format of the note as well as the content.

Date

Greeting (Dear _____),

Body of the Letter (Say thank you and include how you are enjoying or using the thing you are thanking the person for.)

Closing (Your friend,)

Signature (Name)

Thank You Cards

Directions:

1. Give each student a piece of 8" x 11" paper
2. Students will each make a Thank You card that will illustrate what they are thankful for in both words and pictures
3. Students should decide who they are going to give the card to and take that in mind as they are putting together the card.
4. When students are finished have them share the cards with another peer.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Make a word bank on the board so the students can draw from them when writing the Thank You note. Make a list of words that mean gratitude, items that students are thankful for, etc.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grades
Lesson Title:	Hanukkah—A Jewish Tradition
Focus:	Theme—Celebrating Traditions

Materials:

Vocabulary notebook

Fun Fact Cards

3 " x 5" unlined cards, crayons/colored pencils

Opening

State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

What do you know about Hanukkah? What do you know about Jewish people? What would you like to learn about this celebration and the Jewish people?

Content (the "Meat")


Vocabulary

Word for today: historic event

Describe: An historic event is a documented incident that has happened in the past. Although there are lots of things that happen each and every day, an historic event will have an impact on the future. This impact effects the way people think, feel and believe. It is such an important event that changes things for many people.

Create an entry in your Vocabulary Notebook for the term historic event

Vocabulary Notebook Sample:

New Word	My Description
Historic event	Something that has happened in the past that has been documented
Personal Connection	Drawing
My birth is documented by my birth certificate and therefore is an historic event.	

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today's Lesson "I do-We do"

Consult 4 Kids Lesson Plans

Celebrations: Hanukah

One of the holidays that is celebrated by the Jewish culture is Hanukkah. This date has historic significance in Jewish history and the celebration is directly tied to that event.

In 165 B.C., the Macabees had banded together and drove the very powerful Syrian army out of Jerusalem. For the Macabees, Jerusalem was a city where they had a special temple or church. When the Syrians came to Jerusalem they insisted that the Jewish people give up their religion and rituals and worship the Greek gods. This made the Jewish people very unhappy.

The Jewish people, the Macabees, met and decided to fight back and turn the anger they felt into action. So, they banded together to force Antiochus, the Greek King of Syria, out of Jerusalem. Hanukkah is a celebration of the Macabees victory over the Syrian army. Hanukkah is a Hebrew word which mean dedication. (Jewish people speak Hebrew, just like American people speak English.)

Once the Macabees had reclaimed the temple they wanted to "purify and sanctify" the temple by lighting an eternal flame. This flame had to be fueled by sacred oil, but when the Macabees got ready to light the fire they discovered that they had only one days oil. The Jewish people believe that a miracle happened because the flame continued to burn for 8 days the time it took to get the sacred oil. This miracle is remembered in the eight candles of the Menorah, a candelabra that has become part of Hanukkah.

You will be able to share more information with your students with the Fun Fact Cards.

Student Practice ("You do") Activity Trading Cards

Directions:

1. Give each student a 3" x 5" card that is blank on both sides.
2. On side one, student should write the word Hanukkah and draw a symbol of that event (maybe the menorah).
3. On the back of the card, student should select 3 of the facts that were of interest to them about Hanukkah (making tiny illustrations to the side) .
4. When student has finished his or her cards, have them share the card with a small group of peers.

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Have students work in small groups or pairs to read the Fun Fact cards.

Fun Fact Cards Hanukkah

<p>Hanukkah is celebrated for eight days and nights, beginning on the 25th in the month of Kislev on the Hebrew calendar.</p>	<p>The Menorah is a candelabrum that is used in the Hanukkah celebration. There are 8 candles which represent the 8 days that had no oil. The eight-day lighting of the candles commemorates the eight-day miracle of the oil.</p>
<p>The Yiddish word for money is gelt. During the 8 days of Hanukkah, children receive a gift of gelt. Children learn to both give and receive.</p>	<p>During Hanukkah, Jewish children enjoy playing with a toy called a dreidel, which is similar to a top. The dreidel has four sides and features the Hebrew letters.</p>
<p>Fried foods are traditional during Hanukkah, in remembrance of the sacred oil. Popular fried foods are sufganiyot (sweet jelly- filled doughnuts) and latkes (potato pancakes) and</p>	<p>Hanukkah is a joyous time of year in Jewish families and is all about family. Members of the family gather together to share what food, music, traditions, and blessings.</p>
<p>The history of Hanukkah predates Christmas. Antiochus, the Greek King of Syria, outlawed Jewish rituals and ordered the Jews to worship Greek gods.</p>	<p>The guttural sound of the Hebrew letters cannot be duplicated by the English alphabet. For this reason, there are many spellings of the word Hanukkah in English and all are correct.</p>




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<p>Nun, gimel, hay, and shin are Hebrew letters that can be found on dreidels.</p>	<p>In 165 B.C.E, the Jewish Macabees managed to drive the Syrian army out of Jerusalem and reclaim their temple.</p>
<p>Most Jews were angry and decided to fight back when they were told to ignore Jewish traditions and worship Greek gods.</p>	<p>Hanukkah is the celebration of the Macabee victory over the Syrian army.</p>
<p>In history, the celebration or observance of Hanukkah has increased in popularity.</p>	<p>In Hebrew, the word "Hanukkah" means "dedication." There are many different ways to spell Hanukkah.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Kwanzaa Woven Mat
Focus:	Theme—Celebrating Traditions

