

Thanksgiving Lesson Plans - Week 1

By Berdina Tsosie

These lesson plans are organized to take one week to complete.

Kindergarten Reading

Standards:

1. Identify characters in a story and retell stories in sequence.
2. Identify main characters.
3. Retell story line in sequence.
4. Predict elements and events in a story.
5. Make predictions based on title, cover, illustration, and text.
6. Relate a narrative, creative story or communication by drawing, telling, and writing.

Materials:

- "The Witches" - video tape
- TV and VCR
- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "Squanto" book and cassette tape
- "The First Thanksgiving" - book

Words Of The Week:

- Character
- Sequence
- Prediction
- Title
- Author
- Illustrator / illustration

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday and Tuesday

1. Students will review Zoo-Phonics actions and letter sounds by using picture cards.
2. Students will review vocabulary words from Halloween theme.
3. Students will watch a movie "The Witches" for the rest of class time.

Wednesday

1. Students will review Zoo-Phonics letter sounds and actions with the teacher using the music that goes along with it.
2. Students gather around for story time with the teacher. The teacher will ask students questions about Thanksgiving. Then the teacher will read "The First Thanksgiving" aloud to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Who do you think the characters will be?
3. Students answer questions according to what the teacher asks.
4. The teacher will then introduce the new vocabulary words with students. The teacher will ask students about what they know about the vocabulary words and have them sound out the words using the zoo-phonics gestures along with the teacher. The teacher and students will discuss the new vocabulary words aloud while the teacher points to each word.

Thursday

1. Students will review Zoo-Phonics letter sounds and actions with the teacher using the music that goes along with it.
2. Students gather around for story time with the teacher. The teacher will reread "The First Thanksgiving" aloud to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Whom do you think the story will be about?
3. Students answer questions according to what the teacher asks.
4. The teacher will review vocabulary words with students. Have students make up sentences using the vocabulary words. The teacher writes them down. These will be their sentences for the week.

First and Second Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Spell simple words.
6. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
7. Write a personal experience narrative or creative story that has a beginning, middle and end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- "The Witches" - video tape
- TV and VCR
- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "Squanto" book and cassette tape
- "The First Thanksgiving" - book

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts
- Setting
- Prediction
- Summarize
- Draw conclusion
- Fiction/nonfiction

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday and Tuesday

1. Students will review Zoo-Phonics actions and letter sounds by using picture cards.
2. Students will review vocabulary words from Halloween theme.
3. Students will watch a movie "The Witches" for the rest of class time.

Wednesday

1. Students will review Zoo-Phonics letter sounds and actions with teacher using the music that goes along with it.
2. Students gather around for story time with teacher. The teacher will ask students questions about Thanksgiving. Then the teacher will read "The First Thanksgiving" aloud to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will

happen in the book just by looking at the cover of the book? Whom do you think the story will be about?

3. Students will answer questions according to what teacher asks.
4. The teacher will then introduce the new vocabulary words with students. Teacher will ask students about what they know about the vocabulary words and have them sound out the words using the zoo-phonics gestures along with teacher. The teacher and students will discuss the new vocabulary words aloud while the teacher points to each word.

Thursday

1. Students will review Zoo-Phonics letter sounds and actions with teacher using the music that goes along with it.
2. Students gather around for story time with teacher. The teacher will reread "The First Thanksgiving" aloud to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Whom do you think the story will be about?
3. Students will answer questions according to what teacher asks.
4. The teacher will review vocabulary words with students. Have students make up sentences using the vocabulary words. The teacher writes them down. These will be their sentences for the week.

Third through Sixth Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes, suffixes, to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Use correct spelling, punctuation, capitalization, grammar, and word usage and good penmanship to complete effectively a variety of writing tasks.
6. Write a personal experience narrative or creative story that has a beginning, middle and end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- "The First Thanksgiving" - book
- "Squanto" - books and tape
- "The Witches" -movie
- Lunch bags
- Wiggly eyes
- Felt
- Newspaper
- Feathers
- Paint - orange, brown, yellow
- Sponges
- Paper twists

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts/opinion
- Setting
- Prediction
- Summarize/paraphrase
- Draw conclusion
- Fiction/nonfiction
- Inferences
- Plot
- Theme
- Figurative language

Spelling Words:

- Voyage
- Declared
- Mayflower
- Passengers
- Afloat
- New Plymouth
- Survive
- Treaty
- Bleak
- Fierce
- Platform
- Religion
- Wampanags

Activities:

Monday and Tuesday

1. Students will review Zoo-Phonics actions and letter sounds by using picture cards.
2. Students will review vocabulary words from Halloween theme.
3. Students will watch a movie "*The Witches*" for the rest of class time.

