

Holidays and Celebrations in American Culture for Young Learners



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I . Rationale

Unlike the traditional idea and methods of language teaching, Content-based instruction (CBI) allows language learners to actually use the target language in an authentic environment, by playing “real pieces” (Stryker & Leaver, 1997). According to Stryker and Leaver (1997), especially those students beginning to enter K-12 classrooms with little or no knowledge of the target language, content-based learning was proven to be successful. For the target students – entering K-1 with approximately 1-2 years of language experience – content-based instruction is the most suitable approach.

Culture and cultural practices play a very important role in language and linguistic socialization. As Hymes (1972) stated, there are culturally different appropriate linguistic practices in response to situations, which indicates an individual’s membership in certain linguistic community (cited by Foley, 1997). In other words, culture is an inseparable factor to language and language acquisition – which is the reason why learners must understand culturally appropriate and acceptable manners to communicate. Holidays celebrated in each country are one of the most explicit and obvious reflections of cultural values, beliefs, and norms. By understanding holidays, learning the meanings of celebrations, knowing cultural practices and customs, a learner will be able to acquire language easily as a member of a new linguistic community.

For young learners and second language learners with limitations in fully expressing themselves, visuals and activities are effective ways to communicate. Through arts especially, one will be able to express thoughts, feelings, and opinions without barriers; soon, language will be built in between as a bridge. Designed by authentic contents that could reflect culturally unique language, this curriculum uses arts and task-based activities as mediums to teach English to young second language learners.

II. Needs Assessment

This community in a quiet town of the United States is based on family residences, including various ethnic groups with different cultural backgrounds. Most families in this community have best interests in their children's education and desire their children to academically and socially succeed in school. This private institution is one of the major places to fulfill those parents' desires, and that is the reason why the institution tries hard to satisfy every family's need.

The needs of classes are different each semester since the course opening each year depends on what the community members want. Recently, many groups of family joined this community and they came from various cultural backgrounds. Those families are interested in improving their child's language proficiency in order to support children's adaptation to the new academic environment, but at the same time want their children to be exposed to the new American culture. Many parents visiting this institution expect their child to spend extra hours out of school to have fun and be more exposed to English speaking environment. In order to assess the parents' needs for their child, a questionnaire is requested to fill out as part of an application form (Form A). Reflecting on the parents' needs and the students enrolled to the institution, several content-based classes are opened each semester, and this year, "Holidays and Celebrations in American Culture for Young Learners" is one of those courses.

Most families that recently joined the community showed interests in exposing their children to the new cultural environment, but also requested to not let their child lose his or her own cultural identity. The fact that most students enrolled this year prefer indoor activities also affected the design of the curriculum. At the end of each course, a survey is distributed to each family, which reflects on the next year's curriculum design (Form B).

[Form A]

Child's Name: _____ Gender: Male female

Parent to contact

Name: _____ Contact number: _____

Address: _____

_____ Zip: _____

Please answer the questions below about your child. Your answer would help the teacher and the institution to understand your child and provide better education.

1. What is your child's nationality and what languages can he/ she fluently speak?

2. What is the major language used at home for communication?

3. Did your child learn English in any types of school before? (Including public school, private institution, tutoring, or home-schooling.) If yes, please answer number 4.

(continues on the back)

4. (Only if yes for 3) Describe the English education your child had received before. Where and how did he/ she learn English? When and how long did he/ she learn English?

5. What mediums are your child mostly exposed to in order to learn language? (Such as books, DVDs, music, magazines, etc.)

6. What do you expect from your child when this course is finished?

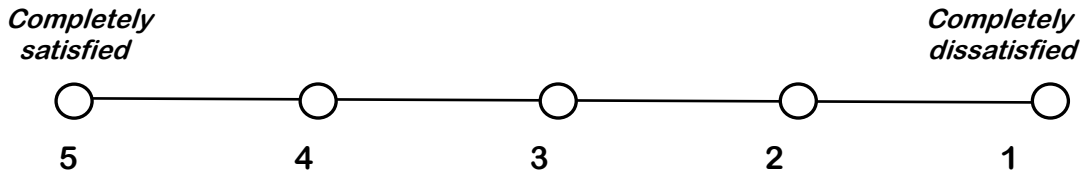
7. If you would like to leave comments about your child's characteristics for his/her teacher, please write down here.

Thank you for being part of our family for this semester. Your evaluation will contribute to providing a better education to our children. Please give honest and constructive comments for each question, and we assure you that this evaluation will be completely confidential.

1. Please write down the information of what course your child has taken this semester.

Name of course: _____

2. Please scale your overall satisfaction of this semester's program.



3. What gave you the greatest satisfaction while your child was enrolled in our program? (Activities, staffs, teachers, classroom, etc.) Please be as specific as possible.

4. What is the part you would mostly like to see improvement? (Activities, staffs, teachers, classroom, etc.) Please be as specific as possible.

5. What kind of course would you like to see opening next year? Why?

6. If you have any other suggestions, please write down here.

III. Conceptualizing Contents

As mentioned previously, holidays and celebrations can be considered as landmarks of cultural reflection of language. Numerous vocabulary words and expressions are inseparable from cultural habits and practices, and cultural beliefs and values reflected on language are often easily explained by understanding holidays and celebrations. Considering these factors, this curriculum has carefully chosen six different holidays.

During the process of selecting holidays, the one of the criteria was first whether the holiday is widely celebrated around the country or not. Second, the holiday should be meaningful or monumental to the history or the society. Third, the holiday should reflect or include various cultural aspects that could possibly expand to a discussion of other cultures. Additionally, it was important to plan and design the curriculum careful enough to not offend any other cultural or religious groups. At last, the course has chosen six different holidays as contents: Fourth of July, Halloween, Thanksgiving, Christmas, Martin Luther King Jr. Day, and Valentine's Day.

In addition, the activities included in this course were carefully selected in order to encourage and facilitate learners' multiple intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, naturalist, intrapersonal, interpersonal, and musical. The course tried to include various materials and types of activities for diverse learners in the classroom.

IV. Goals and Objectives

Goals and objectives			
	<i>Language</i>	<i>Content</i>	<i>Strategies</i>
Goal	Improve students' culturally acceptable language skills.	Teach cultural beliefs and values and the attitude of respecting diversity.	Building strategies to creatively and independently express oneself in a culturally appropriate manner.
Learning objectives			
Awareness and attitude	<i>By the end of this course, students should be aware that:</i> -Language reflects culture and history.	<i>By the end of this course, students should be aware that:</i> -There are diverse cultures with their own values and meanings.	<i>By the end of this course, students should be aware that:</i> -There are strategies to communicate in a culturally acceptable manner.
Knowledge	<i>By the end of this course, students should know:</i> -Various ways to describe cultural practices.	<i>By the end of this course, students should know:</i> -Major celebrations in America. -Historical and cultural backgrounds of American holidays.	<i>By the end of this course, students should know:</i> -strategies to adapt and interact in a culturally new environment.
Skill	<i>By the end of this course, students should be able to:</i> -Use various language skills in descriptions. -Articulate main topics and ideas.	<i>By the end of this course, students should be able to:</i> -Compare and contrast different cultures. -Organize and present independently.	<i>By the end of this course, students should be able to:</i> -Use resources to creatively express ideas.

V. Activities and Materials

Each activity and related materials were carefully selected considering the topic, students’ needs, and authentic cultural customs. Meanwhile, the consideration of encouraging students to value and preserve their own cultural identity was not neglected. The activities are designed to allow students independently think and take actions on their own, to enhance their understandings of each cultural practice, and to encourage students reflect on their own.

All six holiday topics covered during the semester are listed below with a brief description of the purpose of the activities and the materials needed.

Topic	Activity	Materials
<i>Fourth of July</i>	<p><i>“Where are you from?”</i></p> <p>As an initial class meeting, students will get a chance to know each other by introducing themselves. They will make and design a flag of their own country by using hand-prints.</p>	Paper, paint, paper plates, computer, printer.
	<p><i>“What is Fourth of July?”</i></p> <p>Students will listen to a poem “The Fourth” by Shed Silverstein, draw a simple picture of the images coming up to their mind when they heard the poem. This will continue with a whole-class discussion.</p>	Book: “Where the Sidewalk Ends” by Shed Silverstein, paper, crayons.
	<p><i>“Fireworks on Fourth of July”</i></p> <p>Students will remember the poem they have heard last time and discuss about fireworks. Next, students will design a mural of fireworks in groups. Allow students to have exposure to various adjectives to express and describe.</p>	Three pieces of white whole paper posted on the wall. Crayons and paint, brushes, water, palettes.
	<p><i>“Going on a Picnic”</i></p> <p>Students will learn about the custom of families enjoying picnics on The Fourth of July. Students will take turns to think of one object to take to the picnic following “I’m going on a picnic and taking a(n)...”, and the next person has to list</p>	Picture of a family picnic, whiteboard, snacks, soda, blanket, picnic basket.