Materials: Fun Fact Cards Materials for woven mat (glue sticks, scissors, green, black, and red construction paper)
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Opening					
State the objective For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
Gain prior knowledge by asking students the following questions What do you know about Kwanzaa? What do you know about the colors that are important to Kwanzaa? Do you know anyone who celebrates Kwanzaa? What would you like to learn about Kwanzaa?					
Content (the “Meat”)					
<p style="text-align: center;">Vocabulary</p> <p>Word for today: reflective</p> <p>Describe: Have you ever looked into a mirror? What do you see? You see a reflection of yourself and everything else that can be seen in the mirror. Reflective means that you stop and think about an event, not just what happened but how you feel about it and what you’ve learned from it, and how you will apply that learning. When you do this, you are being reflective.</p> <p>Create an entry in your Vocabulary Notebook for the word reflective</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> New Word <div style="text-align: center;">reflective</div> </td> <td style="padding: 5px;"> My Description Think about an event, person, or your own place </td> </tr> <tr> <td style="padding: 5px;"> Personal Connection I am in a reflective mood thinking about last family picnic. </td> <td style="padding: 5px;"> Drawing <div style="text-align: center;">  </div> </td> </tr> </table>	New Word <div style="text-align: center;">reflective</div>	My Description Think about an event, person, or your own place	Personal Connection I am in a reflective mood thinking about last family picnic.	Drawing <div style="text-align: center;">  </div>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
New Word <div style="text-align: center;">reflective</div>	My Description Think about an event, person, or your own place				
Personal Connection I am in a reflective mood thinking about last family picnic.	Drawing <div style="text-align: center;">  </div>				
Today’s Lesson “I do-We do” Kwanzaa					

Consult 4 Kids Lesson Plans

Kwanzaa is a holiday that is born out of African tradition. It is a celebration that is reflective and encourage people to slow down and take a look at what is important.

Kwanzaa was created by Dr. Maulana Karenga in 1966 during the American Civil Rights Movement. Kwanzaa is observed from December 26 through January 1. During these seven days, people observing Kwanzaa focus on seven principles: unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith.

A candle is lit each day of the observance. The candles are black (representing the people) red (3 of these to represent the struggles of the people) and green (3 of these to represent hope and future). Each day a candle is lit and the principle for the day is discussed and reflected upon.

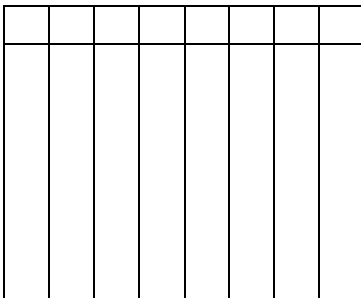
Symbols of Kwanzaa include African symbols of harvest which include dried corn and colorfully woven tablecloths.

There are fact cards available for you and the students to read and review. After going through those cards, make a list of those significant facts that you have learned from reading the history of Kwanzaa.

Student Practice ("You do") Kwanzaa Woven Mat

Directions:

1. Three important colors for Kwanzaa are black, green and red. Today we are going to create a place mat by weaving together those colors.
2. Once we have made the mat, you will write one fact on a white 3" x 5" card and place in the middle of the mat.
3. Each student needs an 8" square of black construction paper, a ruler, and a pair of scissors.
4. The black paper will be the frame for the weaving.
5. Student should begin on one edge and draw a straight line, aligning the edge of the paper with one edge of the ruler and then tracing down the other side of the leader.
6. After completing that, student should turn the square and repeat the process (it should look like a T of sorts).
7. On the second side, student should trace lines, one ruler apart across the entire paper:



8. Student will cut up the lines that go across, stopping at the first line that was drawn, creating a border.

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<p>9. Student is then given both a red and green 8" square. The student will use the ruler to draw lines for strips that they can cut apart.</p> <p>10. Once the student has cut all of his/her strips, then he/she will begin weaving the strips into the black frame, first the green and then the red strips until the weaving have gone across the entire frame.</p> <p>11. Once the strips are in place, student will glue the ends to add stability.</p> <p>12. Student writes his/her fact card and places it on the mat with glue sticks.</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> What was your key learning for the day? What opportunities might you have to apply this key learning in the "real world"? What advice would you give to a "new" student getting ready to do this activity?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Fun Fact Cards Kwanzaa

<p>Kwanzaa is an African American celebration observed from December 26th through January 1st.</p>	<p>Kwanzaa was developed by Dr. Maulana Karenga in 1966, a professor at California State University Long Beach, as a way to celebrate and promote the African American culture.</p>
<p>There are seven principles that the Kwanzaa observance focuses on. These are 1) unity, 2) self-determination, 3) collective work and responsibility, 4) cooperative economics, 5) purpose, 6) creativity and 7) faith.</p>	<p>A Kinara is a type of candelabra. The Kinara holds 7 candles, one that is lit on each day of the observance.</p>
<p>A black candle is in the center of the Kinara. To the left of the black candle are three red candles representing the struggles of the African American people. To the right of the black candles are three green candles which represent hope and the future.</p>	<p>During Kwanzaa, people greet one another in Swahili. They ask the question, "Habari gani?" The question is answered by saying the principle being discussed or focused on for that day: (unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith)</p>
<p>Kwanzaa is about reflection and thinking about African heritage, where you have been and where you want to go. It is not religious or political.</p>	<p>African harvest symbols have become symbols for Kwanzaa. These include ears of dried corn and colorfully woven tablecloths.</p>
<p>The kinara is a wooden candle stick. It is a simple candle stick that is made from the Earth.</p>	<p>On day one, the black candle of unity is lit. Families gather and share things they are feeling as well as the day-to-day of their lives with one another. This practice helps to clear the air in case there are misunderstandings.</p>




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<p>On day 2 the red candle is lit. This candle symbolizes togetherness and the importance of sharing traditions. Some people teach others how to play a drum, cook a particular food, or braid hair.</p>	<p>On day 3 a green candle is lit that symbolizes togetherness and sharing a common goal. Everyone in the family comes together to work on a chore or a project such as cleaning the garage or painting a fence.</p>
<p>On day four a red candle is lit signifying togetherness and sharing a family gift. Instead of an individual gift, this is the day for the gift to be given to the family. The gift needs to promote family unity and togetherness.</p>	<p>On day 5 a green candle is lit. This candle is symbolic of togetherness, sharing dreams and hopes. This is an especially good day to talk about the future and ask each person to share what they want to accomplish in the coming year.</p>
<p>On day 6 a red candle is lit that supports togetherness, sharing and creativity. For this day, everyone in the family creates something—poem, dance, painting, a hand craft. Each person shares with the entire family.</p>	<p>On day 7 a green candle is lit. This is the day that everyone will come together to celebrate being one by breaking bread and sharing a meal. Such wonderful food as baked ham, roasted yams, collard greens, thick bread –help to make this a wonderful feast.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	What's My Habit?
Focus:	Theme—Celebrating Traditions