Wednesday

1. Students will review Zoo-Phonics letter sounds and actions with teacher using the music that goes along with it.
2. Students gather around for story time with teacher. The teacher will ask students questions about Thanksgiving. Then the teacher will read "The First Thanksgiving" aloud to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Whom do you think the story will be about?
3. Students will answer questions according to what teacher asks.

4. The teacher will then introduce the new vocabulary words with students. The teacher will ask students about what they know about the vocabulary words and have them sound out the words using the zoo-phonics gestures along with teacher. The teacher and students will discuss the new vocabulary words aloud while teacher points to each word.

Thursday

1. Students will review Zoo-Phonics letter sounds and actions with teacher using the music that goes along with it.
2. Students gather around for story time with the teacher. The teacher will reread "The First Thanksgiving" aloud to students. Teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Whom do you think the story will be about?
3. Students will answer questions according to what teacher asks.
4. The teacher will review vocabulary words with students. Students will write down vocabulary words and their definitions in their folders.

Thanksgiving Lesson Plans - Week 2

By Berdina Tsosie

These lesson plans are organized to take one week to complete.

Kindergarten Reading

Standards:

1. Identify characters in a story and retell stories in sequence.
2. Identify main characters.
3. Retell story line in sequence.
4. Predict elements and events in a story.
5. Make predictions based on title, cover, illustration, and text.
6. Relate a narrative, creative story or communication by drawing, telling, and writing.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "Squanto" book and cassette tape
- "The First Thanksgiving" - book

Words Of The Week:

- Character
- Sequence
- Prediction
- Title
- Author
- Illustrator / illustration

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:**Monday through Thursday**

1. Students gather around for story time with the teacher. The teacher will read "Squanto and the Story of Thanksgiving" to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Who do you think the story will be about?
2. Students answer questions according to what the teacher asks.
3. The teacher will review zoo-phonics letters and actions with students.
4. Have students repeat spelling words using flash cards teacher has made with word on one side and picture on the other side.
5. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "Squanto".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will copy vocabulary words and draw a picture for their definitions on flash cards.
 4. Writing Center - Students will copy down the story of Thanksgiving they have written last week using the vocabulary words. They will make drawings for the sentences and make a Thanksgiving book with it.
6. Students will go to a new center each day with their groups throughout the week.

First and Second Grade Reading**Standards:**

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.

3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Spell simple words.
6. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
7. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "*Squanto*" book and cassette tape
- "*The First Thanksgiving*" - book

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts
- Setting
- Prediction
- Summarize
- Draw conclusion
- Fiction/nonfiction

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday through Thursday

1. Students gather around for story time with the teacher. The teacher will read "*Squanto and the Story of Thanksgiving*" to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator?

What do you think will happen in the book just by looking at the cover of the book? Who do you think the story will be about?

2. Students answer questions according to what the teacher asks.
3. The teacher will review zoo-phonics letters and actions with students.
4. Have students repeat spelling words using flash cards the teacher has made with word on one side and picture on the other side.
5. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will copy vocabulary words and draw a picture for their definitions on flash cards.
 4. Writing Center - Students will copy down the story of Thanksgiving they have written last week using the vocabulary words. They will make drawings for the sentences and make a Thanksgiving book with it.
6. Students will go to a new center each day with their groups throughout the week.