	<p>everything that was previously said. Next, the class will take short time enjoying a picnic in class or outside.</p>	
	<p><i>“Show and Tell Prep”</i></p> <p>As an introduction to Show and Tell, one entire class time will be spent. Students will learn what show and tell is, and the class will talk about the holiday “Fourth of July”, and what they have learned. Students will draw or paste on the worksheet in order to visualize their understandings of the holiday.</p>	<p>Mirror worksheet, all possible arts and crafts materials: paint, crayons, markers, glue, scissors, color paper, glitters, etc.</p>
	<p><i>“My Fourth of July Mirror”</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	<p>Students’ completed Mirror worksheets.</p>
<i>Halloween</i>	<p><i>“What is Halloween?”</i></p> <p>(PPT storytelling) Students will read a non-fiction storybook: “Celebrate Halloween With Pumpkins, Costumes, and Candy” by Deborah Heiligman. The class will discuss and understand the meaning and customs on Halloween and its relation to the season fall.</p>	<p>Book: “Celebrate Halloween With Pumpkins, Costumes, and Candy” by Deborah Heiligman, PPT slides of the story, computer connected to the TV screen.</p>
	<p><i>“Haunted classroom”</i></p> <p>Students will be reminded of the reason why Halloween is usually spooky and scary. Each student will design and make their own scary ghosts or monsters. Divided into two groups, students will hide the monster they made somewhere in the classroom, and each group needs to hunt for ghosts.</p>	<p>Paper, cardboard, markers, crayons, strings, glue, color paper, scissors.</p>
	<p><i>“Halloween basket”</i></p> <p>The class will discuss about the custom of Trick-or-treat, and prepare trick-or-treating by making their own Halloween basket. The class will first take a time to describe what each student wants on their basket; then allowing time for students to make on their own.</p>	<p>Black or orange paper shopping bags, glue, markers, scissors, coloring worksheet pages related to Halloween.</p>

	<p><i>“Candies in the Jack-O-Lantern”</i></p> <p>Students will learn what a Jack-O-Lantern is, and have a math activity of counting candies inside the Jack-O-Lantern. Students will first try in groups where one person puts a handful of candies inside the Jack-O-Lantern, other guess the number, and they all check together. The activity will continue as a whole-class game.</p>	<p>Three plastic Jack-O-Lanterns, candies, a picture of a Jack-O-Lantern.</p>
	<p><i>“Trick-or-Treat & Show and Tell prep”</i></p> <p>Students will be in pairs, take their own corner or spot in the classroom as their house. One person will walk around trick-or-treating while the other person gives out candies. Then, they will switch, so that everybody gets a chance to trick-or-treat. Next, students will reflect on their experience and prepare the Show and Tell.</p>	<p>Candies, small mats to symbolize houses, Halloween basket students made before, Mirror worksheets.</p>
	<p><i>“My Halloween Mirror”</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	<p>Students’ completed Mirror worksheets.</p>
Thanksgiving	<p><i>“The Story of Thanksgiving”</i></p> <p>(Flannel board story telling) Students will listen to a story “The Story of Thanksgiving” by Nancy Skarmeeas. The class will discuss the origin of this holiday and think about the season fall in relation to Halloween. Also the class can take a good opportunity to discuss the influence of weather or seasons to the origin of holidays.</p>	<p>Book: “The Story of Thanksgiving” by Nancy Skarmeeas, flannel board, cut-out pieces of the characters in the story, computer connected to the TV screen, pictures of fall.</p>
	<p><i>“Grocery Shopping”</i></p> <p>The class will learn how to make a grocery list and how to go grocery shopping. To prepare for making stuffed apples next class, students will think of the items they will need, each person write down one item on their list, and visit the grocery store to buy the items on the list.</p>	<p>PPT slides of the grocery store, white board, picture of a stuffed apple, grocery list worksheets, pencils</p>

	<p><i>“Stuffed Apples”</i></p> <p>The class will make stuffed apples, one for each student. Students will first learn a recipe of how to make stuffed apples, talk about safety rules, and make stuffed apples together as a whole class.</p>	<p>Poster of recipe instructions, ingredients from grocery shopping: apples, spoons, sugar, pecans, raisins, cinnamon, lemon juice, bowls, plates, aprons</p>
	<p><i>“Set the Table”</i></p> <p>Students will learn what it means to set the table and how to set the table. Students will be part of a game, where students are paired up and needs to give instructions to each other in order to set the table correctly as shown on the picture card.</p>	<p>Pictures of table set, computer connected to the TV screen, table setting picture cards, white board, cut-out paper utensils and plates.</p>
	<p><i>“What I am thankful for...”</i></p> <p>Students will try to make their own thank lists. They will be reminded that Thanksgiving is a holiday to be thankful, and will think and share of what they are thankful for. As a preparation for Show and Tell, students can make an imagery of one thing they are most thankful for.</p>	<p>Thank list worksheets, Thanksgiving related pictures, flannel board, Mirror worksheets.</p>
	<p><i>“My Thanksgiving Mirror”</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	<p>Students’ completed Mirror worksheets.</p>
Christmas	<p><i>“Who is Santa?”</i></p> <p>Students will learn a carol song “Santa Claus is Coming to Town” and will be introduced to a new topic: Christmas. Students will learn the carol and talk more about caroling, Christmas, and Santa Claus.</p>	<p>Flannel board, picture of Santa Claus, cut-out pieces of lyrics, computer connected to the TV screen, carol song on You Tube.</p>
	<p><i>“What is Christmas?”</i></p> <p>By reading a storybook “My Pen Pal, Santa”, students will learn more about Santa Claus, writing a letter to Santa Claus, and will also get a chance to review holidays.</p>	<p>Book: “My Pen Pal, Santa” by Melissa Stanton, PPT slides of the story, computer connected to the TV screen, bundle of envelopes</p>
	<p><i>“Our Christmas Celebration”</i></p> <p>Students will learn about Christmas ornaments and the custom of decorating Christmas trees. Next, each student will make one Christmas</p>	<p>PPT slides about Christmas ornaments, computer connected to the TV screen, whiteboard, handcraft</p>

	ornament and direct their partners where to hang the ornament as part of a game.	ornament materials: scissors, color paper, Pum Pums. Paper plates, glue, etc.
	<p><i>"Dear Santa"</i></p> <p>Students will be reminded of the story book "My Pen Pal, Santa" and review how the letter was written. Using the example of letters from the story book, students will discuss what they would like to write to Santa and write down their own letters.</p>	Poster of example letter and envelope, stationery letter paper, envelopes, pencils, erasers, whiteboard.
	<p><i>"Going to the Post Office"</i></p> <p>Students will visit the post office in the neighborhood and understand how the post office works. After mailing their letters, students will work on their Show and Tell preparation.</p>	Picture of the post office and a mail carrier, whiteboard, letters students wrote to Santa Claus, Mirror worksheets.
	<p><i>"My Christmas Mirror"</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	Students' completed Mirror worksheets.
Martin Luther King Jr. Day	<p><i>"Knowing self and Others"</i></p> <p>Students will pair up and draw each other's portraits. Students will try to describe as much as possible about their partners with the portraits they drew.</p>	Mirrors, crayons, paper
	<p><i>"MLK and his Dream"</i></p> <p>Students will watch a video clip about Martin Luther King Jr.'s life and have a discussion about him. The discussion will focus on what they learned from his life any the reason why he is an important person.</p>	Picture of Martin Luther King Jr., computer connected to the TV screen, video clip from You Tube, whiteboard.
	<p><i>"Martin Luther King Jr. is..."</i></p> <p>Students will understand more about Martin Luther King Jr.'s life and his achievements through a game of bingo. The bingo board will be filled up with several facts of MLK, and students need to share ideas to fill up several squares left.</p>	Pictures representing Martin Luther King Jr.'s life, Bingo game sheets, whiteboard.

	<p><i>“I Spy Differences”</i></p> <p>Students will try to find the value and importance of respecting difference through a game. Students will have a discussion to find out how their partners are different and explain why that is good. Next, as a whole class, students will take turns to spy “good” differences.</p>	<p>Magnifying glass, mirrors, whiteboard, a picture of one of the teacher’s friend who looks different.</p>
	<p><i>“I Have a Dream”</i></p> <p>The class will have a discussion of how Martin Luther King Jr. gave his speech and why it was important. Students will think of two different kinds of dreams: one of their own and one that could benefit others. Students will try to draw this on a piece of paper, which will be their material for Show and Tell.</p>	<p>Quotes from Martin Luther King Jr.’s speech rewritten in easy words, computer connected to the TV screen, whiteboard, paper, crayons.</p>
	<p><i>“My Martin Luther King Jr. Day Mirror”</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	<p>Students’ completed “I have a dream” worksheets.</p>
Valentine’s Day	<p><i>“Story of St. Valentine and Valentine’s Day”</i></p> <p>Students will listen to a short story of St. Valentine and play roles in the story. The class will discuss the holiday called Valentine’s Day and understand the meaning of this day.</p>	<p>Flannel board, cut-out pieces of the characters of the story, simply modified play script for the students.</p>
	<p><i>“Cupid Says”</i></p> <p>As a variation of the game “Simon Says”, students will play the game “Cupid Says”. Students will first learn about cupid, and understand who cupid is, and why he could represent Valentine’s Day. Through the game, students will learn a culturally acceptable way to express love to friends.</p>	<p>Picture of cupid and pictures related to Valentine’s Day, whiteboard.</p>
	<p><i>“My Secret Valentine”</i></p> <p>Students will draw sticks and choose one person as their secret Valentine. Students will decorate cards to their secret Valentine.</p>	<p>Popsicle sticks with each student’s name, materials for card making: color paper, scissors, glue, glitter, laces.</p>

	<p><i>“Dear Valentine”</i></p> <p>Students will play a chocolate hunting game, which will be given to their secret Valentines at the end. Later, students will secretly leave chocolate and card to their secret Valentines and take a whole class time to guess who their secret Valentine is.</p>	<p>Bags of chocolates, Valentine cards students made.</p>
	<p><i>“Love Map”</i></p> <p>Students will remember that Valentine’s Day is a day to express love to each other and think about the friends and family they love. On the Love Map, students will think and draw several people they love. Next, students will choose one person and write a short message on the Mirror worksheet.</p>	<p>Love Map sheets, crayons, Mirror worksheets.</p>
	<p><i>“My Valentine’s Day Mirror”</i></p> <p>Each student will show what they have worked on in the previous class and tell the whole class what their understandings are about the holiday.</p>	<p>Students’ completed Mirror worksheets.</p>

VI. Evaluation

The evaluation process in this course is not strictly for the purpose of assessing students or grading students. It is rather an occasion of recognizing students' abilities and talents, and collecting personal unique progress data. The evaluation in this course will be understood more as a check-up for data collection.

