Lesson 1: Maps

Lesson Objectives:
1) Students will identify the country they live in.
2) Students will identify New York State on a map.
3) Students will say the name of the city they live in.

Lesson Description:
First I will read the story, *Me on the Map* by Joan Sweeney. When we get to the pages that represent the city, state and country, I will first ask them to name the city, state and country with which they live in. I will then ask the students to tell me what the word “country” “state” and “city” means and see if they can construct a definition that they will understand. During this lesson, students will be seated in the front of the classroom sitting on the rug. There will be a big map of the United States on the board as well as a map of the world. I will start off by asking the students if they can tell me what the first map is (I will point to the map of the United States). Then I will talk about the word “country,” “state,” and “city.” I will test them out by asking them to raise their hand to tell me if they know what country, state and city they live in. Next we will talk about the map of the world and see if they can point out where their “country” is on the map of the world.

The students will then go back to their seats and I will hand out to them a worksheet called “Our Country” where the students are to identify what “country” they are looking at and then they have to color their “state” green. That is all they are going to do with that at the present moment. Since the students are at their desks, I will use the overhead to show them what
other different maps people use. The overheads are provided. There will then be a class discussion on what the use of maps are to people and what the students could use maps for.

Materials:
Map of United States
Map of the world
Worksheet “Our Country”
Overheads of classroom maps
Children’s book: Me On The Map, by Joan Sweeney
**Another option is a game the children can play which is called Finding Captain Hook’s Treasure, the directions are included**

Resources:

Me on the map
Lesson 2: Lakes and Oceans

Lesson Objectives:
1) Students will identify on a map where the Great Lakes are located.
2) Students will state that Washington D.C. is our nation’s capital.
3) Students will compare objects that are bigger and objects that are smaller.

Lesson Description:
To begin, students will be at their desks with individual maps of the United States in front of them. I will begin by reviewing what we did the day before, I will tell all of them to yell out what country they live in. Then, I will ask them to point to their state on the map in front of them. I will walk around the room and check to see that everybody got it. Then they will all yell out what city they live in.

First the students will try and tell me what a lake is and what an ocean is. I will then ask the students if anyone can tell me if they know the names of any lakes or oceans. After I get a few responses, we will begin a discussion of the difference between a lake and an ocean and which is bigger and which is smaller. I will ask them what they think is bigger, a lake, or an ocean? A river or a lake? A pond or a river? Continuing with our discussion of big and small, I will read them the book called Big and Little by Joy Cowley. This is such a short book that I will read another book called Too Big, Too Small, Just Right, by Frances Minters. After the story, I will call on the students one by one to compare two objects to describe which is bigger and smaller. They will respond by saying, such and such object is bigger than this other object or they can say, this object is smaller than this object. I will then hand out the worksheets the worked on the day before and they are to color in where the Great Lakes are. They will not need to star where Washington D.C. is. After they finish coloring, we are going to play a game where we will start off with one student, and he or she names the biggest thing they can, and then will call on another student to name something smaller than the object that first student announced. Then that student will call on another student to name something smaller than his or her object, and so on and so forth until all the students ha

During math today, they play a game where we will start off with one student, and he or she names the biggest thing they can, and then will call on another student to name something smaller than the object that first student announced. Then that student will call on another student...
to name something smaller than his or her object, and so on and so forth until all the students have been given a chance to respond. The point of the game is for students to name a smaller object than what was mentioned. Directions are provided (What’s Big? What’s Little?).

Materials:
“What’s Big? What’s Little? Math activity
“Our Country” Worksheet
Individual maps for students
Big map of United States
Children’s book: Too Big, Too Small, Just Right, by Frances Minters and Big and Little by Joy Cowley.
Lesson 3: Washington D.C.

Lesson Objectives:

1) Students will identify at least two major sites to visit in Washington D.C.

2) Students will show through pictures the process of something going from big to small, or something going from small to big.

Lesson Description:

Like the previous day, I will start off by having the children chant what country they live in, what state they live in and what city they live in. Then I will have at least one student come up and point out the United States on the world map and another student to come up and point out where New York State is on the United States map (this review will go on all throughout this unit). Then I will ask them which is bigger, a lake or an ocean, a river or a lake, a pond or a river and as I ask each one all the students will respond with an answer.

Next, I will see if they remember what the nation’s capital is and if they get it great, if they don’t then we will talk again how Washington D.C. is the capital. I have a story that is nonfiction to read to the students about Washington D.C. and some of its major sites to visit. The story is called “Happy Anniversary, Washington D.C.!” We will talk about each site individually and after we have discussed I will have the students raise their hands to tell me one site that we just read about. After the discussion the students will go back to their desks and I will hand out a set of worksheets that will form the books they will be coloring. I after they get their sheets I will have them follow along with me as I read to them each page. They are then free to color the pictures for this book and they can take it home and have mom and dad read it to them or they can tell their own story of what they learned from the pictures.