Third through Sixth Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
6. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- "*The First Thanksgiving*" - book
- "*Squanto*" - book and tape
- "*The Witches*" -movie
- lunch bags
- wiggly eyes
- Felt
- Newspaper
- Feathers
- Paint - orange, brown, yellow
- Sponges
- Paper twists

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts/opinion
- Setting
- Prediction
- Summarize/paraphrase
- Draw conclusion
- Fiction/nonfiction
- Inferences
- Plot
- Theme

Monday through Thursday

1. Students gather around for story time with the teacher. The teacher will read "*Squanto and the Story of Thanksgiving*" to students. The teacher will ask questions about words of the week such as: What is the title of the book? Who is the author? Who is the illustrator? What do you think will happen in the book just by looking at the cover of the book? Who do you think the story will be about?
2. The teacher will review zoo-phonics letters and actions with students.
3. The teacher will review vocabulary words and use them in sentences for more clarity.
4. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make turkeys out of paper bags and construction paper.
 3. Spelling Center - Students will find the definitions for the words of the week using the dictionary. For those students who are already done with this, they will use the dictionary to find the definitions for their vocabulary words.
 4. Writing Center - Students will write for the November Writing Contest "I am Thankful for..." Sponsored by the office.
 5. Reading Center - Students will read their own selected books for SSR when in this center. When finished, they will write a book report using the questions posted on the circle time wall.
5. Students will go to a new center each day with their groups throughout the week.

Thanksgiving Lesson Plans - Week 3

By Berdina Tsosie

These lesson plans are organized to take one week to complete.

Kindergarten Reading

Standards:

1. Identify characters in a story and retell stories in sequence.
2. Identify main characters.
3. Retell story line in sequence.
4. Predict elements and events in a story.
5. Make predictions based on title, cover, illustration, and text.
6. Relate a narrative, creative story or communication by drawing, telling, and writing.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "*Squanto*" book and cassette tape
- "The First Thanksgiving" - book

Words of the Week:

- Character
- Sequence
- Prediction
- Title
- Author
- Illustrator / illustration

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday

1. Students do Zoo-Phonics song and actions two times.
2. Students and the teacher will review vocabulary words.

3. Students will get into small groups. Each student will make a flash card for their vocabulary words by writing the word on one side of the card and drawing a picture definition on the other side.
4. Tuesday through Thursday
5. Students will do Zoo-Phonics song and dance 2 times.
6. The teacher will review vocabulary words with students.
7. The teacher explains the different centers so students know what to do for each center.
8. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will use vocabulary words to write their own sentences.
 4. Writing Center - Students will make a book on the First Thanksgiving by drawing what happened in the book read last week during storytime.
9. Students will go to a new center each day with their groups throughout the week.

First and Second Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Spell simple words.
6. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
7. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "*Squanto*" book and cassette tape
- "The First Thanksgiving" - book

Words Of The Week:

- Sequence
- Main idea
- Main characters

- Facts
- Setting
- Prediction
- Summarize
- Draw conclusion
- Fiction/nonfiction

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday through Thursday

1. Students will do Zoo-Phonics song and actions two times.
2. The teacher reviews vocabulary words by having students say the words in isolation and giving their definitions.
3. The teacher explains each center and what needs to be done for each one.
4. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will copy vocabulary words and draw a picture for their definitions on flash cards. Write sentences for each word.
 4. Writing Center - Students will write about what happened in the story we read on the First Thanksgiving last week during story time. They will make drawings for it and make a book out of it.
5. Students will go to a new center each day with their groups throughout the week.

Third through Sixth Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.

6. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- "The First Thanksgiving" - book
- "Squanto" - book and tape
- Lunch bags
- Wiggly eyes
- Felt
- Newspaper
- Feathers
- Paint - orange, brown, yellow
- Sponges
- Paper Twists

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts/opinion
- Setting
- Prediction
- Summarize/paraphrase
- Draw conclusion
- Fiction/nonfiction
- Inferences
- Plot
- Theme

Monday through Thursday

1. Students will do Zoo-Phonics song and dance two times.
2. The teacher reviews vocabulary words and definitions in isolation.
3. The teacher explains each center and what each student needs to complete.
4. Students will get into the following centers:
 1. Listening Center - Students will listen to the story "Squanto".
 2. Art Center - Students will make turkeys out of paper bags and construction paper.
 3. Spelling Center - Students will write the definitions of their vocabulary words. Give to the teacher. When finished, students will begin looking up the definitions of the Words for the Week in the dictionary. Write them down on a sheet of paper.
 4. Writing Center - Students will write either a Thanksgiving story using the vocabulary words OR they will write a book report on the book we read during story time last week.
 5. Reading Center - Students will use one of the Native American folklore to read and write a book report.
5. Students will go to a new center each day with their groups throughout the week.