After each topic – every two weeks – students will spend the last day presenting their reflection under the activity called “Show and Tell”. This provides an opportunity for students to reflect on what they have learned, explore their own cultural identities, and express them fully through any methods they prefer. This will allow students to facilitate various intelligences, and at the same time, encourage creativity and independence. Students will then present their ideas of reflection on Show and Tell time, which will provide an opportunity to verbally, but constructively express themselves by using the target language. The teacher will fill out an evaluation form (Form C) for each student's Show and Tell presentation, and then attach the form with the reflective worksheet (Mirror worksheet) students have completed and used for the Show and Tell. At the end of the semester, the teacher will fill out an evaluation form (Form D) assessing students' overall performance throughout the entire course. The evaluation form took an attempt to discover and recognize students with diverse skills and intelligences, which is the reason why it includes items to assess multiple intelligences. With all the Show and Tell grades and worksheets attached together, the evaluation form will be sent to each student's parents/guardians.

Both evaluation forms stand as positive as possible, and try to keep the evaluation process as part of discovering students' abilities and confirming their understandings. The evaluation process is strongly emphasized to be an encouragement to students rather than criticisms.

[Form C]

Show and Tell Grading Rubric

Week #: _____ Topic: _____

Student's name: _____

	- (1)	√ (2)	+ (3)
Worksheet			
Representing the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflecting one's identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efforts and thoughts put into the task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation			
Clear topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate voice and posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentence structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude			
Polite audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total : _____ / 22

Grading guidelines

22 + Thoroughly exceeds expectations

19-21 Exceeds expectations

17-19 Meets expectations

15-17 Needs more careful preparation

11-15 Incomplete/Insufficient

[Form D]

Student Evaluation Form

Student's name: _____

Course: _____

Instructor: _____

Dear Parents and Guardians,

This evaluation form is not for the purpose of ranking students or discouraging students' abilities. Please keep in mind that this form is filled out after one semester of teaching and observation to inform parents or guardians that the student is in middle of a process of developing and learning. We ask you to encourage our students and believe in his or her unlimited possibility to become greater.

**These evaluation items below were designed in order to view students in multiple aspects and possibilities, and to discover each individual's unique talents and skills.*

Designing & Visualization	_____ / 5.0
Constructing & Mapping	_____ / 5.0
Summarizing & Verbalization	_____ / 5.0
Description & Illustration	_____ / 5.0
Analyzing & Problem Solving	_____ / 5.0
Expression & Demonstration	_____ / 5.0
Collaboration & Interaction	_____ / 5.0
Reflection & Consideration	_____ / 5.0
Discussion & Participation	_____ / 5.0
Behavior & Attitudes	_____ / 5.0

5: Exceptionally superior/ 4: Outstanding/ 3: Satisfactory/ 2: Limited/ 1: Unsatisfactory

Overall comments:

Course syllabus

"Holidays and Celebrations in American Culture for Young Learners"

Instructor: Jinna Kim

Times: Monday, Wednesday, Friday 2:30 p.m. – 3:30 p.m.

Course description

: This course is designed to help 1st grade international students learn and understand more about the American culture through various activities related to celebration and holidays. Students will learn the history, culture, and customs of the holidays in the United States while acquiring language and finding the value in each culture. The course will focus on six major celebrations: Fourth of July, Halloween, Thanksgiving, Christmas, Martin Luther King Jr. Day, and Valentine's Day. At the end of this course, students will understand American culture and language better, and have wider perspectives toward diversity.

Course Objectives:

At the end of this course, students will be able to:

- Use culturally acceptable language skills in communication.
- Understand culturally different beliefs and values.
- Accept and respect cultural diversity.
- Creatively and independently express selves in a culturally appropriate manner.

Assessments:

- Show and Tell presentations: At the end of each topic/ every other week.
- Evaluation: At the end of the semester.

**All evaluations and collections of students' presentation worksheets will be sent out on the last day of course.*

Course schedule

	Day 1	Day 2	Day 3
Week 1	Introduction	Fourth of July	Fourth of July
	“Where are you from?” : Making hand-print flags	“What is Fourth of July?” : Poem reading & discussion	“Fireworks on Fourth of July” : Designing fireworks mural
Week 2	Fourth of July	Fourth of July	Fourth of July
	“Going on a picnic” Game: “I’m going on a picnic” Activity: class picnic	“Show & Tell prep” : Show and Tell preparation	“My Fourth of July Mirror” : Show and Tell
Week 3	Halloween	Halloween	Halloween
	“What is Halloween?” : Story reading & discussion	“Haunted classroom” Game: Hunting ghosts	“Halloween basket” : Designing my Halloween basket
Week 4	Halloween	Halloween	Halloween
	“Candies in the Jack-O-Lantern” Math activity: Counting candies in the Jack-O-Lantern	“Trick-or-Treat” & Show & Tell prep : Trick-or-Treating around school : Show and Tell preparation	“My Halloween Mirror” : Show and Tell
Week 5	Thanksgiving	Thanksgiving	Thanksgiving
	“The Story of Thanksgiving” : reading a story	“Grocery shopping” : making a grocery list and visiting the grocery store.	“Stuffed Apple” : Making stuffed apples
Week 6	Thanksgiving	Thanksgiving	Thanksgiving
	“Set the Table” Game: Setting the table	“What I am thankful for...” : Making a thank list : Show and Tell preparation	“My Thanksgiving Mirror” : Show and Tell

	Day 1	Day 2	Day 3
Week 7	Christmas	Christmas	Christmas
	“Who is Santa?” Carol: Santa Claus is coming to town	“What is Christmas?” Story book: “Dear Santa” by Rod Campbell	“Our Christmas celebration” Game: decorating a Christmas tree
Week 8	Christmas	Christmas	Christmas
	“Dear Santa” : Writing a letter to Santa Claus	“Post office” & Show & Tell prep : mailing a letter to Santa Claus : Show and Tell preparation	“My Christmas Mirror” : Show and Tell
Week 9	Martin Luther King Jr. Day	Martin Luther King Jr. Day	Martin Luther King Jr. Day
	“Knowing self and others” : Describe & draw a portrait of my friend	“MLK and his Dream” : Video watching & discussion	“Martin Luther King Jr. is...” Game: MLK Bingo Game
Week 10	Martin Luther King Jr. Day	Martin Luther King Jr. Day	Martin Luther King Jr. Day
	“I Spy Differences” Game: “I Spy” Discussion: Good to be different	“I have a dream” : discover and draw my dream and a dream to help others.	“My Martin Luther King Jr. Day Mirror” : “My dream speech”
Week 11	Valentine’s Day	Valentine’s Day	Valentine’s Day
	“Story of St. Valentine and Valentine’s Day” : Story telling & play	“Cupid says” : Decorate classroom Game: “Cupid says...”	“My secret Valentine” : Decorate card to my secret Valentine
Week 12	Valentine’s Day	Valentine’s Day	Valentine’s Day
	“Dear Valentine” Game: Chocolate hunting : Find out my secret Valentine	“Love Map” : Draw people I love on my Love Map	“My Valentine’s Day Mirror” : Show and Tell

*The schedule above can possibly change depending on the circumstances and the situations in class.

Lesson plan 1
(Week 7 / Day 1)

« Who is Santa? »

Goals:

- Students should be aware of Santa Claus and the custom of caroling.
- Students should know who Santa Claus is and what carols are.
- Students should be able to listen and comprehend the lyrics of a song.

Objectives:

- Students will be able to read and match with the words they heard.
- Students will be able to discuss and find culturally different concepts of understanding Santa Claus and carols.
- Students will be able to express and share ideas with other people.

Duration: 60 min.

Description: The topic “Christmas” will be introduced through a carol “Santa Claus Is Coming to Town”. Students will talk about Santa Claus and share their knowledge about Christmas. While caroling, students will be able to understand the custom of caroling in America, and discuss the customs they have in their own countries.

Materials: flannel board, Cut-out lyrics and words, picture of Santa Claus

Santa’s laughter sound effect played by computer

URL: <http://www.pond5.com/sound-effect/31322475/santa-ho-ho-ho-sound-effects.html>

Carol played by computer

URL : <http://www.youtube.com/watch?v=HWv72L4wgCc>

Procedure	Instructions
Orientation (10 mim)	<p>- <u>The teacher will play a sound of Santa’s laughter and ask students who comes up into their minds.</u></p> <p>“You are going to hear someone laughing. Tell who you can think of when you hear this laughter.”</p> <p>“Who comes up to your mind?” “Why?”</p> <p>- <u>The class will talk about Santa Claus.</u></p>

	<p>“What do you know about Santa Claus?”</p>
Presentation (10 min)	<p><u>- Show picture of Santa Claus.</u></p> <p>“What do you see in this picture?”</p> <p>“Who’s carrying the sleigh?” “Where do you think he is going?”</p> <p><u>- The teacher will play a song to students.</u></p> <p>“Now listen to this song and tell me what it is about.”</p> <p><u>- The class will discuss about the topic of the song.</u></p>
Engagement (15 min)	<p><u>- The teacher will play the song again and ask students if they could tell more about the song this time.</u></p> <p><u>- While the song is playing, the teacher will attach lyrics on the board accordingly to provide more clues to students.</u></p> <p>“What else did you hear from the song this time?”</p> <p>“What is the song trying to tell you?”</p> <p><u>- The teacher will give students a task to listen carefully in order to find out words in each blank.</u></p> <p>“Can anyone tell me what you heard for the first blank?”</p> <p><u>- The teacher will attach group of words that could fit into the blank.</u></p> <p>“Can someone come up here and find the word for the first blank?”</p> <p><u>- This will continue until the last blank.</u></p>
Expansion (20 min)	<p><u>-With the lyrics completed, students will sing the carol together and talk about caroling.</u></p> <p>“Do you know when you can hear this song?”</p> <p>“What is the name of the special day for this song?”</p> <p>“These songs for Christmas have a special name, too. Do you know what it is?”</p> <p>“Have you heard about caroling?” “What do you think it is?”</p> <p>“Why do you think people do this on Christmas?”</p>
Evaluation (5 min)	<p><u>- Briefly review what the class talked about in the lesson and let students know the plan for next class.</u></p> <p>“What kind of song did you listen and sing today?”</p> <p>“These songs are for what kind of special day?”</p> <p>“Next time we will share more about Christmas.”</p>

[Picture of Santa Claus]



<http://scienceblogs.com/startswithabang/2009/12/23/the-physics-of-santa-claus>

[Cut-out lyrics and words]

You better out.
You better not
You better not
I'm you why.
 Claus is coming to town.
He's making a ,
and checking it
Gonna find out who's or nice.
Santa Claus is coming to .