As another activity during the day, the children are going to again work with big versus little. The directions provided, called, “From Big to Little, From Little to Big,” explain what the children are supposed to do. The children are going to get into groups of at least 3 or 4 and they are going to be given an instruction to think of something that is big that gradually gets smaller or think of something small that gradually gets bigger. They are going to work with each other to come up with something and we will try a few examples before they begin. After they have come up with an idea and passed it with me, then they are going to represent that process on paper by illustrating on paper their item that is either getting bigger or smaller. The directions
are more specific but the point is to see if they can show the process of something getting bigger or something getting smaller.

Materials:
Story called “Happy Anniversary, Washington, D.C.”
“My Washington, D.C. Guide Book”
“From Big to Little, From Little to Big” art project
Lesson 4: George Washington

Lesson Objectives:
1) Students will give at least three facts about George Washington.
2) Students will write down their ideas about what they would do if they were President.

Lesson Description:
I will begin today by having the children chant again the country, state, and city they live in. Two more students will be called on to come up and point to the United States on the world map and point out where New York State is on the U.S. map. We will reflect on how were talking about Washington, D.C. and I will have them raise their hands to tell me what they remember about our discussion the day before. First I will ask them what the word “president” means and see if they can construct their own meaning of the word. I will then ask them if they know who our first president was. If they can’t respond, then I will tell them that it was George Washington and that is how Washington D.C. got its name. Then I will ask the students what they know about George Washington and I will write down their ideas on a big sheet of paper so we can keep what they know and at the end add on what they learned.

Then I will read them the book, Our First President by Bonnie Jill Lee and Amy Jo. After I read the book I will have the students retell one fact they remember from the book. This can be written on the board or on big paper. Next we will make a big chart and we will go through the pages of the book again and the students are going to describe to me the type of clothes people wore back then, the mode of transportation, the type of environment they lived in (lots of houses? Few houses?) Directions for this is provided on a worksheet called Kindergarten Lesson 1: Who was George Washington? Only do activity one.

We will talk about how Presidents can make changes for our country and make new laws for citizens to abide by. For writing they are going to write about what they would do if they were president. They will first write it out on paper and then we will type them up on the computer and make a book for the classroom.

Materials:
Book: Our First President by Bonnie Jill and Amy Jo
Worksheet: “If I were President.”
Directions for Kindergarten Lesson 1: Who was George Washington?
Lesson 5: Independence Day

Lesson Objectives:
1) Students will explain the reason why we celebrate Independence Day.
2) Students will give three facts about the history of Independence Day.
3) Students will state the day and month that we celebrate Independence Day.

Lesson Description:
We will start off the lesson by doing a KWL. I will ask the students if they know what Independence Day is and what it means. When we get the right answer across, I will ask them what they know about the holiday and what they want to learn. I will write all their responses on a big sheet of paper to be displayed in the classroom. I will then read to them “The story of Independence Day and America’s Birthday,” so that they can get a little background information.

We will talk about what people do to celebrate Independence Day and what their families do for Independence Day (picnics, fireworks, etc). I will then read them the book Lucy’s Summer. The students will reflect on the book and whether they liked it or not and why. We are going to take another big sheet of paper and talk about what the people were wearing during that time, the food they ate, the environment they lived in, and how they celebrated Independence Day back then. The students can then compare the times then to when George Washington was alive. At the end of this lesson, they are going to get a concept web and are going to put in the middle circle, Independence Day, then in each little circle they are going to give three facts they learned about Independence Day.

For writing they are going to get a worksheet entitled “What Day Is It?” This is a worksheet where the students are going to write their own headline for their article and then describe what is going on in the pictures. They then can color the pictures when they are finished.

For an art project during centers, the students are going to make a Fourth of July Fireworks Display. Each will do it in small groups so the students can be monitored during this project while using paints.

Some point in the morning, students are going to chant the country, state, and city they live in and two more students will go up to the maps and put out the country on the world map and New York on the U.S. map.
Materials:
“The Story of Independence Day and America’s Birthday”
Lucy’s Summer by Donald Hall
“What Day Is It?” worksheet
Fourth of July Fireworks Display directions
Lesson 6: Independence Day Continued

Lesson Objectives:
1) Students will explain the reason why we celebrate Independence Day.
2) Students will give three facts about the history of Independence Day.
3) Students will state the day and month that we celebrate Independence Day.