Extensions:

** All classes will watch the movie "*Squanto and the First Thanksgiving*" - Rated G.

Thanksgiving Lesson Plans - Week 4

By Berdina Tsosie

These lesson plans are organized to take one week to complete.

Kindergarten Reading**Standards:**

1. Identify characters in a story and retell stories in sequence.
2. Identify main characters.
3. Retell story line in sequence.
4. Predict elements and events in a story.
5. Make predictions based on title, cover, illustration, and text.
6. Relate a narrative, creative story or communication by drawing, telling, and writing.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers
- Scissors
- "*Squanto*" book and cassette tape

Words Of The Week:

- Character
- Sequence
- Prediction
- Title
- Author
- Illustrator / illustration

Spelling Words:

- Family
- November
- Pilgrim
- Food

- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday

1. Students do Zoo-Phonics song and actions two times.
2. Students and the teacher will review vocabulary words.
3. Students will continue watching the movie "*Squanto*".

Tuesday through Thursday

1. Students will do Zoo-Phonics song and dance 2 times.
2. The teacher will review vocabulary words with students.
3. The teacher explains the different centers so students know what to do for each center.
4. Students will finish up their centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will use vocabulary words to write their own sentences.
 4. Writing Center - Students will make a book on the First Thanksgiving by drawing what happened in the book read last week during story time.
 5. Students will go to a new center each day with their groups throughout the week.

First and Second Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Spell simple words.
6. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
7. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- Paper cups
- Construction paper of assorted colors
- Wiggly eyes
- Feathers
- Markers

- Scissors
- "*Squanto*" book and cassette tape

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts
- Setting
- Prediction
- Summarize
- Draw conclusion
- Fiction/nonfiction

Spelling Words:

- Family
- November
- Pilgrim
- Food
- Turkey
- Native American
- Thanksgiving
- Dinner

Activities:

Monday

1. Students will continue watching "*Squanto*" the movie.

Tuesday through Thursday

1. Students will do Zoo-Phonics song and actions two times.
2. The teacher reviews vocabulary words by having students say the words in isolation and giving their definitions.
3. The teacher explains each center and what needs to be done for each one.
4. Students will finish their centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make Pilgrims and Indians out of paper cups and construction paper.
 3. Spelling Center - Students will copy vocabulary words and draw a picture for their definitions on flash cards. Write sentences for each word.
 4. Writing Center - Students will write about what happened in the story we read on the First Thanksgiving last week during story time. They will make drawings for it and make a book out of it.

5. Students will go to a new center each day with their groups throughout the week.

Third through Sixth Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
6. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Materials:

- "Squint" - book and tape
- Lunch bags
- Wiggly eyes
- Felt
- Newspaper
- Feathers
- Paint - orange, brown, yellow
- Sponges
- Paper twists

Words Of The Week:

- Sequence
- Main idea
- Main characters
- Facts/opinion
- Setting
- Prediction
- Summarize/paraphrase
- Draw conclusion
- Fiction/nonfiction
- Inferences
- Plot
- Theme

Monday

1. 1. Students will finish watching "Squanto." For Fourth through Sixth Grades, they did not come in all week, therefore, they will watch the movie all week, since they only come in two times a week.

Tuesday through Thursday

1. Students will do Zoo-Phonics song and dance two times.
2. The teacher reviews vocabulary words and definitions in isolation.
3. The teacher explains each center and what each student needs to complete.
4. Students will finish doing their centers:
 1. Listening Center - Students will listen to the story "*Squanto*".
 2. Art Center - Students will make turkeys out of paper bags and construction paper.
 3. Spelling Center - Students will write the definitions of their vocabulary words. Give to teacher. When finished, students will begin looking up the definitions of the Words for the Week in the dictionary. Write them down on a sheet of paper.
 4. Writing Center - Students will write either a Thanksgiving story using the vocabulary words OR they will write a book report on the book we read during story time last week.
 5. Reading Center - Students will use one of the Native American folklore to read and write a book report.
 6. Students will go to a new center each day with their groups throughout the week.

Thanksgiving Lesson Plans - Week 5

By Berdina Tsosie

These lesson plans are organized to take one week to complete.