Materials: Vocabulary notebook Construction paper Crayons, colored pencils
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Opening					
State the objective					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
Gain prior knowledge by asking students the following questions					
What is a habit? What are some of the habits you have? What are some of your family's habits? What do you think it would be like if you had to learn everything new every day?					
Content (the "Meat")					
<p style="text-align: center;">Vocabulary</p> <p>Word for today: habit</p> <p>Describe: A habit is something that you learn how to do and you do it over and over until when you are doing it, you no longer think about it, you just go through the routine. It is like the way you get ready in the morning, or how you fix a peanut butter and jelly sandwich, or how you put the food on your plate in a certain way. It is your routine, your way of doing things.</p> <p>Create an entry in your Vocabulary Notebook for the word</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> New Word <div style="text-align: center;">habit</div> </td> <td style="padding: 5px;"> My Description Something that you do over and over without thinking—like tying your shoe </td> </tr> <tr> <td style="padding: 5px;"> Personal Connection I have a habit of brushing my teeth after I eat. </td> <td style="padding: 5px; text-align: center;"> Drawing  </td> </tr> </table>	New Word <div style="text-align: center;">habit</div>	My Description Something that you do over and over without thinking—like tying your shoe	Personal Connection I have a habit of brushing my teeth after I eat.	Drawing 	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
New Word <div style="text-align: center;">habit</div>	My Description Something that you do over and over without thinking—like tying your shoe				
Personal Connection I have a habit of brushing my teeth after I eat.	Drawing 				
Today's Lesson "I do-We do"					
<p>What is a habit? A habit is a way of doing things that you have practiced so many times that you no longer</p>					

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have to think about how to do something.

Remember what it was like when you learned how to tie your shoe? It was challenging. You had to bring a wide variety of skills together, in a particular order, if you wanted to tie your shoe. In the beginning, what you tied did not last for very long because you didn't know how to make a tight bow. Now, you tie your shoes in a certain way and don't give it a second thought. That's because tying your shoe is a habit.

What are some of the other habits that you have? How about how you get ready for school in the morning? How about how you get everything ready to eat breakfast? Talk with a peer and discuss some of your habits.

Fact: It takes about 21 days to build a habit. At that point your actions will start to become embedded in your brain.

Sometimes a habit may not be the best way. There is a joke about a worker who is taking her lunch break and complaining about the fact that once again she has a tuna sandwich for lunch. She comments that she has had tuna sandwiches every day for the past three years and she is sick and tired of them. One of her co-workers asks, "Who makes your lunch?" The worker replied, "I do!" Now that's a person with a habit. Something that they do because they work that way every day, but the habit has been in place past its usefulness. Do you have any habits that you would like to give up?

Student Practice ("You do")

Activity

What's My Habit

Directions:

1. Think about your day and the habits that you have that come into play throughout the day.
2. Divide a piece of paper into fourths.
3. In each quadrant you are to draw a picture and write a sentence about a habit that you have in practice.
4. The upper left hand quadrant should be for the morning. The lower right hand quadrant is for the end of the day. The other two quadrants can be for the time between morning and evening.
5. When you are finished, share your "habits" with a peer.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Christmas Around the World
Focus:	Theme—Celebrating Traditions

Materials:

Fun Fact Cards at the end of this Lesson Plan

Materials for activity (green and red construction paper, glue sticks, scissors)

Opening

State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

What do you know about Christmas traditions and symbols? What countries around the world celebrate Christmas? What would you like to know about Christmas traditions?

Content (the "Meat")


Vocabulary

Word for today: celebrate

Describe: The word celebrate describes joyous sharing of a particular occasion. When we celebrate the 4th of July Americans come together to mark the importance of our independence in a happy and joyous manner.

Create an entry in your Vocabulary Notebook for the word celebrate

Vocabulary Notebook Sample:

New Word	My Description
celebrate	Honoring a special even in the life of a person or a country, having a party
Personal Connection	Drawing
I like to celebrate my birthday with my family and friends.	

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today's Lesson "I do-We do"

Three Christmas Traditions from Around the World

The Christmas Holiday is celebrated around the world. There are many traditions connected to Christmas but the three that we are going to take a look at are the wreath, the

Consult 4 Kids Lesson Plans

candy cane and the stocking.

Wreath: circle because there is no beginning or end to the love that it represents; evergreen because it is always green and represents the hope we need to live our lives joyously.

Candy Cane: In the beginning, 1670, the candy cane was all white and shaped like a J to represent a shepherd's staff (the "hook" that the shepherd used to rescue his sheep). The red was added years later. In America it became a tree decoration.

Stocking: An empty sock is hung by the "fireplace" so that gifts can be added before Christmas morning. The gifts can be fruit and nuts or something small enough to actually fit into the stocking.

There are fact cards available for you and the students to read and review that will share more about these three items and other Christmas Around the World traditions.

After going through those cards, make a list of those significant facts that you have learned from reading the history of the wreath, candy cane and stocking.

Student Practice ("You do")

Activity

Making A Wreath (Hands traced onto green paper)

Supplies

- Scissors
- Green construction paper (multiple pieces for each child)
- 8" green circle, with center cut out
- Red construction paper
- Glue sticks

Directions:

1. Pair students.
2. Partners should trace the hands of their partners for a pattern.
3. After the pattern is complete, student cut it out and traces it multiple times on several pieces of green paper.
4. Cut out the hand prints.
5. Gently roll the ends of each of the hand prints.
6. Glue the hands around the circle; turn the fingers toward the center and away from the center.
7. When handprints have been glued all the way around the green wreath base, add red berries (cut red circles).

