

Grade Level

K

Thanksgiving Mini Lesson Pack

Objective

The students will be able to draw a picture of the beginning, middle and end of a story.

"I Can" Statement

I can recall what happened in the beginning, middle and end of a story.

Common Core Standards

CC.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.

AASL Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

Procedures

1. Tell the students you are going to read them a story and you want them to be thinking about what is happening at the beginning, middle and end of the story.
2. Read Clifford's Thanksgiving by Norman Bridwell.
3. After reading, review different events that happened in the story. Write different examples on the board and draw pictures for them to choose from.
4. Give each student the graphic organizer and have them draw one picture of something that happened for the beginning, middle and end.

Assessment

The students will be assessed by drawing one picture for each section: beginning, middle and end.

Additional Resources

Clifford's Thanksgiving Visit by Norman Bridwell, Beginning, Middle and End graphic organizer found at <http://elementarylibrarian.com/mini-lesson-packs/>

Grade Level

1

Thanksgiving Mini Lesson Pack

Objective

The students will be able to draw a picture and write a sentence for the beginning, middle and end of a story.

"I Can" Statement

I can recall what happened in the beginning, middle and end of a story and write a sentence.

Common Core Standards

CC.1.R.L.2 Key Ideas and Details: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Additional Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

Procedures

1. Tell the students that you are going to read them a story and they need to think about what is happening in the beginning, middle and end of the story.
2. Read A Turkey for Thanksgiving by Eve Bunting.
3. After reading, ask the students to give you examples of things that happened in the beginning, middle and end of the story.
4. Give each student the graphic organizer and have them draw a picture and write a sentence about what happened in the beginning, middle and end.

Assessment

The students will complete a graphic organizer with a picture and a sentence for the beginning, middle and end of the story.

Additional Resources

A Turkey for Thanksgiving by Eve Bunting, Beginning, Middle and End Graphic Organizer found at <http://elementarylibrarian.com/mini-lesson-packs/>

Objective

The students will be able to compare and contrast Thanksgiving traditions from the past to the present.

"I Can" Statement

I can compare and contrast Thanksgiving traditions.

Common Core Standards

CC.2.R.1.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Additional Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

AASL.I.D.3 Inquire: Grow: Competency 3: Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.

AASL.I.A.2 Inquire: Think: Competency 2: Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.

AASL.III.B.2 Collaborate: Create: Competency 2: Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.

AASL.II.B.3 Include: Create: Competency 3: Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

Procedures

1. Read *Thanksgiving Is* by Gail Gibbons.
2. Ask the students to share different Thanksgiving traditions they have in their families.
3. As a class, compare and contrast traditions from the past to the present using examples from the book. You can discuss food, clothes, how the food is prepared, who is invited to dinner, etc. using a Venn Diagram.
4. Have the students write a short paragraph comparing and contrasting the Thanksgiving traditions from the past to the present using the Venn diagram to give them ideas.

Assessment

The students will write a paragraph comparing and contrasting thanksgiving traditions from the past to the present.

Additional Resources

Thanksgiving is by Gail Gibbons Pilgrims of Plymouth by Susan E. Goodman, venn diagram and link to writing paper found at <http://elementarylibrarian.com/mini-lesson-packs/>

Grade Level

3

Thanksgiving Mini Lesson Pack

Objective

The students will be able to compare and contrast the life of pilgrim children to their own lives today.

"I Can" Statement

I can compare and contrast the life of pilgrim children to my own life.

Common Core Standards

CC.3.R.1.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Additional Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

AASL.I.D.3 Inquire: Grow: Competency 3: Learners participate in an ongoing inquiry-based process by enacting new understanding through real-world connections.

AASL.I.A.2 Inquire: Think: Competency 2: Learners display curiosity and initiative by recalling prior and background knowledge as context for new meaning.

AASL.III.B.2 Collaborate: Create: Competency 2: Learners participate in personal, social, and intellectual networks by establishing connections with other learners to build on their own prior knowledge and create new knowledge.

AASL.II.B.3 Include: Create: Competency 3: Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

Procedures

1. Read Pilgrims of Plymouth by Susan E. Goodman.
2. Point out what it was like to be a pilgrim child in 17th century Massachusetts.
3. explain to the students that they will be working in small groups of 4 to 5 comparing and contrasting the lives of pilgrim children to their own lives today.
4. Divide the students up into groups and pass out the comparing and contrasting venn diagram.
5. If time allows, the students may share ideas with the class.

Assessment

The students will create a venn diagram as a group comparing and contrasting the lives of pilgrim children to their own lives.

Additional Resources

Pilgrims of Plymouth by Susan E. Goodman, venn diagram found at <http://elementarylibrarian.com/mini-lesson-packs/>

Grade Level

4

Thanksgiving Mini Lesson Pack

Objective

The students will be able to complete an online activity with a small group of students.

“I Can” Statement

I can complete an online activity about the first thanksgiving.

Common Core Standards

CC.4.R.1.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Additional Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

AASL.II.B.3 Include: Create: Competency 3: Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

Procedures

1. Explain to the students that they will be completing an online activity today on the First Thanksgiving.
2. Show the students the website
3. Divide the students into the smallest groups possible depending on how many computers are available. Give each group an answer sheet to record 6 facts that they learn
4. If time allows, you can go over the activity as a class and have the students share the facts that they learned.

Assessment

The groups will be assessed by the facts that they record during the activity.

Additional Resources

link to webquest and answer sheet found at <http://elementarylibrarian.com/mini-lesson-packs/>

Grade Level

5

Thanksgiving Mini Lesson Pack

Objective

The students will be able to complete an online activity with a small group of students.

"I Can" Statement

I can complete an online activity about the first thanksgiving.

Common Core Standards

CC.5.R.1.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Additional Standards

AASL.V.A.1 Explore: Think: Competency 1: Learners develop and satisfy personal curiosity by reading widely and deeply in multiple formats and write and create for a variety of purposes.

AASL.I.B.3 Inquire: Create: Competency 3: Learners engage with new knowledge by following a process that includes generating products that illustrate learning.

AASL.II.B.3 Include: Create: Competency 3: Learners adjust their awareness of the global learning community by evaluating a variety of perspectives during learning activities.

Procedures

1. Explain to the students that they will be completing an online activity today on the First Thanksgiving.
2. Show the students the website
3. Divide the students into the smallest groups possible depending on how many computers are available. Give each group an answer sheet to record 6 facts that they learn
4. If time allows, you can go over the activity as a class and have the students share the facts that they learned.

Assessment

The groups will be assessed by the facts that they record during the activity.

Additional Resources

link to webquest and answer sheet found at <http://elementarylibrarian.com/mini-lesson-packs/>