

Gr. K Holidays/Observances/Events

Unit Title: Gr.K Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.2.CivicsPI.4:** Explain how all people, not just official leaders, play important roles in a community.
- **6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

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- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- **6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

NJSLS ELA Reading

- **RI.K.1.** - With prompting and support, ask and answer questions about key details in a text.
- **RI.K.2.** - With prompting and support, identify the main topic and retell key details of a text.
- **RI.K.3.** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.K.4.** - With prompting and support, ask and answer questions about unknown words in a text.
- **RI.K.5.** - Identify the front cover, back cover, and title page of a book.
- **RI.K.6.** - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RI.K.7.** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.8.** - With prompting and support, identify the reasons an author gives to support points in a text.
- **RI.K.9.** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.K.10.** - Actively engage in group reading activities with purpose and understanding.

NJSLS ELA Writing:

- **W.K.1.** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **W.K.2.** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts, in which they name what they are writing about and supply some information about the topic.
- **W.K.5.** - With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- **W.K.6.** - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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- **W.K.7.** - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **W.K.8.** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

NJSLS ELA Speaking and Listening

- **SL.K.1.** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- **SL.K.1.b.** - Continue a conversation through multiple exchanges.
- **SL.K.2.** - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.K.3.** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5.** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.GCA:1:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Individuals from different cultures may have different points of view and experiences.
9.4.2.IML:3:	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML:4:	Compare and contrast the way information is shared in a variety of contexts.	Information is shared or conveyed in a variety of formats and sources.
<u>Central Idea / Enduring Understanding:</u> Scholars will...		<u>Essential/Guiding Question:</u> Why do we celebrate these holidays/observances/events?

Gr. K Holidays/Observances/Events

- Dr. Martin L. King, Jr. Day –
 - Explain the impact of Dr. King’s speech.
 - Compare Dr. King’s childhood to their own.
- Holocaust Remembrance Day –
 - Discuss the beauty of diversity and differences.
 - Explain how tolerance and respect for all people is important.
- Freedom Day –
 - Explain how oppression hurts people.
 - Explain the need for rules.
- Black History Month –
 - Celebrate the contributions and accomplishments African Americans have made for our society.
 - Recognize how many important African American influencers and contributors continue to move our society forward.
- President’s Day—
 - Demonstrate an understanding of the contributions our leaders have made.
 - Identify life events, character and history of former presidents of the United States of America.
- Women’s History –
 - Describe how people can have an impact on our rights and freedoms
- Diversity Month—
 - Explore the meaning of “diversity”.
 - Explain the importance of kindness, empathy and acceptance.
- Emancipation Day –
 - Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.

When do we celebrate these holidays/observances/events?

How do holidays/observances/events help us appreciate different cultures and perspectives?

- **Dr. Martin L. King, Jr. Day** - Third Monday in January
- **Holocaust Remembrance Day** - January 27th
- **Freedom Day** - February 1st
- **Black History Month** - Month of February
- **President’s Day** -3rd Monday in February
- **Women’s History** - Month of March
- **Diversity Month**- Month of April
- **Emancipation Day** - April 16th

Gr. K Holidays/Observances/Events

- Earth Day and Arbor Day—
 - Recognize the importance of environmental protection and the importance of trees in our environment.
- Asian American Pacific Islander Heritage Month—
 - Celebrate the contributions and accomplishments of Asians and Pacific Islanders in the United States.
- Memorial Day —
 - Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today.
 - Identify symbols of the United States and describe their importance.
- Flag Day —
 - Describe patriotic symbols and their importance.
- Juneteenth —
 - Explain the basic concepts of diversity, tolerance, responsibility and respect for others.
 - Recognize real people who have demonstrated creativity and innovation by creating new products and services.
- Labor Day—
 - Recognize the importance of working hard and perseverance
 - Celebrate achievements of American workers
- Commodore Barry Day —
 - Demonstrate that each of us are unique and special.
 - Explain the Navy as a branch of the military.
- Hispanic Heritage Month —
 - Identify histories, celebrations, and contributions of American citizens whose

- **Earth Day and Arbor Day-** April 22
- **Asian American Pacific Islander Heritage Month-** Month of May
- **Memorial Day** - Last Monday of May
- **Flag Day** - June 14th
- **Juneteenth** - June 19th
- **Labor Day** - 1st Monday in September
- **Commodore Barry Day** - September 13th
- **Hispanic Heritage Month** - September 15th - October 15th