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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Fun Fact Cards

Christmas Around the World

<p>Santa Claus began in the 4th Century with St. Nicholas who came from Turkey. He was a generous man and gave gifts and presents to people in need.</p>	<p>St. Nicholas is the patron saint of Russia and is well known for a flowing red cape, white beard, and carrying a bishop's mitre.</p>
<p>According to one legend, St. Nicholas rode by a nobleman's house who had lost all of his money and threw out small packages of gold so the daughters of the nobleman could get married and have a dowry.</p>	<p>Christmas trees have been popular for a long time. In Germany in the 16th century, fir or evergreen trees were decorated with apples, roses, colored paper and decorated candy. These decorated trees could be found both indoors and outdoors. Later these trees were decorated with cookies and ornaments.</p>
<p>Mistletoe, a plant that has no roots because it lives off of a host tree (usually an oak tree in the United States), was considered a revered plant. For Christmas, people put a bow on the mistletoe and if someone stands underneath it, he/she will get a kiss.</p>	<p>Holly has stickers on the points at the end of its leaves. In ancient times, boughs of holly were thought to have magical power because it was able to survive very cold and harsh winters.</p>
<p>The poinsettia was named for Joel R. Poinsett who was an ambassador to Mexico. The bright red leaves appear to be the flower, but that is not the case. The poinsettia has become associated with Christmas.</p>	<p>In the beginning a Christmas card was a way for children to practice their writing skills. Then people started sending special greetings at Christmas time to people they spent a lot of time with as well as those they did not keep track of very well. Sir Henry Cole created the first real Christmas card to reach out to his friends.</p>
<p>Rudolph the Red Nosed Reindeer is a song written by Johnny Marks. Western star Gene Autry recorded the song in 1949 and the rest is history!</p>	<p>In Hawaii to have a fir tree you would have to import the tree. Creative Hawaiians decorate palm trees and instead of a sleigh for Santa Claus, they see things like an outrigger canoe and instead of reindeer, the kids think of dolphins pulling the outrigger.</p>

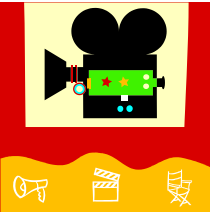
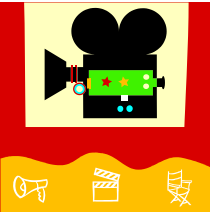
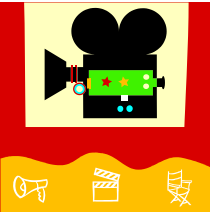
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<p>In the Philippines they celebrate with a Christmas Eve feast of special Filipino dinner dishes. They have gift-giving ceremonies on Christmas Eve and the children hang their socks as well.</p>	<p>In Guatemala there are processions for nine days. The official food for this time period is tamales. The Feast Day of Saint Thomas is on December 21. There are parades up and down the streets in Guatemala with marching bands.</p>
<p>In the Ukraine (a part of Russia) it is Saint Vladimir that is credited with bringing Christmas to the people. The Ukrainians have a more serious celebration and this is done in conjunction with the Gregorian calendar. The first star on Christmas Eve signals the start of the ritualistic supper.</p>	<p>After Christmas day in the Ukraine, people dress up in monster-masks and jump out and scare people who then combine forces to defeat the evil that is represented by the masks.</p>
<p>In Spain, most of the celebrations of Christmas revolve around the religious beliefs and cultural traditions. They celebrate with food, gifts, and parades or processions.</p>	<p>What may be considered as the unique Christmas traditions of Japan are Christmas Cakes, Fried Chicken, and Daiku. The cake usually is a decorated sponge cake with miniature figures of trees, flowers, and Santa Claus. Fried chicken has become the traditional meal while the Daiku, which is the Ninth Symphony of Beethoven, the favorite music of the season.</p>
<p>The Christmas traditions of Europe have deep roots, and many of these celebrations are retouched ancient practices, but there are even some which are found in mythology.</p>	<p>France serves seven meatless meals before going to attend the midnight mass on Christmas Eve. The fast is broken with a feast of roast meat and wine after the mass.</p>
<p>In Denmark, Xmas begins with baking traditional cookies, biscuits, and small cakes that are all made by the children. The Christmas lunches are long feasts of a series of served plates in pudding, fish, warm dishes, cold meats then cheeses and biscuits that go with the beer and snaps.</p>	<p>In Lithuania, food is prepared not only for kucios, which is the special Xmas Eve supper, but for the first day of Christmas as well. This breaks the ritual fast and abstention from meat.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Fixing Ham
Focus:	Celebrating Traditions

Materials: Strips of white paper (4" x 17") Crayons or colored pencils

Opening					
State the objective					
For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.					
Gain prior knowledge by asking students the following questions					
What is a tradition that you have in your family? When did this tradition begin? Is it a tradition based on a celebration? Is it a tradition based on something to celebrate your culture? Is it a tradition based on your extended family (grandparents, great-grandparents, parents, etc.)					
Content (the "Meat")					
<p style="text-align: center;">Vocabulary</p> <p>Word for today: tradition</p> <p>Describe: A tradition is like a habit but instead of being with just one person, it is something that spreads across many people and many generations. It is a way that a family or a culture thinks, behaves or celebrates. In the U.S. we have a tradition of fireworks on the 4th of July to celebrate our independence.</p> <p>Create an entry in your Vocabulary Notebook for the word</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px; vertical-align: top;"> New Word <div style="text-align: center; padding: 10px;">tradition</div> </td> <td style="width: 65%; padding: 5px; vertical-align: top;"> My Description <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> Personal Connection <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div> </td> <td style="padding: 5px; vertical-align: top;"> Drawing <div style="text-align: center;">  </div> </td> </tr> </table>	New Word <div style="text-align: center; padding: 10px;">tradition</div>	My Description <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div>	Personal Connection <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div>	Drawing <div style="text-align: center;">  </div>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher</p>
New Word <div style="text-align: center; padding: 10px;">tradition</div>	My Description <div style="text-align: center; padding: 10px;">My family has a tradition of going to the movie on Friday night</div>				
Personal Connection <div style="padding: 10px;">I enjoy our tradition of going to the movie every Friday evening. .</div>	Drawing <div style="text-align: center;">  </div>				
Today's Lesson "I do-We do"					
What is a tradition?					
A tradition is something that is more institutionalized than a habit. You may wonder what that means. A habit is personal, it belongs to the person who has the habit. If the person gives up					

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the habit, then the habit goes away. A tradition is something that a group of people accept and act on. It is what they collectively expect to happen no matter which people are in the room. It is the way a group of people, often a family or collection of families, acts or a tradition describes the group's expectations.