Kindergarten Reading

Standards:

1. Identify characters in a story and retell stories in sequence.
2. Identify main characters.
3. Retell story line in sequence.
4. Predict elements and events in a story.
5. Make predictions based on title, cover, illustration, and text.
6. Relate a narrative, creative story or communication by drawing, telling, and writing.

Materials

- Native American folklores
- Level One books
- Drawing paper
- "*Squanto*" book

Activity

Monday through Thursday

1. Students will do Zoo-Phonics two times using song and dance.
2. Students will get into morning circle. Teacher will read a Native American folklore to students.

3. Students will then be given a drawing paper. They will retell the story they heard by drawing it back into sequence.
4. Teacher will call on students one at a time throughout the week to assess them in the following areas: characters, title, author, illustrator, prediction, retelling story. All assessment will be done orally.

First and Second Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Spell simple words.
6. Use correct spelling, punctuation, capitalization, grammar, word usage and good penmanship to complete effectively a variety of writing tasks.
7. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Activity

Monday through Thursday

1. Students will do Zoo-Phonics two times using song and dance.
2. Students will get into morning circle. Teacher will read Native American folklores daily to students.
3. Students will then be given a drawing paper. They will retell the story they heard by drawing it back into sequence.

The teacher will call on students one at a time throughout the week to assess them in the following areas: characters, title, author, illustrator, prediction, retelling story, decoding strategies using zoo-phonics letters/sounds. All assessment will be done orally.

Third Grade Reading

Standards:

1. Use phonetic skills to decode words.
2. Identify facts and the main idea, sequence events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature.
3. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections.
4. Relate narrative, creative story or communication.
5. Use correct spelling, punctuation, capitalization, grammar, and word usage and good penmanship to complete effectively a variety of writing tasks.

6. Write a personal experience narrative or creative story that has a beginning, middle, end and uses descriptive words or phrases to develop ideas and advance characters, plot, and setting.

Activity

Monday through Thursday

1. Students will do Zoo-Phonics two times using song and dance.
2. Students will get into morning circle. The teacher will read Native American folklores daily to students.
3. Students will then be given a drawing paper. They will retell the story they heard by drawing it back into sequence.
4. The teacher will call on students one at a time throughout the week to assess them in the following areas: characters, title, author, illustrator, prediction, retelling story, decoding strategies, setting, main idea, differentiating between facts and fantasy and using decoding strategies using zoo-phonics letters/sounds. All assessment will be done orally.

Fourth Through Sixth Grade Reading

**Students will continue watching "*Squanto*" the movie since they only come in twice a week.

Thanksgiving Shapes

Mathematics - Spanish

Introduction

This lesson is the Spanish component to the previous English lesson. Although this lesson is written in English, the teacher will be presenting the lesson in Spanish. Since this lesson is a part of the English lesson, they share the same objects and target concepts. When students complete this lesson they will demonstrate their understanding of geometric shapes by drawing and naming them. Academically, students are required (AZ standards) to know geometric shapes. This lesson is in accordance with the Arizona Academic Mathematics Standards: Standard 4: Geometry: Foundations (Grades 1-3). It is also included in Yuma School District One Curriculum for second and third grades. Students will also be exposed to pictures related to an American and Mexican-American Thanksgiving. The visuals/pictures used in this lesson are the same ones used in the presentation of the English lesson.

Outcomes

Students will recognize and name American and Mexican-American Thanksgiving vocabulary words. Students will recognize, name and draw two and three-dimensional shapes by completing the directions activity with a partner. Students will be assessed on their ability to complete the handout with 83% accuracy.

Standards

- Standard 4: Geometry: Foundations (grade 1-3)
 - Identify two-dimensional shapes by name and attribute
 - Draw two-dimensional shapes
 - Identify three-dimensional figures by name or attribute
 - Compare attributes of two-dimensional shapes
 - Compare attributes of three-dimensional shapes

Resources And Materials

Visuals

- picture/word cards of Thanksgiving related vocabulary words
- Mayflower, pilgrims, native-American, corn, turkey, North America, seed, pumpkin, plant, beans, pie, tortillas, and tamales
- picture/word cards of two and three- dimensional shapes
- rhombus, triangle, square, rectangle, circle, oval, sphere, cylinder, cube, rectangular prism, cone, pyramid

Teacher Material

- Pictures of vocabulary words (written in Spanish)
- Colorful pictures of geometric shapes with names (Spanish)

Student Material

- Pencil
- Crayons/Markers/Colored Pencils
- Handout with 12 vocabulary words and their pictures
- (pictures are arranged in chart form: 3 columns 4 rows)

Process

Preparation (Spanish review of material):

The teacher will quickly review the vocabulary, pictures and word cards. The teacher will ask students what the picture is and why it is associated with Día de Acción de Gracias. Then the teacher will review the shapes targeted for the lesson. The teacher will ask questions to probe understanding of what the attributes are and how they compare to each other. For example, how many straight or curved lines, how many points, size, and corners are apparent?