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<p>ancestors came from Spain, Mexico, the Caribbean, and Central, and South America.</p> <ul style="list-style-type: none"> ● Constitution Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ● National Indigenous People Day – <ul style="list-style-type: none"> ○ Explain that a globe is a model of the earth and maps are representations of local and distant places. ○ Explain how experiences and events of the discovery of America may be interpreted differently by people with different cultural or individual perspectives. ○ Identify the different modes of transportation. ● Veteran’s Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding of the branches of the military. ○ Identify the importance of memorials. ● Thanksgiving Day - <ul style="list-style-type: none"> ○ Celebrate gratitude and friendship ○ Discuss the fall harvest 	<ul style="list-style-type: none"> ● Constitution Day - September 17th ● National Indigenous People Day - October 12th ● Veteran’s Day - November 11th ● Thanksgiving - 4th Thursday in November
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Dr. MLK Jr. Day is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King. ● Holocaust Remembrance Day is an international memorial day on January 27th that commemorates the victims of the Holocaust. ● National Freedom Day is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation’s constitution on February 1, 1865. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom ● Oppression ● Women’s Suffrage ● Underground Railroad ● Cultural Diversity ● Heroes

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Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This anniversary is annually observed on February 1.

- Black History Month is an annual observance originating in the United States, where it is also known as African American History Month. We celebrate this holiday during the month of February. Black History Month is celebrated to focus attention on the contributions of African Americans to the United States.
- Presidents' Day is a national holiday to commemorate the birth of two of our most recognizable presidents, George Washington and Abraham Lincoln, in addition to celebrating their achievements in the shaping of our nation.
- Women's History month is celebrated to honor the important contributions and accomplishments of women.
- Diversity Month is observed in April. It is a time to recognize and honor the diversity that surrounds us in all aspects of our lives.
- Emancipation Day is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- Earth Day and Arbor Day are used to display support for environmental protection.
- Asian Pacific Heritage Month is a celebration of Asians and Pacific Islanders in the United States. It is a month dedicated to exploring and honoring the cultures and to recognize the contributions of Asian Americans and Pacific Islander Americans to the United States.
- Memorial Day is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.

- Famous African American People
- Perseverance
- Respect
- The Constitution of the United States
- Map Skills

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- Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America.
- Juneteenth is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free.
- Labor Day was created by the labor movement in the late 19th century. It became a federal holiday in 1894. Labor Day pays tribute to the contributions and achievements of American workers.
- Commodore John Barry was an important figure in American history. He is known as "The Father of the American Navy". He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.
- National Hispanic Heritage Month is observed from September 15 - October 15 each year. During this month, Americans celebrate the histories, cultures, and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean, and Central and South America. We honor the contributions that Latinos have made to the nation, and also honor the cultural richness of Hispanics (who come from Mexico, Central America, South America, and the Caribbean). Mexican Independence Day - On September 16, Mexicans around the world celebrate the anniversary of the country's independence from Spain.

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- Constitution Day is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- National Indigenous People Day is a U.S. holiday that commemorates the landing in the New World on October 12, 1492. We explore how the discovery affected the Native American peoples.
- Veteran's Day is a national holiday celebrated on November 11 to honor military veterans for their service. World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.”
- Thanksgiving Day is a national holiday that is celebrated on the 4th Thursday of November each year. The first Thanksgiving was celebrated by the Pilgrim colonists and the Wampanoag Native Americans in 1621 in which both groups of people shared an autumn harvest that lasted three days.

Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, various cultures through month-long acknowledgement, language awareness, and environmental conservation.

Stage 2: Assessment Evidence

Performance Task(s):

- **Written Products**
 - Interviews
 - Journal Responses
 - Learning Logs
 - Lists

Other Evidence:

- Rubrics
- Teacher Observation and Anecdotal Notes

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<ul style="list-style-type: none"> o Graphic Organizers o Exit Tickets o Quizzes ● Artistic Products <ul style="list-style-type: none"> o Posters, Charts, o Graphs, Diagrams o Projects o Illustrations with Captions o Murals, Dioramas, Collages o Photographs ● Multiple-form Products (Writing, Drawing, and Speaking) <ul style="list-style-type: none"> o Oral Presentations o Debates o Role Play o Reenactments 	<ul style="list-style-type: none"> ● Class and Group Discussion ● Student Participation - Individual and Group ● Cooperation ● Collaboration
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Dr. Martin Luther King, Jr.</u></p> <ul style="list-style-type: none"> ● Read aloud <i>Martin's Big Words</i> by D. Rappaport. Discuss why Martin Luther King's speeches had such a great impact on America. ● Have students share information they know about Dr. King and record on a KWL chart. Read <i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler. Encourage children to share the connections they are making between Dr. King's childhood and their own. <p><u>Holocaust Remembrance Day</u></p> <ul style="list-style-type: none"> ● Read aloud <i>What Makes Us Unique</i> by Dr. Jillian Roberts. Explain to students that we are all different. Have students draw a picture of themselves and have them write or share one thing that makes them special or unique. ● Listen/watch Harry Kindergarten Song - We Show Acceptance. Have students turn and talk with a 	<p><u>Resources:</u></p> <p><u>Dr. Martin Luther King, Jr.</u></p> <ul style="list-style-type: none"> ● <i>Martin's Big Words</i> by D. Rappaport (or similar book) ● <i>The Story of Martin Luther King, Jr. by Kid President</i> ● KWL Chart ● <i>A Picture Book of Martin Luther King, Jr. by David A. Adler</i> (or similar book) <p><u>Holocaust Remembrance Day</u></p> <ul style="list-style-type: none"> ● <i>What Makes Us Unique</i> by Dr. Jillian Roberts ● Foundations Paper ● <i>Harry Kindergarten Music - We Show Acceptance</i>
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partner about how they are different and alike from one another.

Freedom Day

- Read *One* by Kathryn Otoshi . Discuss with students rights and freedoms. Have students identify who had the power, who were oppressed, what ended the oppression, and what can be done to prevent it in the future.

Black History Month

- Watch the video/song *Black People Who Change the World*. Have students draw a picture of how they can change the world or what they would like to be when they grow up.
- Watch the video *Civil Rights Act of 1964 - Montgomery Bus Boycott for Kids*. Have the students use words to describe Rosa Parks (brave, strong, hero, etc.)
- Read *Mae Among The Stars* by Roda Ahmed. Discuss how Mae Jemison persevered. Mae believed in something and worked hard for it and she was able to attain it. Give students a blank piece of paper and have them follow a direct drawing of a rocketship.
- Listen to Karamo Brown read, *I Am Perfectly Designed*. A father and son share memories, talk about their feelings, and find strength in being exactly who they are. Have students identify something they love about themselves.

Presidents' Day

- Read President's Day by Anne Rockwell or The Little President: A Presidential Primer by Joan Holub. Discuss with students George Washington, Abraham Lincoln and other presidents of the United States of America.

Freedom Day

[One by Kathryn Otoshi](#)

Black History Month

- [Black People Who Change the World video/song](#)
- Foundations paper
- [Civil Rights Act of 1964 - Montgomery Bus Boycott for Kids](#)
- [Mae Among The Stars by Roda Ahmed](#)
- [Rocketship drawing link](#)
- [I Am Perfectly Designed](#)

Presidents' Day

- [President's Day by Anne Rockwell, The Little President: A Presidential Primer by Joan Holub](#) (or any similar text)
- Material to make the George Washington and/or Abraham Lincoln Craft

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- George Washington and Abraham Lincoln Craft: Using Construction paper to create faces of both presidents, including key details (hats, beards, hair, etc) to easily identify each president.
- Writing Task: If I Were President
- Read *Duck for President* by Doreen Cronin. Discuss with students if they would want to become the President. Have students create campaign posters, using words and phrases to describe themselves.

Women's History

- Read aloud *A is For Awesome* by Eva Chen and discuss 23 iconic women in history. Have students select an iconic woman and tell about her.

Diversity Month

- Read *All Are Welcome* by Alexandra Penfold and discuss the word "diversity".
- Read *Everyone Matters* Parr and discuss the meaning of respect.
- Read *It's Okay to be Different* by Todd Parr and have students create a self portrait.
- Read *We're Different, We're the Same* by Bobbi Kates and have students share interests, discuss similarities and differences.
- Have families share traditions, music, or food that is unique to their culture.

Emancipation Day

- Read aloud *Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold. Discuss how an underground railroad is not a train, but a way people helped each other. Students create a picture of something they can do because they are free and write a sentence about what they can do. Scaffold writing according to student ability.