There is a story about the tradition of the Thanksgiving Ham. A family was getting ready for a large family dinner on Thanksgiving. A girl is watching her mother fix a ham for the dinner. The first thing that the mother does is cut the end off the ham. The girl asks, "Mom, why do you cut the end off the ham?". The mother said, "It's a tradition. I don't know why we do it. Ask your grandmother when she gets here." When the grandmother arrived the girl asked, "Grandma, why do we cut the end off the ham?" The grandmother replied, "It's a tradition. I don't know why we do it. Ask your great-grandmother when she gets here." When the great-grandmother arrived the girl asked, "Great grandmother, why do we cut the end off the ham?" The great grandmother replied, "I don't know why your mother and your grandmother cut it off, but I cut it off because my pan was too small".

This is an example of a tradition, something that happens from one generation to another. In this case it is a meaningless tradition, but most of them are part of the cultural mystique a celebration of one of three things:

- The family itself
- The culture
- The celebrations

What are some of your traditions? Do you have a tradition of calling a person whose birthday it is and singing happy birthday to them? Do you have a tradition that every Saturday night you have hamburgers? Do you have a tradition that you go swimming on New Year's Day? Do you have a tradition that has everyone sit at the dinner table in a particular order? Discuss your traditions with a peer.

Student Practice ("You do") Activity "Fixing Ham"

Directions:

1. Take a strip of paper (6" x 17") and fold the strip into 4 parts.
2. On the strip of paper create a "comic" strip (pictures and words) for the story about cutting the end off the ham. When you have finished, share with a friend not only your drawing but your thoughts about your own traditions.

Consult 4 Kids Lesson Plans

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to apply this key learning in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

Demonstrate how to make a comic strip by discussing the pictures and also consider what words you may put in a dialogue bubble.



Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Song, Tradition Lyrics
Focus:	Celebrating Traditions

Materials:

Vocabulary Notebook, Traditions lyrics, paper, crayons/colored pencils

Opening

State the objective

For the next several days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

Think specifically about your family. What are some of your family traditions? Think about specific members of your family. What is the role that you expect them to play? For example, when you think of your mother do you expect that she will be awake before you? Do you expect that she will have gone to the grocery store so you have something to eat for breakfast? Do you expect her to drop you off at school on her way to work? Do you expect that on Wednesday evening she will bring home Chinese food? What do you expect of them and what do they expect from you?

Content (the “Meat”)


Vocabulary

Word for today: role

Describe: A role is the “part” you play in your family. It is what your family expects of you. Your role or part or job may be to set the table and do the dishes. That is the role that you play. You may also play the role of the son or the daughter—and have certain expectations because you are oldest or youngest.

Create an entry in your Vocabulary Notebook for the word

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">role</p>	<p>My Description</p> <p style="text-align: center;">I play the role of daughter, niece, grand-daughter</p>
<p>Personal Connection</p> <p style="text-align: center;">What role do you play in your family?</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher

Today’s Lesson “I do-We do”

Consult 4 Kids Lesson Plans

Family Traditions

There is a Broadway musical and movie called Fiddler on the Roof. In this play a Jewish family is trying to follow the traditions of their culture and also make sense of a world that is rapidly changing. In this musical there is a song called Traditions. In this song, the father, mother, son, and daughter identify the tradition for their family role. When you look at the lyrics of the song, think about what is expected of the father, the mother, the son and the daughter in your family. If all of those people aren't in your family, think about the roles of the people who are in your family. Here are the lyrics for that song. (Lyrics also available at end of lesson plan for a handout)

**Tradition, tradition! Tradition!
Tradition, tradition! Tradition!**

The role of the father

Who, day and night, must scramble for a living,
Feed a wife and children, say his daily prayers?
And who has the right, as master of the house,
To have the final word at home?
The Papa, the Papa! Tradition.
The Papa, the Papa! Tradition.

The role of the mother

Who must know the way to make a proper home,
A quiet home, a kosher home?
Who must raise the family and run the home,
So Papa's free to read the holy books?
The Mama, the Mama! Tradition!
The Mama, the Mama! Tradition!

The role of the son

At three, I started Hebrew school. At ten, I learned a trade.
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!
The son, the son! Tradition!

The role of the daughter

And who does Mama teach to mend and tend and fix,
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!
The daughter, the daughter! Tradition!

Student Practice ("You do")

Activity Tradition

Directions:

1. As a group, take one or more of the roles in your family and create a stanza (words that the person in the role could say) that capture the role and expectations of each of those people.
2. Write the stanza on the board for each of the roles.
3. Student selects one of the stanzas to copy and illustrate
4. Student explains why he/she selected this particular stanza to copy and illustrate

Consult 4 Kids Lesson Plans

5. Illustrate each of the expectations in the stanza 6. Share with a partner	
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Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

- What was your key learning for the day?
- What opportunities might you have to apply this key learning in the “real world”?
- What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Modification:

If you would like you can make the stanza rhyme, but it is not required. Be careful to not just write a paragraph. Try to capture the meaning in a few words like in the example. You may also want to get a copy of the song [Tradition](#), and play for the students.

Traditions Fiddler on the Roof

Tradition, tradition! Tradition!
Tradition, tradition! Tradition!

(The role of the father)

Who, day and night, must scramble for a living,
Feed a wife and children, say his daily prayers?
And who has the right, as master of the house,
To have the final word at home?
The Papa, the Papa! Tradition.
The Papa, the Papa! Tradition.

(The role of the mother)

Who must know the way to make a proper home,
A quiet home, a kosher home?
Who must raise the family and run the home,
So Papa's free to read the holy books?
The Mama, the Mama! Tradition!
The Mama, the Mama! Tradition!

(The role of the son)

At three, I started Hebrew school. At ten, I learned a trade.
I hear they've picked a bride for me. I hope she's pretty.

The son, the son! Tradition!
The son, the son! Tradition!

(The role of the daughter)

And who does Mama teach to mend and tend and fix,
Preparing me to marry whoever Papa picks?

The daughter, the daughter! Tradition!
The daughter, the daughter! Tradition!

