**THANKSGIVING THEMATIC UNIT**

**BY PAT BRANDT**

**Standards:**

**R1.2.1 Identify the main topic and retell key details of a text.**

 **W.8.1 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations**

**of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**

**4.1.2 Know the different techniques\* used to create\* visual art.**

**Books:**

**Reading:**

**What is Thanksgiving? By Michelle Medlock Adams**

**Pete the Cat, The First Thanksgiving by Kimberly and James Dean**

**Corduroy’s Thanksgiving by Lisa McCue**

**Writing:**

**The Story of the Pilgrims by Katherine Ross**

**The Pilgrims’ First Thanksgiving by Ann McGovern**

**Squanto’s Journey: The Story of the First Thanksgiving by Joseph Bruchac**

**Technology:**

[**https://www.youtube.com/watch?v=Yh\_0t4EcsjEhttps://www.youtube.com/watch?v=Yh\_0t4EcsjE**](https://www.youtube.com/watch?v=Yh_0t4EcsjEhttps://www.youtube.com/watch?v=Yh_0t4EcsjE)

**Math: Collect corn cobs from my husband’s corn field**

**Art: Make a turkey by using one’s hand print.**

**SCHEDULE**

**Day 1:**

* **Watch video:** [**https://www.youtube.com/watch?v=Yh\_0t4EcsjEhttps://www.youtube.com/watch?v=Yh\_0t4EcsjE**](https://www.youtube.com/watch?v=Yh_0t4EcsjEhttps://www.youtube.com/watch?v=Yh_0t4EcsjE) **(book Squanto’s Journey: The Story of the First Thanksgiving goes with this)**
* **Start Venn diagram of similarities and differences in the first Thanksgiving to our Thanksgiving to help answer question: How the first Thanksgiving was different than my Thanksgiving?**
* **Journal for today is: What is a pilgrim?**
* **Math: Candy corn addition problems**

**Day 2:**

* **Reading: What is Thanksgiving?**
* **Add any new information into our Venn diagram – begin answering our question**
* **Journal: What Thanksgiving means to me?**
* **Math: Candy corn subtraction problems**

**Day 3:**

* **Reading: The Story of the Pilgrims**
* **Add any new information to our Venn diagram – continue working on our writing piece**
* **Journal: Name three foods that the first pilgrims grew and ate**
* **Math: Candy corn addition and subtraction problems**

**Day 4:**

* **Reading: The Pilgrims’ First Thanksgiving**
* **Add any new information to our Venn diagram – finalizing writing piece**
* **Journal: If I were a pilgrim. . .**
* **Math: Students will make their own addition and subtraction problems**

**Day 5:**

* **Reading: Pete the Cat, The First Thanksgiving**
* **Complete writing piece on nice paper and add picture – share with all**
* **Journal: My Thanksgiving Meal**
* **Math: Students will take jars filled with candy corn and find what combinations will make 20.**

University of Mary Department of Education

Instructional Sequence

**Grade Level: 1st Grade**

**Subject(s) Area: Language Arts.**

**Materials Needed: Books: What is Thanksgiving?, Pete the Cat, The First Thanksgiving, Corduroy’s Thanksgiving, The Story of the Pilgrims, and The Pilgrims’ First Thanksgiving. White boards and markers. Pictures from Pete the Cat book.**

**Standards:**

**R1.2.1 Identify the main topic and retell key details of a text.**

**Objectives:**

**Students will explain what the story is about and tell the story in their own words with use of detail.**

**Learning Activities:**

**Day 1: (45 minutes)**

* **Will read the book, Corduroy’s Thanksgiving.**
* **As a group, will discuss what the main idea was in the story.**
* **Students will retell the story by drawing pictures and writing a caption under each.**

**Day 2: (45 minutes)**

* **Will read the book, What is Thanksgiving?**
* **Have students talk with their elbow partner about the main idea of the story and retell the story to their elbow partner.**
* **Students will come back together and discuss the main idea.**
* **Have each student journal what Thanksgiving means to them (using ideas from the story)**

**Day 3: (45 minutes)**

* **Will read the book, The Story of the Pilgrims.**
* **Students will find someone who is wearing the same color as they are and discuss the main idea of the story.**
* **Will come back together as a class and review the main idea for the day.**
* **The students will identify foods that the pilgrims grew and ate (based off of the book read today) in their journal.**

**Day 4: (45 minutes)**

* **Will read the book, The Pilgrims’ First Thanksgiving.**
* **As a group, the students will answer questions about the main idea of the story.**
* **The students will then put themselves in the place of the pilgrim and write about the experience (based off of the book).**

**Day 5: (45 minutes)**

* **Will read the book, Pete the Cat, The First Thanksgiving.**
* **Students will write on white boards what the main idea is.**
* **Will have students retell the story using pictures from the book.**
* **Will journal today what their Thanksgiving meal would be like.**

**Assessment:**

**Throughout the week, during group discussions will assess whether or not they are able to answer questions relating to the main idea. In addition, will review their journal entries to see if they are able to provide facts/details from the story read that day. On Friday, will be able to asses by how well they are able to put the pictures back in order and tell the story off of the pictures.**