He sees you when you're .
He knows when you're .
He knows if you've been or good.
So be good for sake.
Oh! You better watch out.
You better not cry.
Better not pout. I'm telling you why.
Santa Claus is coming to town.

cry
town sleeping Santa
naughty goodness pout
list bad telling
twice awake watch

Lesson plan 2 (Week 7 / Day 2)

« What is Christmas? »

Goals:

- Students should be aware of the concept of Santa Claus.
- Students should know how Santa Claus' life is and how letters look like.
- Students should be able to listen to a story and find the main ideas.

Objectives:

- Students will be able to read and understand letter formats.
- Students will be able to understand how Santa Claus is understood in certain culture.
- Students will be able to listen and read a story, remember plots, and retell the story.

Duration: 60 min.

Description: By reading a storybook “My Pen Pal, Santa” by Melissa Stanton & Jennifer Bell, students will learn more of the concept of Santa Claus and Christmas. Students will talk about Santa Claus they know and compare the idea with the Santa Claus in the storybook. Students will be able to think of the reasons why the girl in the story would write to Santa, and the class will take time to talk about the stories they would like to share with Santa Claus.

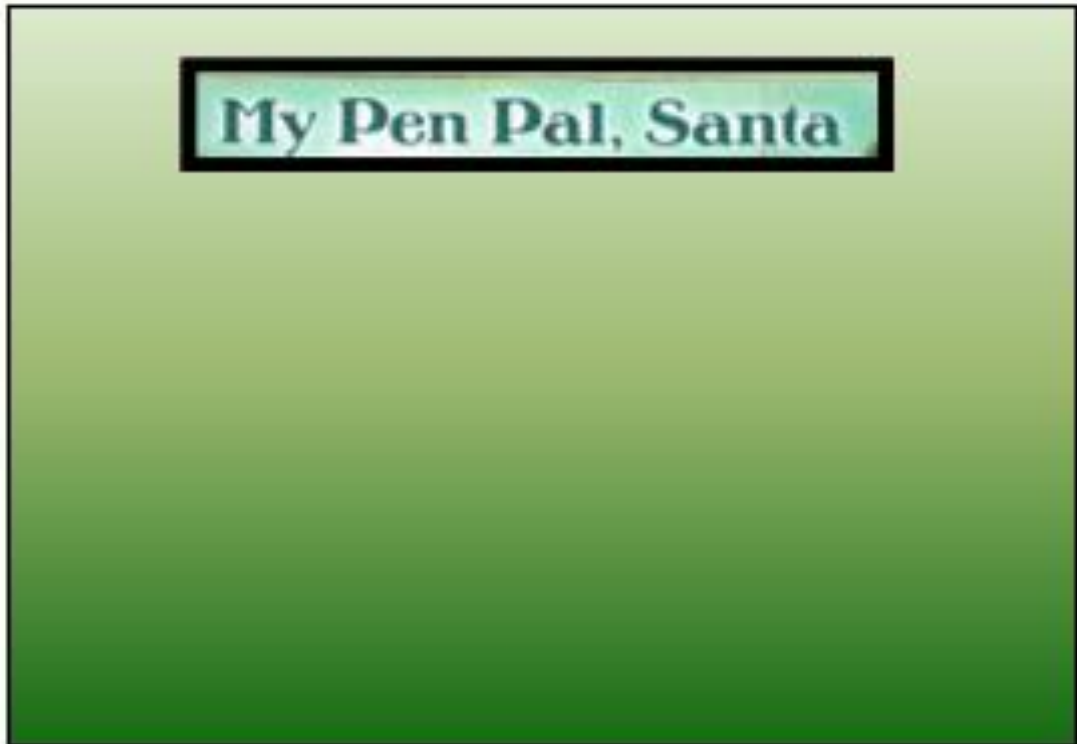
Materials: a bundle of envelopes, computer connected to the television screen, [Power Point slides of the storybook to project on television](#), “My Pen Pal, Santa” by Melissa Stanton & Jennifer Bell.

Procedure	Instructions
Orientation (10 min)	<ul style="list-style-type: none"> - <u>The teacher will present a realia: a bundle of envelopes.</u> “What do you think this is?” “How do you know?” “What are inside here?” - <u>Discuss what people do and write for letters.</u> “Why do people write letters?” “What do people write on letters?” - <u>Present the topic for the lesson.</u> “Today we are going to read these letters in a story and find out what they are about.”

<p>Presentation (20 min)</p>	<p>- <u>Show the first slide of the Power Point with only the title of the story.</u> “This is the title of the story. What do you think the story is about?” “What is a pen pal?”</p> <p>- <u>Show the next slide with the cover of the book.</u> “What do you see here?” “What is the girl doing?”</p> <p>- <u>Move to the next slide. Ask students what they think happened here.</u> “What happened in this picture?” “How do you think the girl is feeling right now?” “Let’s find out.”</p> <p>- <u>Read the story to the students.</u></p>
<p>Engagement (15 min)</p>	<p>- <u>Show only the slides without telling the story.</u> “Before we talk about the story, I will show you only the pictures this time. Try to remember what the story was about.”</p> <p>- <u>Talk about the story with the students.</u> “Who are writing letters in the story?” “When did Ava start to write to Santa Claus?” “Why did Ava start to write to Santa Claus?”</p> <p>- <u>Try to also review the holidays they learned in the past that are mentioned in the story.</u> “There were some special holidays in Ava’s letters and we learned about them in this class. Did you find any special days?” “What did Ava do on that day?” “What about Santa Claus?”</p>
<p>Expansion (10 min)</p>	<p>- <u>In pairs, tell students to choose the most interesting story from Ava.</u> “If you were Santa Claus, which one of Ava’s story would you like the most?” “Ask and talk to your partners.”</p> <p>- <u>In a whole-class discussion, several students will share what they have talked about with their partners.</u></p>
<p>Evaluation (5 min)</p>	<p>- <u>Ask the class if they have any experiences related to Santa Claus.</u> “Did anyone meet Santa Claus or wrote a letter to him before?”</p> <p>- <u>Inform students that they will soon get a chance to write to Santa Claus.</u> “Soon, you will all write a letter to Santa Claus. Until then, try to think of the stories you would like to tell him.”</p>

[Realia: a bundle of envelopes]