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Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Cinco de Mayo and September 16
Focus:	Celebrating Traditions

<p>Materials:</p> <p>Vocabulary Notebooks</p> <p>Fact Card (in separate file)</p> <p>Paper, crayons/colored pencils</p> <p>Fun Fact Cards at end of Lesson Plan</p> <p>Additional information about Cinco de Mayo and September 16 in articles at end</p>
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Opening					
<p>State the objective</p> <p>For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.</p>					
<p>Gain prior knowledge by asking students the following questions</p> <p>Think about your family's heritage. Unless you are full-blooded American Indian, your family came to the United States from somewhere else. Where is that somewhere? What do you know about that place, the people, the food, how they do certain things?</p> <p>When you think about those things you are, in part, thinking about the culture.</p>					
Content (the "Meat")					
<p>Vocabulary</p> <p>Word for today: culture</p> <p>Describe: Culture is a word that describes the beliefs, customs, social practices, history and celebrations of a particular group of people. In each country, there is a national culture—set of beliefs and customs.</p> <p>Create an entry in your Vocabulary Notebook for the word culture</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">culture</p> </td> <td style="width: 65%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4th of July</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">I love to go to the park with my family on the 4th of July for a picnic.</p> </td> <td style="padding: 5px;"> <p>Drawing</p> </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">culture</p>	<p>My Description</p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4th of July</p>	<p>Personal Connection</p> <p style="text-align: center;">I love to go to the park with my family on the 4th of July for a picnic.</p>	<p>Drawing</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn"</p>
<p>New Word</p> <p style="text-align: center;">culture</p>	<p>My Description</p> <p style="text-align: center;">My family beliefs and practices, including a family picnic on the 4th of July</p>				
<p>Personal Connection</p> <p style="text-align: center;">I love to go to the park with my family on the 4th of July for a picnic.</p>	<p>Drawing</p>				

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opportunity and have the student become the teacher

Today's Lesson "I do-We do"

Cultural Traditions (fact cards for the two days attached)

Have you ever had an opportunity to watch the opening ceremonies of the Olympics on TV? If you have you know that the country that is hosting the Olympics tries to share itself with the world at this opening ceremony. The country tries to capture, in that ceremony, the culture of the country itself. It looks at the history of the country, the people that make up the country, the values that the country has, and the hopes and dreams of the country itself. The ceremony tries to capture this very complex tradition in a very creative and dramatic way.

Sometimes a country's culture gets tied to an historical event and that event becomes a way to showcase that culture. Let's take a look at two important dates in Mexico's history. The first, Cinco de Mayo (the 5th of May) and the second, Mexican Independence Day, September 16. We are going to look at some fact cards about both of the celebrations and discuss the events.

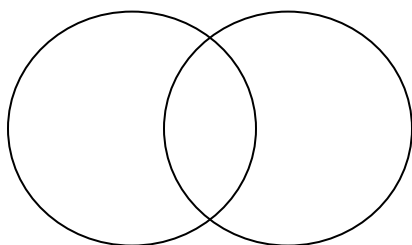
Student Practice ("You do")

Activity

Comparing Cinco de Mayo and September 16

Directions:

1. Distribute the fun fact cards (with 2nd graders you may want to read them together).
2. After reading the information make a list of all of the things that happen on Cinco de Mayo.
3. After making the list for Cinco de Mayo, review the information and make a list of all of the facts about September 16.
4. After these lists are made, pair the students to create a Venn Diagram of the two cultural traditions. A Venn diagram is two overlapping circles. In one circle (where it does not overlap the second circle, write all the things on the list about Cinco de Mayo that **DO NOT** occur on September 16. Repeat the process for the other circle. In the part that overlaps, list those things which are the same for both days.
5. Share the Venn Diagram with another group.



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Venn Diagram	
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Closing
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> What was your key learning for the day? What opportunities might you have to apply this key learning in the “real world”? What advice would you give to a “new” student getting ready to do this activity?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)
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Fun Fact Cards

Cinco de Mayo and September 16th

<p>Cinco de Mayo means “the fifth of May.” Even though many people think so, it is not Mexico’s Independence Day. Many people believe it is Mexico’s Independence Day, but that is incorrect. (Mexico’s Independence Day is September 16.)</p>	<p>September 16 is Mexico’s Independence Day.</p>
<p>Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.</p>	<p>On September 16, 1810, the priest Father Miguel Hidalgo y Costilla started a revolt against Spanish rule.</p>
<p>The Battle of Puebla, May 5th, marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had between 6,500 and 8,000 soldiers.</p>	<p>Father Hidalgo was not successful during this battle. He was executed as were many of his Indian followers.</p>
<p>The victory at the Battle of Puebla made the Mexican people very happy, and helped create a feeling of national unity.</p>	<p>Father Jose Maria Morelos led the revolutionaries after Father Hidalgo, but he too failed and was executed.</p>
<p>The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The event is called Festival de Fiesta Broadway.</p>	<p>Both Father Hidalgo and Father Morelos are symbols of Mexican liberty and patriotism</p>

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<p>Cinco de Mayo isn't like some special events that has particular food attached to it. Instead, traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular on Cinco de Mayo.</p>	<p>Spain was finally defeated in 1821. May 16 was chosen as Mexican Independence Day to honor the anniversary of the start of Father Hidalgo's revolt in 1810.</p>
<p>The Battle of Puebla was short. The entire battle lasted just about two hours and changed the course of history in North America.</p>	<p>The Mexican Independence Day party kicks off on the night of September 15th with special food and a public address by Mexico's President.</p>
<p>Cinco de Mayo, as we know it today in America, didn't begin until 1967. Students from California State University noticed that there weren't any Mexican holidays celebrated in America like there were for citizens of other descent, like St. Patrick's Day, Oktoberfest, or Chinese New Year. So they chose Cinco de Mayo as the day to celebrate and gathered Chicano students in unity and celebration.</p>	<p>On Mexican Independence Day families come together much like we do on July 4th. They celebrate with fireworks.</p>
<p>Holidays like Cinco de May help us to remember special moments in history and help us honor the people who participated.</p>	<p>Just like in America, after Mexico became independent, other countries tried to come in and take over. In 1862 the French came to Mexico to collect on a loan.</p>
<p>Cinco de Mayo represents the last time a foreign army waged aggression in North America...</p>	<p>Mexico declared its independence in 1810, more than 50 years prior to the battle that we commemorate with Cinco de Mayo.</p>

Cinco de Mayo

Jenn Savedge

Author of green parenting books blogs about raising eco-friendly kids



5 facts about Cinco de Mayo

Why do we celebrate Cinco de Mayo? Here are five facts to help you understand the importance of this often misunderstood holiday.