Lesson Description:
In the morning, I am going to ask the students to chant the country, state, and city they live in. Then during our social studies time, I will ask the students what we talked about yesterday. Then they will tell me some of the things that they learned about when talking about Independence Day. I am then going to read the book Happy Birthday America! By Marsha Wilson Chall. While I am reading to the students, I am going to have them think back to the other book we read, Lucy’s Summer, and have them compare their lifestyle to the lifestyle in the book we are reading now. The difference is that the book we are reading today is more modern while the other book is set back in the colonial days. The students are then going to go back to their seats and do a performance task that is called Hurray for Independence Day. They are going to draw a picture to show what happens on Independence Day so they must think back to what we have been talking about. Then they need to write a sentence or two about why we celebrate this holiday. After they have finished, we will all go back to the rug and the students are going to share what they wrote and explain their pictures that they drew.

During centers on station will be set up where the students will make Firecracker pins. The directions are provided. If there is time at the end of the day, I will read to them the book A Fourth of July on the Plains by Jean Van Leeuwen. All the books that we read will be available for the students to read in the classroom when they might have some extra time after an activity.

Materials:
Happy Birthday America!
A Fourth of July on the Plains
Performance Task: Hurray for Independence Day
Directions and materials for the firecracker pins
Lesson 7: Calendar
Lesson Objectives:
1) Students will be able to identify the two holidays that we celebrate and in what month we celebrate them.
2) Students will be able to verbalize who is believed to have made the first American flag.
3) Students will be able to identify what the colors in the flag stand for and how many stars are on the flag.
4) Students will be able to put out which day would be tomorrow and which day was yesterday when looking at a calendar.

Lesson Description:
As always, in the morning we will chant our country, state and city and identify them on the maps in the classroom. The students do calendar every morning to start off their day where they identify the month, the day and the year. During this time I will have them tell me which day was yesterday, if today is the 20th of March, and which day will be tomorrow. We will then start the discussion talking about how they know that Independence Day is a holiday and we celebrate it on July fourth. I will ask them at this point if they know of any other holidays that we celebrate to honor our country. If the students can give any responses then I will write them on a big sheet of paper. I will start off with President’s Day and then more specifically George Washington’s birthday (they will then give me some facts that they know about him and why he is so important) and Abraham Lincoln’s birthday. For homework they will be given a little project to make a silhouette mobile that has the heads of both Washington and Lincoln, along with a cherry tree and a book pattern. The children will take this home and have their parents help them to follow the directions and make this mobile. We will talk about what month we celebrate these birthdays and Presidents day and we will chant these days and months several times.

I will then move onto Memorial Day where we honor our veterans who fought in a war. Also for homework the students will be asked to find out if they had any relatives that fought in a war. They will write a couple of sentences and bring it back to school to share with the whole class. Then comes Flag Day, which is on June 14. This is when the students will learn that Betsy Ross is believed to be the person who created our American flag. They will learn the significance of the colors on the flag (red-courage, blue-loyalty, and white-land of the free) and
how many stars there are on the flag. The students will then go back to their desks and work on a color by number of Betsy Ross. I will read to them the history of Flag Day. My goal is to also have them learn the poem “Our Flag” so when Flag Day comes the students can recite this poem in other classrooms to the students.

During calendar time, the students are going to get a worksheet entitled, “Read a Calendar” and I will read each direction one at a time and they will have to fill in their responses on the lines provided. During centers they are going to color their own flags following the red and white strips and will print their names on one of the white strips and all will be hung in the room to show the “Famous February Americans.”

Materials:
Famous February Americans worksheet
“The Story of Betsy Ross”
Read a Calendar worksheet
Flag Day story
Betsy Ross color by number worksheet
Silhouette Mobile directions (homework)
Lesson 8: Heroes

Lesson Objectives:
1) Students will be able to verbalize what a hero means.
2) Students will be able to identify two characteristics of what qualifies a person to be a hero.
3) Students will be able to write a story about who their hero is based on what they know about heroes.

Lesson Description:

First we will start of with a KWL and have the students tell me what they think a hero is and who they consider to be a hero. We will make a list of the qualities they think a hero has and some of the actions heroes perform to become heroes. Afterwards, I will talk with them about how George Washington is a hero to our country and I will have them tell me why Washington is important and retrieve some facts from them about Washington. I will name a couple of other people who we consider heroes and who my heroes are. I will teach them that heroes can be people from their own families or friends and it doesn’t necessarily have to be someone who is famous.

Then I will go through the packet called “Hero Power.” First we will talk about the characteristics of a hero and have them raise their hands and we will write them on the board. They will then get a sheet that says “Recipe for a Hero.” They are going to pick one person that is their hero and use the characteristics on the board to describe their hero. We will all do this together and I will read each section to them and tell them when they are supposed to write something in. They are to pick three characteristics and then write why this person is a hero to them.

For writing, the students are going to make their own hero book. They are first going to get the sheet that has all the sentences on it. They are going to cut each sentence out and paste it on a sheet of paper and are then going to draw a picture to represent the sentence. After they have finished this (which may take a day or two) the students can color in the cover, which will be given to them and then a few of the students will share their books and describe what they drew to represent the sentences and why they drew the pictures they did.