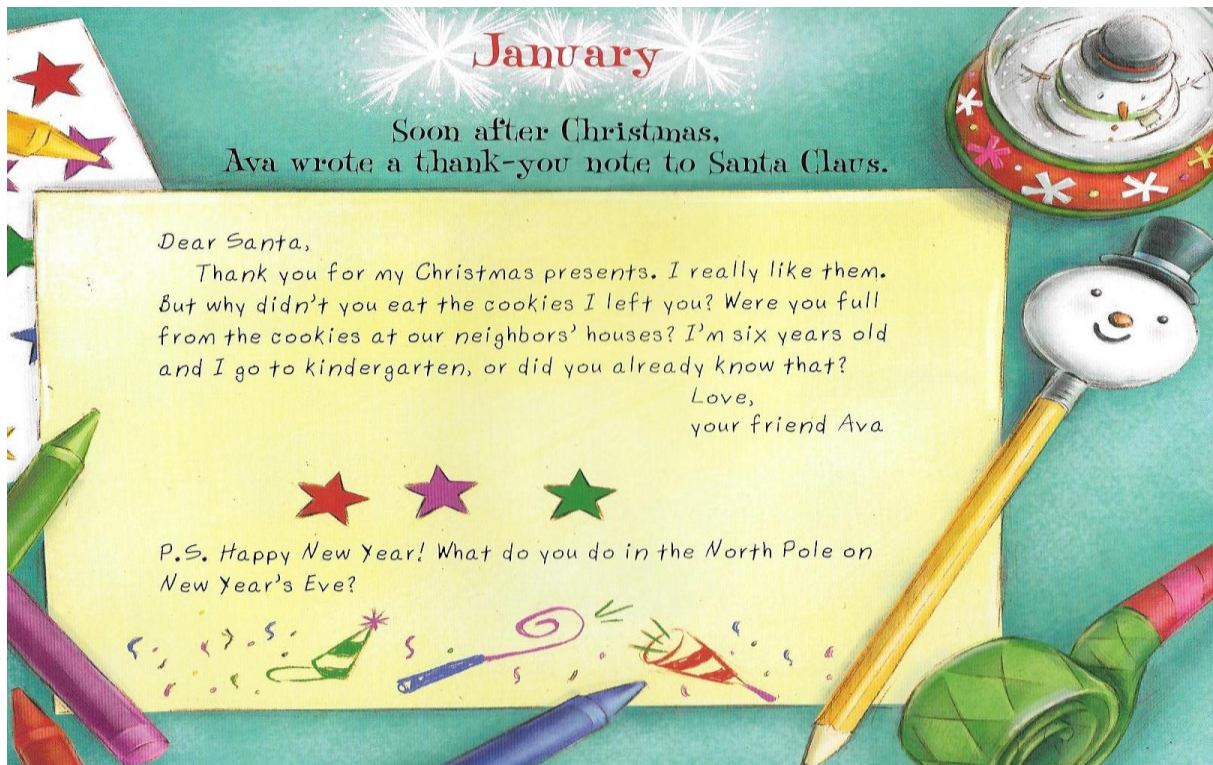


My Pen Pal, Santa

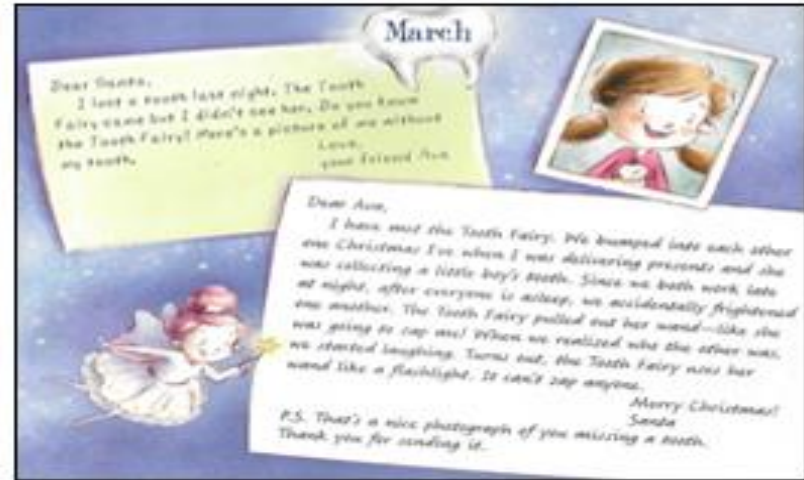
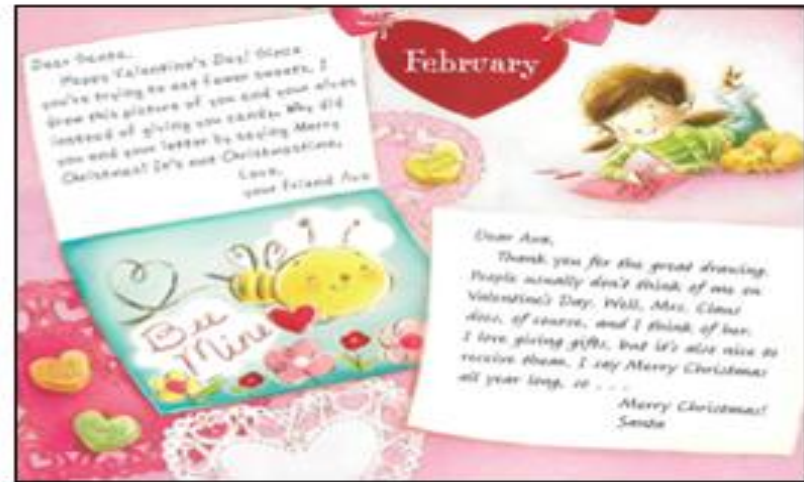
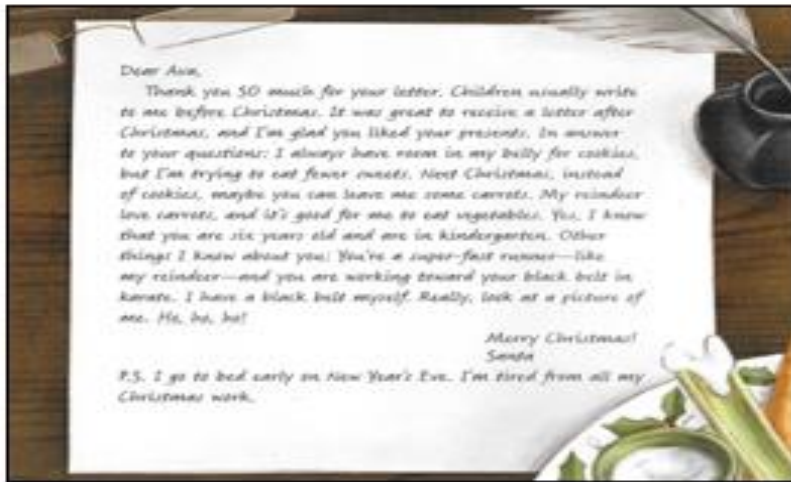


Random House  New York

By Melissa Stanton  Illustrated by Jennifer A. Bell



[Storybook: My Pen Pal, Santa]



[Storybook: My Pen Pal, Santa]



Dear Santa,
That's so cool you met the Tooth Fairy. Have you met the Easter Bunny yet? I told my brother your story but he says the Tooth Fairy isn't real—and he says you're not real! He also told me the Easter Bunny isn't real. My mother says he's just teasing me because I'm younger than he is. She says I shouldn't let him get me upset.
Love,
your friend Ava



Dear Ava,
No, I haven't met the Easter Bunny. We and I work during different times of the year. As for what your brother said, your mother is right. Don't let him make you feel bad. Some people, like you, believe in me—and in the Tooth Fairy and the Easter Bunny—and some people, like your brother, don't. That's okay. So happy Easter and . . .
Merry Christmas!
Santa

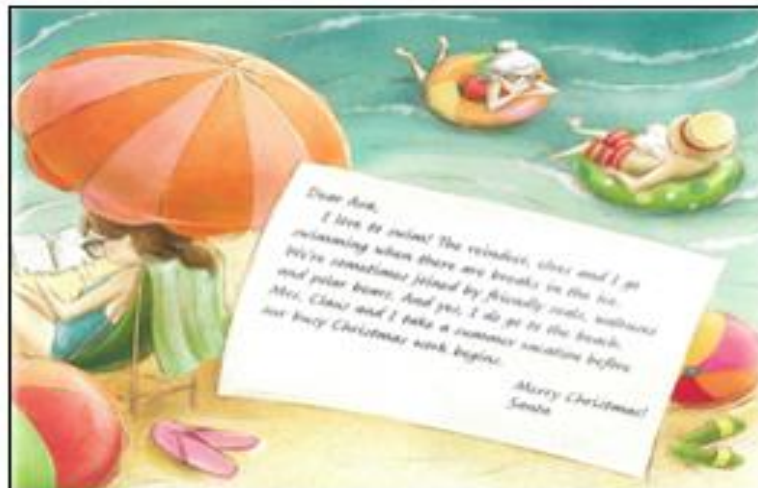
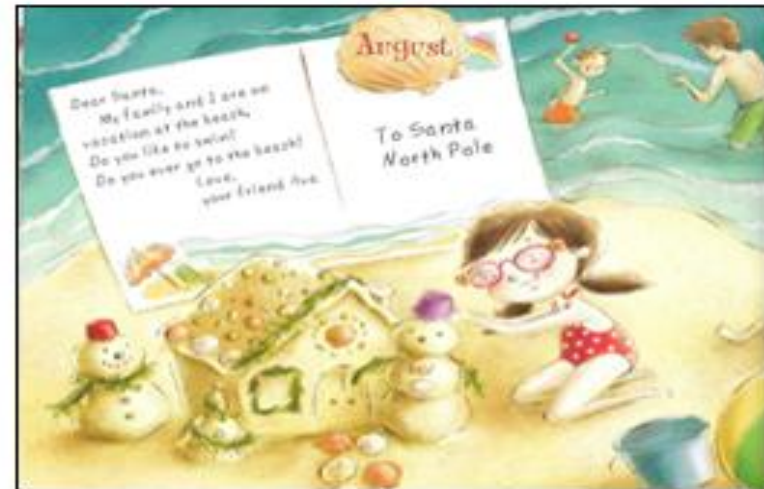


Dear Santa,
The red tulip bulbs my mom and I planted are blooming! We're also growing green beans from seeds. Do you plant flowers and gardens in the North Pole?
Love,
your friend Ava

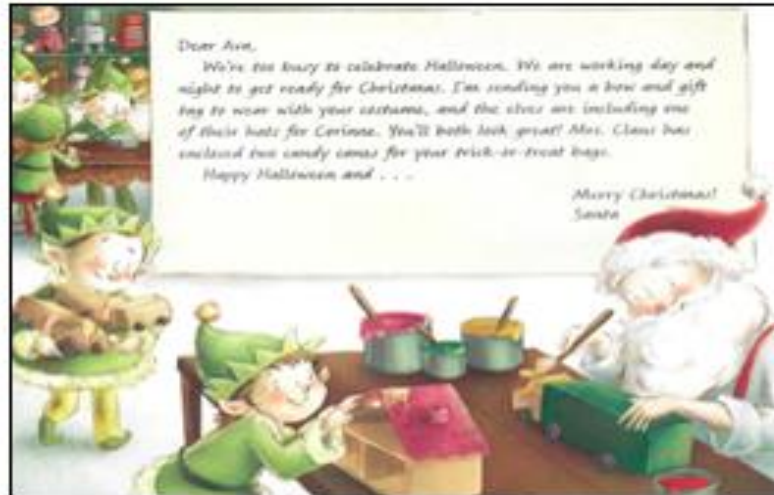
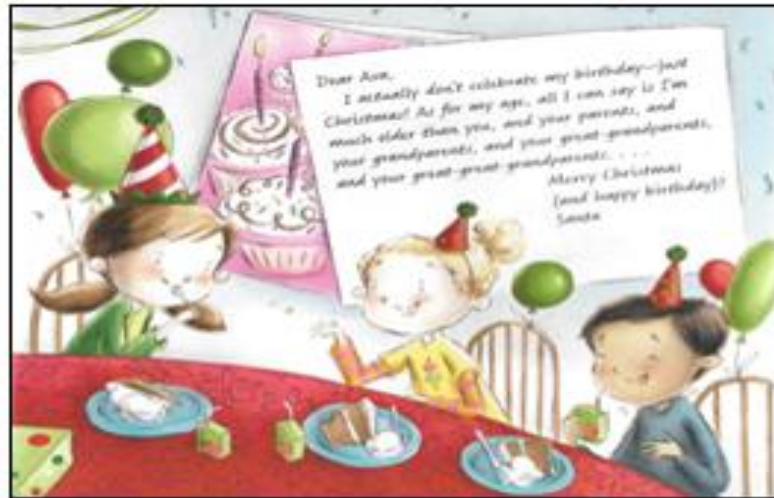
[Storybook: My Pen Pal, Santa]



[Storybook: My Pen Pal, Santa]



[Storybook: My Pen Pal, Santa]



[Storybook: My Pen Pal, Santa]



Lesson plan 3 (Week 7 / Day 3)

« Our Christmas Celebration »

Goals:

- Students should be aware of the meaning of decorating Christmas trees.
- Students should know the names of Christmas ornaments.
- Students should be able to describe color and shapes and use locative words.