Earth Day and Arbor Day

- Foundations lined paper
- [Duck for President by Doreen Cronin](#) (or a any similar text)
- Material for campaign posters

Women's History

- [A is For Awesome](#) by Eva Chen

Diversity Month

- The following texts or any similar text
 - [All Are Welcome by Alexandra Penfold](#)
 - [It's Okay to Be Different by Todd Parr](#)
 - [We're Different, We're the Same by Bobbi Kates](#)
- Materials for a self-portrait

Emancipation Day

- [Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold](#) (or similar book)

Earth Day and Arbor Day

- Materials to make Earth craft

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- Students watch/sing Earth Day Song and do a turn and talk to brainstorm how they can care for the Earth.
- Writing Task: I can care for my Earth by...
- Earth craft: Paper plate with small pieces of blue and green paper to look like the Earth.
- Read a book about trees and discuss their importance.
- Watch a video clip of Arbor Day facts for kids.
- Plant seeds to grow new trees and/or plants.
- Create a bark rubbing using paper and a crayon.

Asian Pacific American Heritage Month

- Demonstrate Southeast Asia and the Pacific Islands on a map on Smartboard and point out specific lands or islands that students may be unfamiliar with (Samoa, Fiji, etc.).
- Show clips of Polynesian dances (resources attached). Discuss that Polynesian culture and traditions have influenced the United States. Focus on how Polynesian dances and the clothing worn have become accepted in the United States and in many movies that the students are familiar with, such as Moana and Lilo and Stitch.
- Students learn and practice Polynesian dance moves (dance video resource attached). Students can perform Polynesian dance steps for other staff, students, and parents.

Memorial Day

- Read the story *Hero Dad* by Melinda Hardin. Discuss the terms courage, bravery, and heroism with students. Have students draw a picture of something they did that was brave.
- Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students create a windsock with construction paper and streamers.

- Foundations lined paper
- [Jack Hartmann Earth Day Song](#)
- [Arbor Day Facts for Kids](#)
- Seeds for planting new trees and/or plants

Asian Pacific American Heritage Month

- [Moana We Know The Way Dance](#)
- [Disney Asian Pacific Heritage](#)
- [Hula Lula Song for Kids](#)

Memorial Day

- [Hero Dad by Melinda Hardin](#)
- paper for illustrations, can make into a class book
- <http://www.enchantedlearning.com/crafts/windsock/>

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Flag Day

- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to “The Pledge of Allegiance.” Discuss why the flag has 13 stripes and 50 stars. Students use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Memorial Day or Flag Day.
- Review the word, patriotism and what it means. Discuss that people show patriotism by displaying the American flag. Students think of reasons to fly the flag. Students draw a self-portrait, add a picture of the American flag to their self-portrait, and then write a sentence of their reason for flying the flag.

Juneteenth

- Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of African-American inventors and their inventions. Discuss their contributions.

Labor Day

- Explain to students that labor day celebrates the contributions of workers in America. Show a short video about Labor Day facts for kids.
- Read the story *Clifford Gets a Job* by Norman Bridell. Make a word web of different kinds of jobs. Students draw a picture of a job they would like to have.

Flag Day

- [I Pledge Allegiance by Bill Martin, Jr.](#)
- Definition of patriotism
- materials to make an American flag

Juneteenth

- Pictures of African-American inventors and their inventions
- <https://www.ducksters.com/holidays/juneteenth.php>
- See individual school folders that were created June 2021 in Google
 - <https://drive.google.com/drive/folders/1r6mGtyRBI23GiGG3OfCAzeQWZ2NJDkxt>

Labor Day

- [Labor Day Facts for Kids\(video 1\)](#)
- [Labor Day Facts for Kids \(video 2\)](#)
- [Clifford Gets a Job](#) by Norman Bridell.
- Chart paper, drawing paper and supplies

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Commodore Barry

- Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Discuss how the term father is used to explain that someone helped start something or came up with a new idea. Students draw a picture of themselves starting something new.