Wed, May 02 2012 at 2:00 PM EST



Photo: WhiteHouse.gov/sxc.hu

What's the big deal about Cinco de Mayo — literally translated as the fifth of May? Here's what you need to know to celebrate the day:

- 1. Cinco de Mayo IS NOT Mexico's Independence Day.** Most Americans confuse this holiday with Mexico's Independence Day, but that date is Sept. 16.
- 2. Cinco de Mayo IS a celebration of the Battle of Puebla.** The holiday commemorates the Mexican Army's 1862 victory over France at the Battle of Puebla during the Franco-Mexican War (1861-1867).
- 3. Cinco de Mayo IS a celebrations of underdogs.** Why make such a big deal over one victory? The win at Puebla was a huge deal for Mexico because the Mexican Army went into the battle as underdogs. They had no training and no equipment and were vastly outnumbered against the well-armed, well-disciplined and well-funded French, who up until that point had defeated them at every turn. Yet, they prevailed.
- 4. Cinco de Mayo IS NOT really a big deal in Mexico.** With all of the fuss around May 5th here in the U.S., you would think it was the biggest holiday in Mexico — but that's not the case. That honor goes to Mexican Independence Day. Still, Mexicans do celebrate the day with family get-togethers, fireworks, dancing and lots of yummy food.

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5. **Cinco de Mayo IS a holiday for everyone to celebrate.** Many towns around the U.S. have festivals, fiestas, dances, fireworks, food and music in honor of the holiday. It's a great time to teach your kids about the culture, people and history of Mexico — or even learn a little yourself.

More information:

- Cinco de Mayo is the anniversary of a battle that took place between the Mexicans and the French in 1862.
- The battle is known as the Battle of Puebla, and it celebrates Mexico's victory over the French. It also marks a turning point in Mexican national pride. A small, poorly armed group of about 4,500 men were able to stop the French invasion of a well-equipped French army that had about 6,500 or even 8,000 soldiers. The victory made the Mexican people very happy, and helped create a feeling of national unity.
- While Cinco de Mayo is a national holiday in Mexico, it is mainly observed in the state capital of Puebla. However, in the United States, it is becoming a popular holiday to celebrate Mexican culture. Kids and families can try delicious Mexican food, listen and dance to Mexican music, make and admire Mexican art, and shop for fun souvenirs and products at markets called "Mercado."
- The largest Cinco de Mayo event in the world is held in Los Angeles, California, where more than 600,000 people celebrate with music and food. The whole event is called Festival de Fiesta Broadway. Two other big festival are held far from Mexico, in Denver, Colorado, and St Paul's, Minnesota, but they draw hundreds of thousands of participants.
- The Cinco de Mayo festival in Chandler, Arizona, is known for its Chihuahuas! There are Chihuahua parade, races and pageants. At the end, a King and Queen of the Chihuahuas are crowned.
- There aren't any specific foods associated with Cinco de Mayo, but traditional Mexican dishes such as enchiladas, burritos, guacamole and tacos are popular.

September 16—Mexican Independence Day

Grito de Dolores (Cry of Independence)

The **Grito de Dolores** ("Cry of Dolores") also known as **El Grito de la Independencia** ("Cry of Independence"), uttered from the small town of Dolores, near Guanajuato on September 16, 1810. It is the event that marks the beginning of the Mexican War of Independence. The "grito" was the *pronunciamento* of the Mexican War of Independence by Miguel Hidalgo y Costilla, a Roman Catholic priest. Since October 1825, the anniversary of the event is celebrated as Mexican Independence Day.

The Event

Several criollos were involved in a planned revolt against the Spanish colonial government, when several plotters were betrayed. Fearing his arrest, Hidalgo commanded his brother Mauricio to make the sheriff release the pro-independence inmates there on the night of 15 April. They managed to set eighty free. Around 6:00 am September 16, 1810, Hidalgo ordered the church bells to be rung and gathered his congregation. He addressed the people in front of his church, encouraging them to revolt.

The Battle of Guanajuato, the first major engagement of the insurgency, occurred 4 days later. Mexico's independence would not be effectively declared from Spain in the Declaration of Independence of the Mexican Empire until September 27, 1821, after a decade of war.

There is no scholarly consensus as to what exactly Hidalgo said at the time, as the book *The Course of Mexican History* states "The exact words of this most famous of all Mexican speeches are not known, or, rather, they are reproduced in almost as many variations as there are historians to reproduce them."^[3]

Hidalgo's Grito did not condemn the notion of monarchy or criticize the current social order in detail, but his opposition to the events in Spain and the current government was clearly expressed in his reference to bad government. The Grito also emphasized loyalty to the Catholic religion, a sentiment with which both Creoles and native Spaniards could sympathize.

This event has since assumed an almost mythic status. Since the late 20th century, Hidalgo y Costilla's "cry of independence" has become emblematic of Mexican independence.

Each year on the night of September 15 at around eleven in the evening, the President of Mexico rings the bell of the National Palace in Mexico City. After the ringing of the bell, he repeats a cry of patriotism (a Grito Mexicano) based upon the "Grito de Dolores", with the names of the important heroes of the Mexican War of Independence and ending with the threefold shout of *¡Viva México!* from the balcony of the palace to the assembled crowd in the Plaza de la Constitución, or Zócalo, one of the largest public plazas in the world. After the shouting, he rings the bell again and waves the Flag of Mexico to the applause of the crowd, and is followed by the playing and mass singing of the Himno Nacional Mexicano, the national anthem. This event draws up to half a million spectators from all over Mexico and tourists worldwide. On the morning of September 16, or Independence Day, the national military parade starts in the Zócalo, passes the Hidalgo Memorial and ends on the Paseo de la Reforma, Mexico City's main boulevard.