Objectives:

- Students will be able to learn vocabulary words related Christmas and describe them in sentences.
- Students will be able to understand the history and meanings of Christmas trees.
- Students will be able to use locative words in a sentence in order to instructions.

Duration: 60 min.

Description: Students will talk about Christmas and a Christmas tree. The class will talk about the meanings and reasons of decorating a Christmas tree and different types of Christmas ornaments will be introduced. Among four different types of ornaments, students choose one ornament they would like to make and they will later exchange it with a partner as part of a game. Each pair of students will hang their partner’s ornament on the Christmas tree hung on the wall of the classroom by listening to their partner’s directions.

Materials: 5 feet tall paper Christmas tree with balls and ribbons attached, computer connected to the television screen, [Power point slides about Christmas tree ornaments](#), materials for handcrafted ornaments: ribbons, glue, scissors, red & white Pom Poms, toilet rolls, glitter, paint, red, white & green felt pieces, yellow & sky blue paper plates, markers, color paper, whiteboard

Procedure	Instructions
Orientation (10 min)	<p>- <u>Show the 5 feet tall paper Christmas tree to the students.</u></p> <p>“Do you know what this is?” “What is it called?”</p> <p>“When do people use this?” “Why do people have Christmas trees?”</p> <p>- <u>Ask if students notice something odd from the Christmas tree.</u></p>

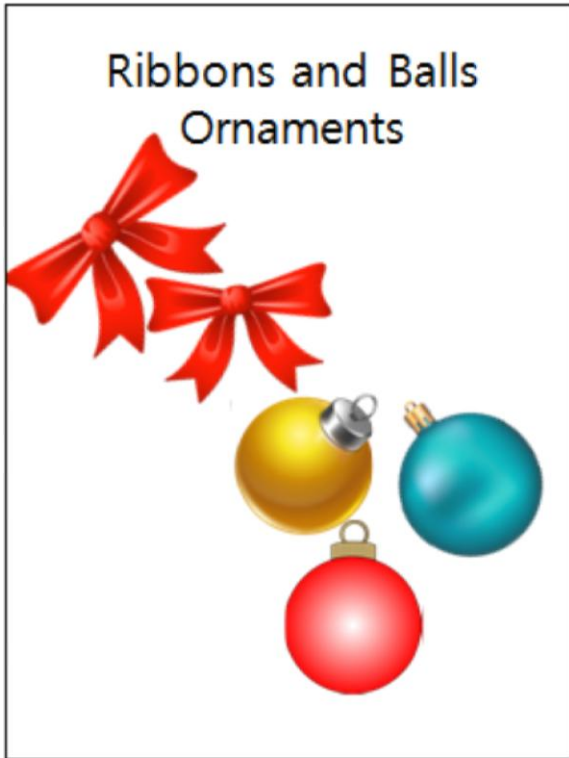
	<p>“How does this Christmas tree look to you?”</p> <p>“Why doesn’t it look so much like a Christmas tree?”</p> <p>“What does this Christmas tree need?”</p> <p><u>- Introduce the concept Christmas ornaments to the class.</u></p> <p>“Do you know what we call for those things on Christmas trees?”</p> <p>“Today we will talk more about Christmas ornaments.”</p>
Presentation (15 min)	<p><u>- Show the Power Point slide about Christmas ornaments.</u></p> <p>“There are many ornaments on Christmas trees.”</p> <p>“What do we call these?”</p> <p><u>- Introduce the handcraft ornaments students can make.</u></p> <p>“You can choose one ornament among these four ornaments, and make your own Christmas tree ornament.”</p> <p>“What will you need for this ornament?”</p> <p>“How do you make this?”</p>
Engagement (20 min)	<p><u>- Allow time for students to choose what they would like to make. Make sure that all students don’t choose the same ornament.</u></p> <p>“Who would like to make a stocking ornament? There are only four chairs for each station.”</p> <p><u>- The teacher helps students when students need assistant.</u></p> <p><u>- Write down the rules for the game on the board while students are working.</u></p>
Expansion (10 min)	<p><u>- Announce to the class that they will now play a game.</u></p> <p><u>- Explain the rules of the game.</u></p> <p><u>- Brainstorm locative words students can use to give clear instructions.</u></p> <p>“What words can you use to tell your partner where to hang the ornament?”</p> <p><u>- Ask students comprehension questions to check their understandings.</u></p> <p>“What should you do first?”</p> <p>“What do you do next?”</p> <p><u>- Make sure students understand safety rules.</u></p> <p><u>- Let students to pair up and exchange ornaments.</u></p> <p><u>- Students will direct their partners to hang the ornament.</u></p>

Evaluation (5 min)	<p>- <u>Ask students to review the lesson covered.</u></p> <p>“What did you make today?”</p> <p>“Why do we hang ornaments on Christmas trees?”</p> <p>- <u>Let students know what they will do next time.</u></p> <p>“Next time, we will write a letter to Santa Claus. Don’t forget to think of the stories you would like to tell him.”</p>
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[Paper Christmas tree]



[Power Point slides about Christmas tree ornaments]



[Power Point slides about Christmas tree ornaments]



Angel Ornament



Star Ornament



[Power Point slides about Christmas tree ornaments]



Candy Cane Ornament



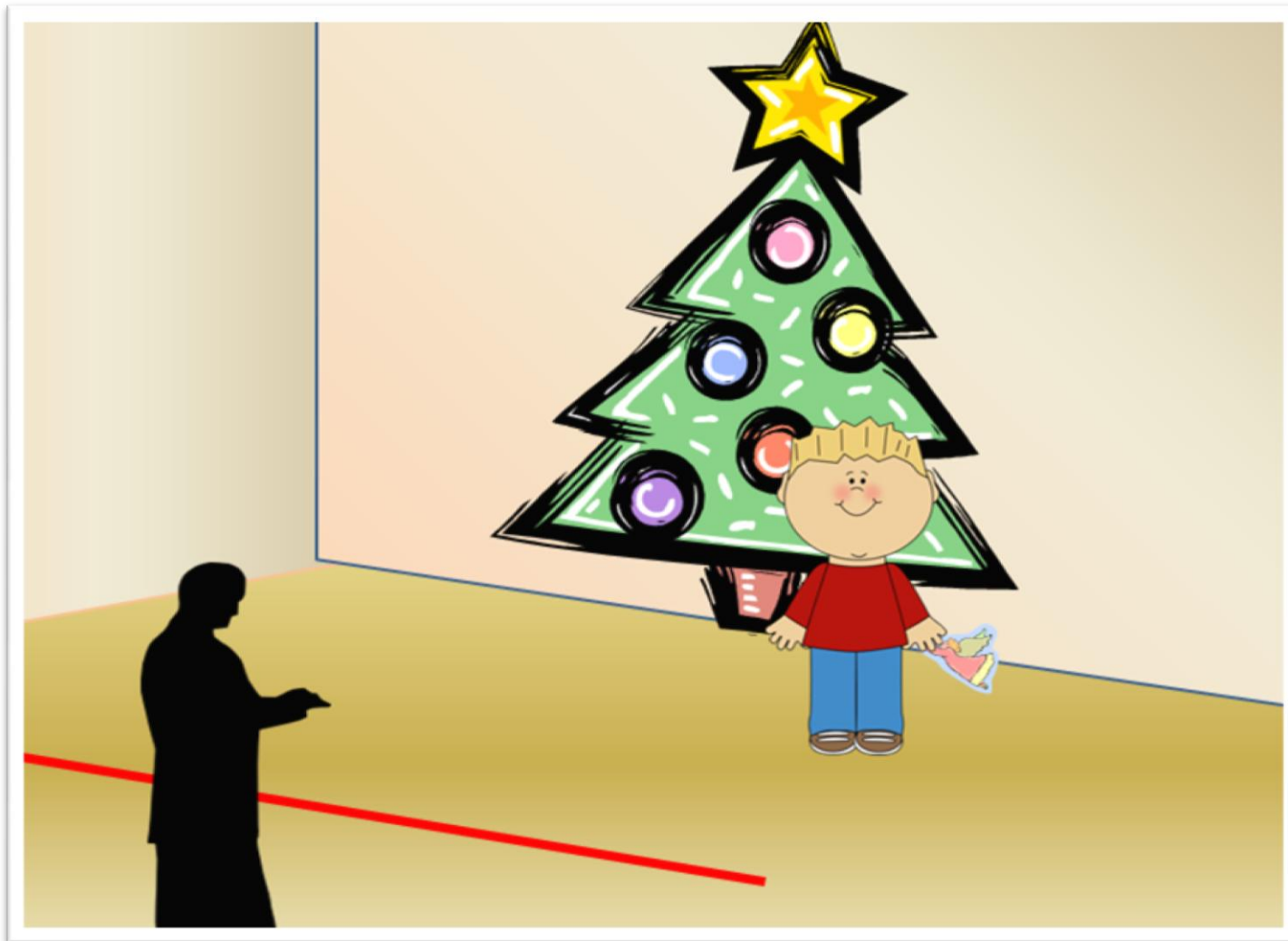
Hang that for me, PLEASE!

1. Pair up
2. My ornament to my partner
3. One person behind the line.
4. Other person in front of the tree.
5. Tell where to hang the ornament.
Next to, below, above, on,
on the right side of, on the left side of
6. Listen and hang the ornament
7. Switch.

1. Walk.
2. Be nice.
3. Stay where you are.



[Diagram for the game]



Lesson plan 4 (Week 8 / Day 1)

« Dear Santa »

Goals:

- Students should be aware of how to write a letter politely.
- Students should know the format of a letter and correctly addressing an envelope.
- Students should be able to write down ideas in text.