During centers, the students will be making their own Hero Quilt pattern where they will draw their hero in this square and tell about their hero. Once all the children have done their squares, we will put them all together to make a quilt that represents all their heroes. At the end
of this section on heroes, the students are going to dress up like their favorite hero and each student will speak before the class about who they are and their characteristics of their hero. Parents or relatives will be welcome to view this presentation given by the children.

Materials:
Hero Power packet
Quilt squares
Recipe for Hero worksheet
Lesson 9: Voting

Lesson objectives:

1) Students will have a general knowledge of our voting process by performing their own class election.
2) Students will be able to verbalize why people need to make choices.
3) Students will be able to explain why voting is important.

Lesson Description:

I will start off the lesson by asking the students what voting means. Then I will ask them why people vote. The responses will be recorded on a big sheet to show what they already know. I will then talk to them about how people need to make choices so everybody knows what they are doing because we can’t be doing two things at once that might conflict with one another. We will talk about how we make choices everyday and then we will go around the room and have each student name one choice they already made today. They will get a worksheet “Making Choices” and they are going to have to make a choice between each group of objects and after each has filled one out, we will tally how many there are for each to show that the majority wins and that certainly guidelines will be set based on their votes. We will talk about how we vote for our President and see if they know whether or not their parents go to vote and go inside a little booth to place their vote for the person of their choice.

We will also talk about how we the people can voice our concerns about something and try to persuade people to agree with us and help get it changed. To demonstrate this, each student is going to write on a piece of paper something they would like to see changed within the school. They are then going to go up one by one, and explain to their fellow students why they want to see a change in their item. I will then make up a ballot sheet for each person and make a small booth for him or her to go into and place their vote. The students will then play a game from the “Kids Voting Project” called “I elect leaders.” The directions are provided to describe what the children are going to be doing.

During centers the students are going to make voting pencils, instructions will be provided.

Materials:
Making Choices worksheet
“I elect leaders” game directions
Lesson 10: Honoring our Country

Lesson Objectives:
1) Students will be able to identify our country’s mascot (the bald eagle) and its significance.
2) Students will be able to identify two of our nation’s symbols.
3) Students will be able to identify three ways that we honor our country.
4) Students will be able to explain that our country has many different people living all together and that we all must work together to live in harmony.

Lesson Description:

The lesson will begin by asking the students what the word symbol means. One symbol we will talk about is Uncle Sam. During centers the students are going to make an Uncle Sam pin (directions are provided). I will read about Uncle Sam in the “All-American Symbols packet.” The other symbols we will talk about are the American flag, United States Capitol, the song the “Star Spangled Banner,” the bald eagle, the liberty bell, and the Statue of Liberty. Each one of these symbols are described in this packed and the students will learn about each one.

The students are then going to make their own symbol books. The directions are provided in the packet and the overall basis of this book is to have the students write down what they learned about each symbol to show what they have learned. I am also going to read to them the story of the flag called “Hello, Remember Me,” which is a history of the flag.

These books are going to take a while with the students so that is the lesson for that day.

Students will be given a project to do at home where they are going to be making their own bald eagles (directions are provided). Each student is also to bring in a flat rock for centers the next day.

Materials:
All-American Symbols packet
“Hello, Remember Me,” story about the flag.
Materials for the book project
The Great Bald Eagle packet
Lesson 11: Honoring our Country continued

Lesson Objectives:
**Same as lesson 10**

Lesson Description:

Today the students are going to learn about the ways that we honor our country. I will first have the students raise their hand and tell me some ways they think we honor our country. After making a list on the board, I will talk about patriotic songs we sing. We will sing the “Star Spangled Banner” and “Yankee Doodle.” Another way we honor is through the Pledge of Allegiance. I have a book that I am going to read to the children that is called “The Pledge of Allegiance.” The students already know it so they can read along with me after I have read it the first time. We will then talk about how people hang a flag out in their yards to honor America. After we have done that they are going to get a worksheet called “My Pledge.” The students are going to write three sentences by identifying the country they live in, why they are proud of their country, and how they can show love for their country. During writing time they are going to create their own book and we will go through it together page by page reading the directions so they don’t get confused on what to do. This book is somewhat of a recap of topics we talked about throughout this unit. They will draw in their pictures and then color all the pictures to make a beautiful book to take home. Each student was instructed to bring in a flat rock the day before this lesson is taught. They will take their rocks during centers and will create a flag on their rocks by painting on the area for the stars and then the stripes. This is the Patriotic Pebble Craft.

Materials:
Patriotic Pebble Craft directions
Flat rocks
My Pledge worksheet
A Symbol of our Country Packet