Hispanic Heritage Month

- Read *Amelia's Show and Tell Fiesta* by Mimi Chapra (book from Journeys reading series). Discuss Amelia's island home and her special dress that she brings in for her first show and tell. Discuss why the dress is important to Amelia. Encourage students to bring in an item from home for show and tell that is special to them.
- Read *Gracias*Thanks* by Pat Mora. In this book, a Mexican-American boy discusses all of the things he is thankful for in Spanish and in English. After reading, make a class list of things in our world to be thankful for. Students will draw a picture of something they are thankful for. Can be made into a class book.
- Make a mini Pinata for an art project. Can read *I Love Saturdays y Domingos* from ReadyGen, or just display the illustration of the character hitting the pinata at her birthday party.

Constitution Day

- Read aloud *We the Kids: The Preamble to the Constitution of the United States* by David Catrow. Review the meaning of the Preamble with students. Discuss the diversity of the children depicted in the book.
- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens

Commodore Barry

- [Commodore Barry Bridge](#)
- paper for drawing
- [Commodore Barry](#)

Hispanic Heritage Month

- [Amelia's Show and Tell Fiesta](#) by Mimi Chapra
*Item from home for show and tell
- [Gracias*Thanks](#) by Pat Mora
- [I Love Saturdays y Domingos](#) by Alma Flor Ada

Constitution Day

- [We the Kids: The Preamble to the Constitution of the United States](#) by David Catrow
(or similar book)
- List of classroom rules
- Copy of the Constitution

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have these rights. Compare these rights to classroom rules and those rules help protect students' individual rights.

National Indigenous People Day

- Read the story *Kamik: An Inuit Puppy Story*. Discuss traditions of long ago and the history of Native Americans.
- Acknowledge the Native American peoples that were encountered and how they were affected.
- Watch the short video presented by Hey! Let's Go! to show the importance of Indigenous Peoples Day.

Veteran's Day

- Read *Veterans - Heroes in Our Neighborhood* by Valerie Pfundstein. Discuss with students the branches of the military.
- Discuss the importance of the Memorial Monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Have students draw a picture of a monument to honor future Veterans.
- History of Veteran's Day

Thanksgiving

- Discuss the first Thanksgiving by reading the book *The Very First Thanksgiving Day* by Rhonda Gowler Greene. Discuss characteristics of the Wampanoag Native Americans and the Pilgrims. Make a Native American craft (such as a paper bag Native American, Native American Headdress, or popsicle stick teepee). Make a Pilgrim craft (such as a pilgrim hat, Mayflower, or paper plate Pilgrim).
- Read the story *Thanks for Thanksgiving* by Julie Markes. Make a list of things to be thankful for. Discuss the meaning of the word gratitude. Have

National Indigenous People Day:

- Indigenous People Day video for kids: https://youtu.be/nET5LBB_wLE
- Read aloud: [*Kamik: An Inuit Puppy Story*](#)

Veteran's Day

- [*Veterans - Heroes in Our Neighborhood* by Valerie Pfundstein](#)
- <https://www.va.gov/opa/vetsday/vetdayhistory.asp>
- https://www.ducksters.com/holidays/veterans_day.php

Thanksgiving

- [Video for kids about the 1st Thanksgiving:](#)
- [*The Very First Thanksgiving Day* by Rhonda Gowler Greene.](#)
- [Native American Crafts Link:](#)
- Pilgrim Crafts Link: <https://funfamilycrafts.com/pilgrim-crafts-kids/>

Gr. K Holidays/Observances/Events

the students draw a picture of something they are thankful for.	<ul style="list-style-type: none">• <i>Thanks for Thanksgiving</i> by Julie Markes Chart paper, paper and drawing supplies		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize technology Provide interest-based learning choices Student-led activities Problem-solve collaboratively using background knowledge, talents, and skills Critical thinking questions	Utilize technology Provide interest-based learning choices Provide student work samples Problem-solve collaboratively using background knowledge, talents, and skills Critical thinking questions Small group instruction General use of varied modalities – kinesthetic, visual, auditory, tactile	Utilize Technology Provide interest-based learning choices Provide student work samples Pair with on grade or higher achieving students to problem solve. Modify critical thinking questions Small group instruction Specific use of modalities-kinesthetic, visual, auditory, tactile Paired projects with teacher guidance Flexible time allotment Paired repetition of content	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Gr. K Holidays/Observances/Events

Pacing Guide

Course Name	Resource	Standards
MP 1-4		
Holidays/Observances/Events Taught throughout the school year, based on the Pemberton Township cultural calendar dates.	ReadyGen Literacy Varied and Multiple	Determined by the above cultural calendar