Objectives:

- Students will be able to express thoughts in written English.
- Students will be able to understand polite manners and appropriate forms in the task of writing a letter.
- Students will be able to build strategies to write down information in the limited spaces provided.

Duration: 60 min.

Description: Students will remember the storybook “My Pen Pal, Santa” they have learned last time and think of what they would like to tell Santa Claus. Students will pair up and tell their partners what they would like to write down in their letter to Santa Claus and students will share their partner’s story to the class. The class will go over the format of a letter and write a letter to Santa Claus.

Materials: stationery letter paper, envelopes, stamps, [Poster of example letter and envelope](#), whiteboard.

Procedure	Instructions
Orientation (4 min)	<p><u>- Show the stationery letter paper and envelopes. The class will be reminded of the story the read before.</u></p> <p>“Do you know what these are?” “What are these for?”</p> <p>“Do you remember what Ava did with these?”</p> <p><u>- Inform students that they will write a letter to Santa Claus.</u></p>
Presentation (13 min)	<p><u>- Ask students if they remember how Ava wrote the letter.</u></p> <p>“Do you remember how Ava started her letter?”</p>

	<p>“What did she say first?”</p> <p>“What did she say at the end of each letter?”</p> <p><u>- If necessary, show one slide of the story to remind students.</u></p> <p><u>- Show the poster of an example letter and show students how a letter should look like.</u></p>
Engagement (20 min)	<p><u>- Tell students to think of what they would like to tell Santa Claus and share their ideas with a partner.</u></p> <p><u>- Ask several students what they have shared with their partners.</u></p> <p>“What is your partner going to write to Santa Claus?”</p> <p><u>- Allow time for students to write a letter to Santa Claus and provide help when needed.</u></p>
Expansion (20 min)	<p><u>- Students will learn how to write names and addresses on an envelope by looking at the example poster.</u></p> <p>“Where do you write your name and address?”</p> <p>“Where do you write Santa Claus’ name and address?”</p> <p><u>- Students will also understand what a stamp is and why they need one.</u></p> <p>“What is this called here on the corner?”</p> <p>“Why do you need this on your envelope?”</p> <p>“What happens if you don’t put a stamp on?”</p> <p>“Where can you get a stamp?”</p> <p><u>- Students will then write down information correctly on the envelope.</u></p>
Evaluation (3 min)	<p><u>- If there is a student not completed, let the student to finish the task at home.</u></p> <p><u>- Ask students what they have done today.</u></p> <p>“What did you do today?” “How do you feel about it? Why?”</p> <p>“What do you think we should do with these letters?”</p> <p><u>- Inform students that they will mail the letters next time.</u></p>

[Stationery paper]



<http://tatoobild.com/religious/religious-christmas-holiday-stationery-letterhead-paper-inkjet-laser-.html>

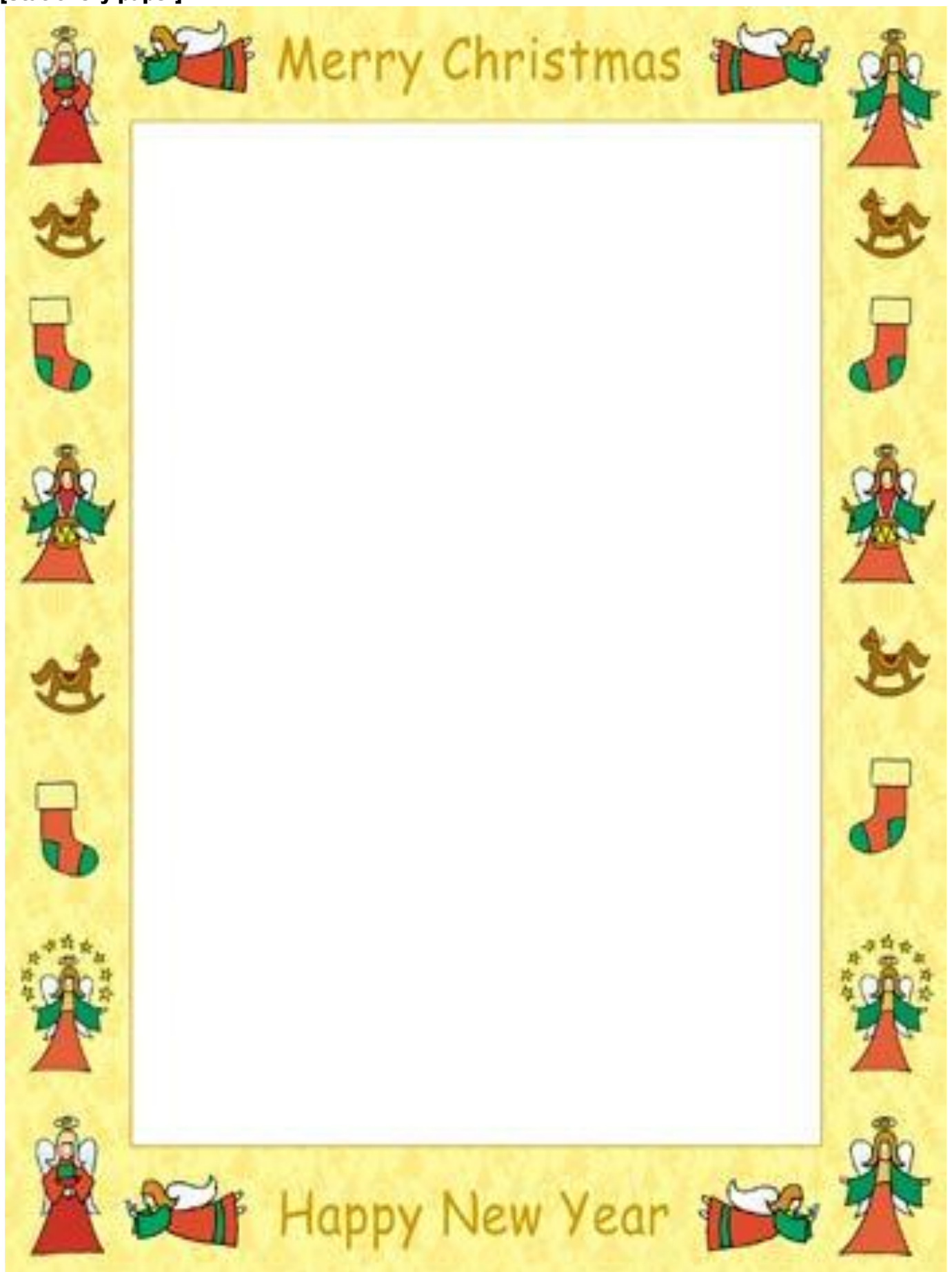
[Stationery paper]



[Stationery paper]



[Stationery paper]



<http://www.besthomever.com/downloadable/downloadable-christmas-list-template.html>

Dear Santa Claus,

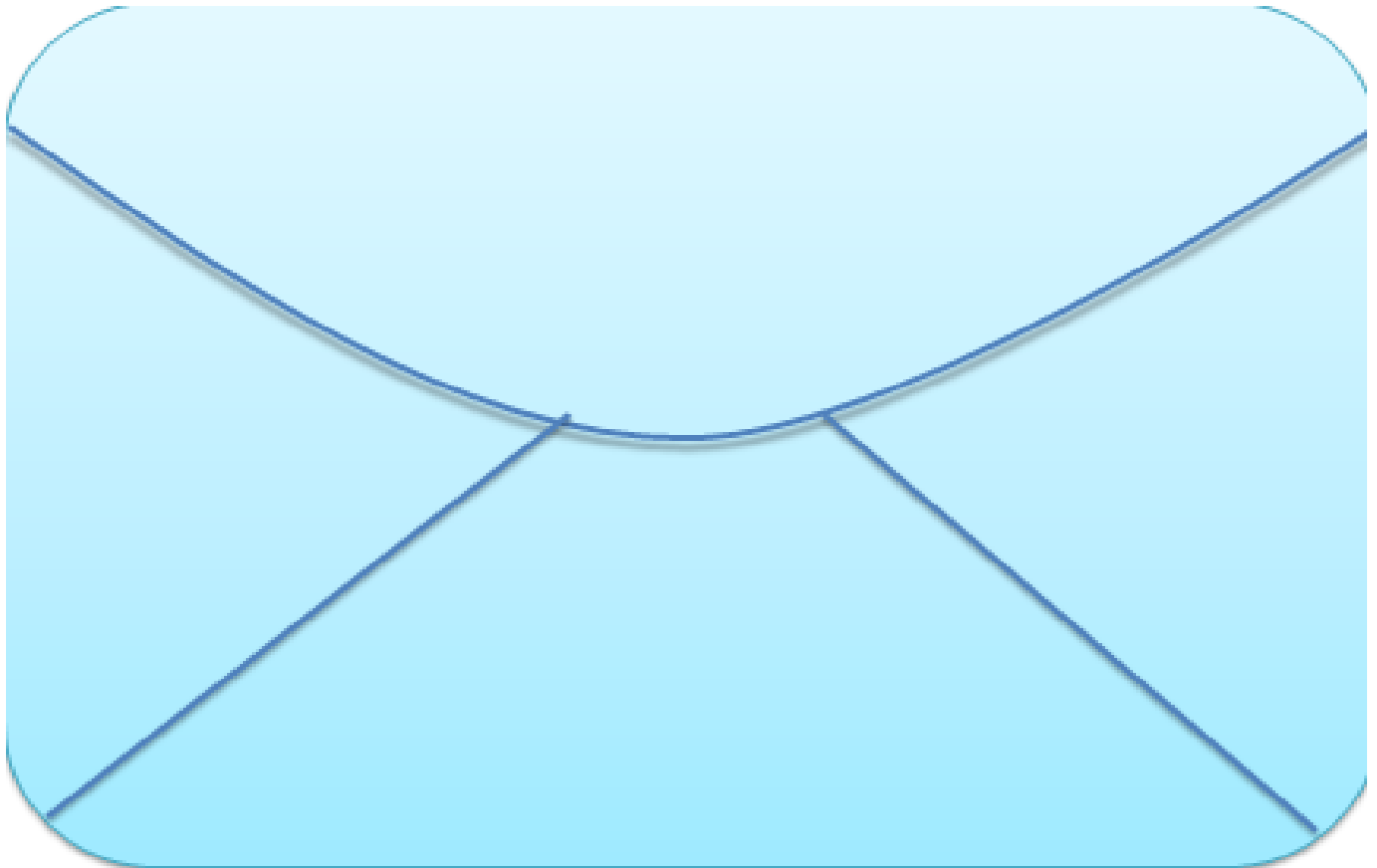
My name is Jinna.