A similar celebration occurs in cities and towns all over Mexico, and in Mexican embassies and consulates worldwide, on the 15th or the 16th. The mayor (or governor, in the case of state capitals and ambassadors or consuls in the case of overseas celebrations), rings a bell and gives the traditional words, with the names of Mexican independence heroes included, ending with the threefold shout of *Viva Mexico!*, the bell ringing for the second time, the waving of the Mexican flag and the mass singing of the National Anthem by everyone in attendance. In the 19th century, it became common practice

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for Mexican presidents in their final year in office to re-enact the Grito in Dolores Hidalgo, rather than in the National Palace. President Calderón officiated at the Grito in Dolores Hidalgo as part of the bicentennial celebrations in 2010 on the 16th of September, even though he had to do this first, to launch the national bicentennial celebrations, in the National Palace balcony on the night of the 15th.^{[7][8]} As a result, the 2011 commemoration was held in the National Palace balcony instead.

The following day, September 16 is Independence Day in Mexico and is considered a patriotic holiday, or *fiesta patria* (literally, *holiday of the Fatherland*). This day is marked by parades, patriotic programs, drum and bugle and marching band competitions, and special programs on the national and local media outlets, even concerts.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	3 rd Grade
Lesson Title:	Traditions Review
Focus:	Theme—Celebrating Traditions

Materials:

Vocabulary Notebook
 Supplies for the project that you select
 Chart paper and pens

Opening

State the objective

For the next eleven days we will be practicing our reading, writing, listening, speaking, and thinking skills by studying traditions that exist in our families, in our culture and around the world.

Gain prior knowledge by asking students the following questions

Traditions are often celebrated through art, food, and music. What special food do you have at your family traditions? What special music do you have at celebrations?

Content (the "Meat")


Vocabulary

Word for today: recipe

Describe: A recipe lists the supplies and materials that you will need to do something and then gives you the directions on how to accomplish the task. Recipes are often for food, but you can write recipes for math problems and other homework challenges.

Create an entry in your Vocabulary Notebook for the word recipe

Vocabulary Notebook Sample:

New Word recipe	My Description Directions and ingredients for preparing your favorite food
Personal Connection My family has a great recipe for spaghetti and meatballs.	Drawing 

***Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today's Lesson "I do-We do"

Take time to review the last 11 days with the students. Talk with them about what they have learned. Make a chart of the things that they know. Ask him how this information is helpful.

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Review the difference between a habit and a tradition

Student Practice ("You do") Activity

Here are three activities that you can choose from to celebrate with your program students

God's Eye—Mexico and Latin America

These are commonly made by the Hichole Indians of Mexico. To make them you will need:
Popsicle Sticks, variegated yarn (yarn of many colors)

Directions:

1. Take the two popsicle stick and place them in a cross shape.
2. Hold these two sticks together by creating an "X" at the joint. Cross the X over 4 times.
3. Begin weaving the yarn around the sticks. Working either clockwise or counter-clockwise, move the yarn behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick, behind the top stick, back over the top stick, behind the bottom stick, over the bottom stick. At this point you should have gone all the way around.
4. Repeat until you have covered the sticks with yarn.

Munchy Dreidels

Dreidels are an old-fashioned top that Jewish children play with. Today you can make a dreidel that the children can eat.

Ingredients:

- Pretzels
- Hershey Kisses
- Chocolate frosting
- Large marshmallows

Directions:

1. Unwrap the Hershey Kiss
2. Using frosting, stick the Hershey Kiss to the marshmallow
3. Stick the pretzel into the top of the marshmallow
4. Enjoy
5. You might want to have the students make 2-3 each.

Mexican Hat Dance

The Mexican Hat Dance is easy to learn and a lot of fun. You will need to have a CD Player and a copy of the music.

Directions:

Part 1

1. You are going to shuffle your feet back and forth with a hop—right, left, right in this manner: right foot out in front, balanced on your heel (count 1), switch, left foot out in front, balanced on your heel (count 2), repeat with right foot (count 3)
2. Clap two times in quick succession
3. Repeat, beginning with the left foot, moving left, right, left
4. Clap two time in quick succession
5. Repeat two more times.

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<p>Part 2</p> <ol style="list-style-type: none"> 1. Clap, clap, clap, Ole 2. Clap, clap, clap, Ole 3. Clap, clap, clap, Ole 4. Clap, clap, clap, Ole <p>Begin Part 1 over</p>	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> What was your key learning for the day? What opportunities might you have to apply this key learning in the “real world”? What advice would you give to a “new” student getting ready to do this activity?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • Ask students to think about what they did today. • Ask them to comment on what they did today was something they already knew how to do. (Confirmation) • Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) • Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha)

God's Eye

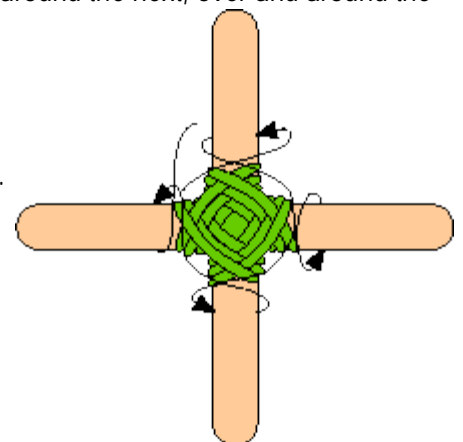


What you'll need:

- String or yarn in several colors
- 2 Popsicle or craft sticks
- Glue
- Scissors

How to make it:

1. Glue the two craft sticks together in a cross.
2. Take one color of yarn and wrap it over and around one stick, then over and around the next, over and around the next, and so on. Keep doing that until the color is used up.
3. Tie a different color string onto the old one with a tight knot.
4. Repeat steps 2 + 3 until complete.
5. Take a piece of string for a hanger, cut it, and tie or glue it to your God's Eye. Hang it up in your room to enjoy.



<http://crafts.kaboose.com/gods-eyes.html>

Dreidel Pictures



<http://theshiksa.com/2010/12/03/candy-dreidels/>