Tips:

It is very important to review the shapes again and to repeat the vocabulary and shape words slowly and clearly. The teacher may ask students to repeat the shape name or vocabulary word about two times for review. Then the teacher may ask volunteer students to repeat the name of a certain shape orally. The teacher will point out or help students realize that English and Spanish

words are usually cognates. This will allow students to make connections between the two languages.

Tasks:

The teacher will tell students that they will be working with a partner in completing a handout. The handout they receive will have 12 Thanksgiving vocabulary pictures and words. Students will need to follow a series of 12 directions with a partner to complete the handout. The directions will either be drawing a certain shape in a distinct color and location or writing the shape name in a distinct location. The teacher will model and demonstrate how to read and follow at least two directions. Then teacher will ask students to volunteer to read and demonstrate how to follow at least two more examples. By this, volunteer students will role-play being partners, taking turns reading, and following the directions. Students will then need to find a partner and begin completing the handout. In order for the handout to be completed, each box must have a shape and the shapes name.

Questions 1-6 in column #1 must be read by student A and followed by student B. Questions 1-6 from column #2 must be read by student B and followed by student A. Students may assist in reading the directions with their partners. After they finish asking each other questions, students will compare handouts and determine which boxes they need to complete. After students have had sufficient time to complete the handout, the teacher will review the shapes once again. Then with student assistance she/he will complete the poster size handout and display it as a model. Students will have an opportunity to "fix" anything on their own handouts.

Assessment

Students will complete and follow the directions activity in which they will need to name/label or draw the different targeted shapes. Eighty three percent accuracy is expected in the completion of the handout.

Extensions / Modifications

This lesson may only include the objective of students learning two-dimensional shapes. The teacher will have the choice of only targeting two or three shapes at a time, not necessarily all shapes at one lesson. The teacher will need to do a lot of modeling and guided practice before allowing students to work with partners. It is helpful for students to have had prior experience working with partners and following direction activities.

This lesson does not have to be a partner activity. It can be done as a whole class activity in which volunteer students may read the direction and everyone follows it. It may also be an overhead activity in which the teacher reads the question and asks students what is it that he/she needs to do. The handout can be made into a poster. Students will then pick a direction from a hat, read the direction out loud, and follow it by working on the poster. It can also be done as a cooperative group lesson in which they will share one handout. The two readers read the directions, two students follow the directions, and the checker uses the visuals to check for accuracy.

Spanish Materials

Instrucciones: Tomen turnos y lean las siguientes direcciones para completar la actividad.

Columna A

1. Dibuja un triángulo café en la caja con el pavo.
2. Escribe la palabra rombo donde encuentras el dibujo de un rombo dentro de Norte América.
3. Dibuja un ovalo negro donde encuentras el dibujo de un ovalo dentro de la Mayflower.
4. Escribe la palabra cubo en la caja con la semilla.
5. Escribe la palabra prisma rectangular donde encuentras el dibujo de un prisma rectangular dentro de la calabaza.
6. Dibuja una esfera donde encuentras el dibujo de la esfera dentro del dibujo de la planta.

Columna B

1. Dibuja un circulo en la caja con el tamal.
2. Escribe la palabra rectángulo donde encuentras el dibujo de un rectángulo dentro de un peregrino.
3. Dibuja un cuadrado rojo donde encuentra él dibujó de un cuadrado dentro del nativo Americano.
4. Escribe la palabra cono en la caja con el pastel.
5. Escribe la palabra cilindro donde encuentras él dibujó de un cilindro dentro de la tortilla.
6. Dibuja una pirámide donde encuentra él dibujó de una pirámide dentro del dibujo de un fríjol.