I am writing because

Sincerely,

Jinna

[Poster of example letter and envelope]



From: Jinna
3564 International St.
Community, PA 16801



To: Santa Claus
123 Candy Cane Lane
The North Pole

Lesson plan 5
(Week 8 / Day 2)

« Going to the Post Office »

Goals:

- Students should be aware of the people in the community and their roles.
- Students should know how postal services are done.
- Students should be able to follow instructions and complete task independently.

Objectives:

- Students will be able to comprehend and produce instructional sentences.
- Students will be able to understand the process of a postal service provided to the community.
- Students will be able to remember and follow instructions by mailing a letter on their own.

Duration: 60 min.

Description: Students will pay a short visit to the post office to mail their letter to Santa Claus. The class will first talk about the post office and mail carriers, and how they help the community. There will also be a discussion of what rules to follow at a public place such as the post office. After a visit to the post office, students will think of what they would like to do for Show & Tell. They are allowed to use the Christmas ornaments they had made or even make something else if they wish.

Materials: The letters students wrote to Santa Claus, pictures of the post office and a mail carrier, white board, Show & Tell worksheet.

Procedure	Instructions
Orientation (5 min)	<ul style="list-style-type: none"> - <u>The teacher will show students the letters they wrote last time and remind them what the class decided to do with them.</u> “Do you remember what these are?” “What did you say we should do with these?” - <u>Activate students’ background knowledge about mailing letters.</u> “How can we mail these letters?” “Where do we have to go?”
Presentation (10 min)	<ul style="list-style-type: none"> - <u>Show a picture of the post office in the neighborhood.</u>

	<p>“What is this place called?”</p> <p>“Have you seen this place before?”</p> <p>“How do you know this place is a post office?”</p> <p>- <u>Show a picture of a mail carrier.</u></p> <p>“Who is this person? What does he do?”</p> <p>“How does he help people?”</p> <p>- <u>Discuss with students what rules they need to keep in public places like the post office.</u></p> <p>“What promises should we make to keep good manners in the post office?”</p>
Engagement (25 min)	<p>- <u>The class will pair up and visit the post office with their letters.</u></p> <p>- <u>Students will learn how to line up, wait for turns, keep quiet in public places, and mail letters.</u></p>
Expansion (15 min)	<p>- <u>Students will return and work on their Mirror reflection Show and Tell. Students are allowed to make an extra ornament if they want, or draw or write about the Christmas they would like to visualize.</u></p> <p>- <u>The teacher must emphasize that the activity is not a repetition or review of what they have learned, but thinking of the meaning and concept of Christmas to each individual.</u></p>
Evaluation (5 min)	<p>- <u>The class shares their experience of visiting the post office today.</u></p> <p>“How was visiting the post office?”</p> <p>“Is there anything new you learned today?”</p> <p>- <u>Remind students they have their Show and Tell presentation next time.</u></p>

[Picture of the post office]



<http://www.dailyfinance.com/2013/09/25/postal-service-first-class-stamp-increase-49-cents>

[Picture of a mail carrier]



<http://rollingout.com/business/job-finance-tips/u-s-post-office-hiring-mail-carriers>

Post office

Send and deliver mails,
Sell stamps and envelopes,
Send and deliver packages



Mail carrier

Carry mails

→ deliver mail to another person

← deliver mail from another person

Carry packages

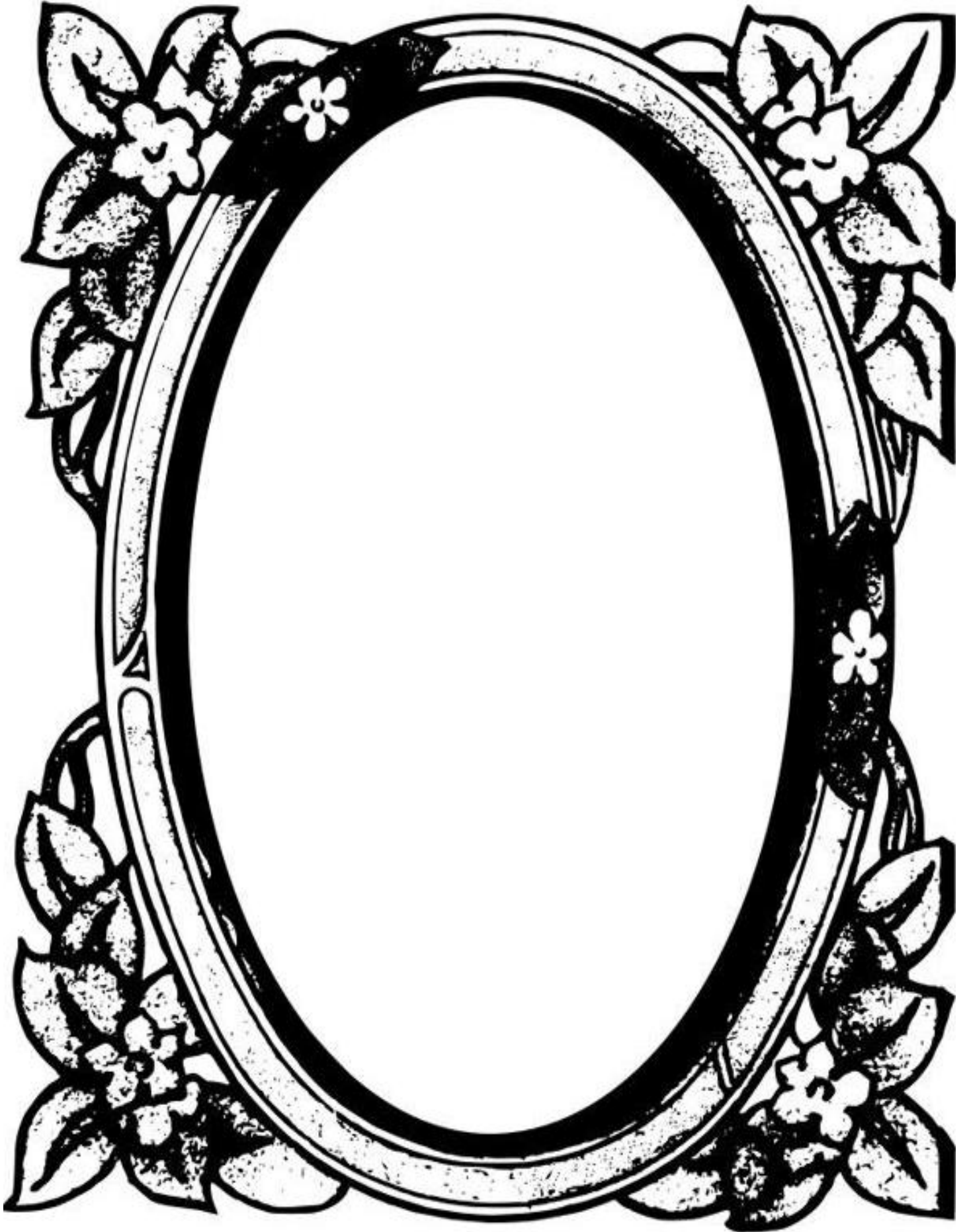


Things to remember at the post office

- Speak quietly
- Walk
- Be nice and polite
- Stay with friends and teacher



[Show & Tell worksheet]



Lesson plan 6
(Week 8 / Day 3)

« My Christmas Mirror »

Goals:

- Students should be aware of the importance of respecting differences.
- Students should know how to listen and give feedbacks.
- Students should be able to express thoughts and opinions.

Objectives:

- Students will be able to clearly deliver thoughts expressed on the worksheet by giving a presentation.
- Students will be able to understand and accept different thoughts from different cultural backgrounds.
- Students will be able to listen to other people’s presentation and express opinions.

Duration: 60 min.

Description: Each student will present their own Christmas mirror they had worked on in the previous class. The emphasis here is not to highlight the concept or materials that represent Christmas; it is to allow students understand Christmas in their own reflective terms. Students need to think of how “I” understand and conceptualize Christmas in “my own cultural group”. Also, by Show and Tell, the class could realize that each person thinks of Christmas in a different way, which will be discussed during class.

Materials: Students Mirror worksheet completed in the previous class.

Procedure	Instructions
Orientation (3 min)	- <u>The teacher will show the Mirror worksheets students worked on last time.</u> “Do you remember what these are?” “What did we do last time with these?”
Presentation (7 min)	- <u>Review the topic the class has been focusing on for two weeks.</u>

	<p>“What holiday have we been talking about?”</p> <p>“What was new or fun to learn?” “Why?”</p> <p>“What was same as you do in your family?”</p> <p>“What was different from what you used to do in your family?”</p>
Engagement (30 min)	<p>- <u>Students will take turns and present their Mirror worksheets.</u></p> <p>-</p>
Expansion (15 min)	<p>- <u>After each student’s Show and Tell, the teacher can ask one or two comprehension questions about the presentation and give comments to encourage students.</u></p>
Evaluation (5 min)	<p>- <u>Ask students how they felt and what they thought while listening to each other’s Show and Tell.</u></p> <p>“What did you think about each other’s Show and Tell?”</p> <p>“Did you find something that was same as yours?”</p> <p>“Did you find something that was different from yours?”</p> <p>- <u>Let students know that everyone might have different ideas but they are all valuable.</u></p>

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