University of Mary Department of Education

Instructional Sequence

**Grade Level: 1st Grade**

**Subject(s) Area: Language Arts**

**Materials Needed: Books, video, Venn diagram, good writing paper, and crayons.**

**Standards:**

**W.8.1 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**Objectives:**

**Students will create a story using pictures and information gathered throughout the week.**

**Learning Activities:**

* **Will watch the video:** [**https://www.youtube.com/watch?v=Yh\_0t4EcsjEhttps://www.youtube.com/watch?v=Yh\_0t4EcsjE**](https://www.youtube.com/watch?v=Yh_0t4EcsjEhttps://www.youtube.com/watch?v=Yh_0t4EcsjE)
* **Will have the students talk about the video with someone who has the same hair color as they do.**
* **Will come back together and talk about the video.**
* **Will start to construct a Venn diagram with similarities and differences in Thanksgiving from then to now. Will continue to fill in the Venn diagram after reading the books from the reading lesson plan. (see included Venn diagram)**
* **Students will begin to work on their writing assignment to answer the question: How was the First Thanksgiving different than my Thanksgiving?**
* **Students will revise their work over the week by adding information to their piece through the books we have read and discussions we have.**
* **Students will complete a final paper with pictures of how their Thanksgiving differs from the first Thanksgiving.**

**Assessment:**

**Will use the attached rubric to assess the final paper.**

|  |  |  |  |
| --- | --- | --- | --- |
| Rubric for Thanksgiving Paper | 3 | 2 | 1 |
| Ideas | Idea of paper is stated clearly. | Idea of paper is not very clear.  | Idea of paper is missing.  |
| Organization | Paper is well organized and flows smoothly.  | Paper has good organization and is easily followed. | Paper lacks organization and hard to follow.  |
| Picture | Picture is consistent with writing.  | Picture is somewhat consistent with writing.  | Picture and writing do not match.  |

First Thanksgiving Thanksgiving Now



University of Mary Department of Education

Instructional Sequence

**Grade Level: 1st Grade**

**Subject(s) Area: Math**

**Materials Needed: 20 pieces of corn in baggies and math word problems.**

**Standards:**

**1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations**

**of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.**

**Objectives:**

**Students will solve addition and subtraction problems using numbers within 20. Students will create math problems using numbers within 20.**

**Learning Activities:**

**Each day for 25 minutes:**

* **Students will be assigned a math buddy for the week.**
* **Students will solve math problems using the corn supplied.**
* **Students will have work assessed after completing the first two or three problems.**
* **Students will be re-instructed if stuck while completing the first few problems.**

**Assessment:**

**Assessment will be ongoing in this exercise as students need to have the first few problems checked before moving on. Will use the overall completion of the problems as a final assessment.**

**CANDY CORN ADDITION**

**Complete all problems by showing your equation and totals. After you and your math buddy have completed the first 3 problems, you need to have me review your work before continuing with the remainder of the problems.**

1. **Adam has 10 pieces of corn. Lucy has 7 pieces of corn. How much corn does Adam and Lucy have altogether?**
2. **Maria has 17 pieces of corn and Jack has 3 pieces of corn. Which child has more corn? How many pieces of corn do Jack and Maria have together?**
3. **Rachel found 5 pieces of corn in her shoe, 3 pieces of corn on the floor, and an additional 7 pieces of corn on the front step. How much corn did Rachel find?**
4. **When Mark was helping his dad in the corn field, he put 12 pieces of corn in his pocket. Mark’s dad has 7 pieces of corn in his pocket. If Mark and his dad share the corn, how much do they have?**
5. **A squirrel collected three hills of corn. On the first hill, he had 13 pieces. On the second hill, he had 2 pieces. On the third hill, he had 1 piece. How much corn did the squirrel collect?**
6. **My teacher gave me a bag with 11 pieces of corn in it. My friend, Joe, had a bag with 3 pieces of corn in it. Who has more corn? How many pieces of corn do the two students have together?**

**CANDY CORN SUBTRACTION**

**Complete all problems by showing your equation and totals. After you and your math buddy have completed the first 3 problems, you need to have me review your work before continuing with the remainder of the problems.**

1. **Melissa has 18 pieces of corn. Mary has 9 pieces of corn. Who has more corn and how much more do they have?**
2. **Johnny has 3 pieces of corn and his friend has 20 pieces of corn. How much more corn does Johnny’s friend have?**
3. **Lisa left school with 14 pieces of corn in her pocket. After she walked to the end of the first block, she had 10 pieces of corn left in her pocket. By the time Lisa arrived home, she only had 3 pieces of corn left. How much corn did she lose in the first block? How much corn did she lose when she started from school to her reaching home?**
4. **A black bird collected 17 pieces of corn. If a squirrel stole 6 pieces of his corn, how much corn did the black bird have left?**
5. **Rose had 12 pieces of corn sitting on the step. Mike came along and swept 9 pieces away. How much corn did Rose have left?**
6. **You start with 20 pieces of corn at your desk. You hand 2 pieces to Sally and 11 pieces to Pete. How much corn do you have left?**

**CANDY CORN ADDITION AND SUBTRACTION**

**Complete all problems by showing your equation and totals. After you and your math buddy have completed the first 3 problems, you need to have me review your work before continuing with the remainder of the problems.**

1. **Jill has 17 pieces of candy corn to share. If she gives 3 pieces to Tommy and 11 pieces to Connor. How much candy corn does Jill have? How many more pieces of candy corn did Connor get than Tommy?**
2. **If Anita left home with 18 pieces of corn in her pocket and fed a squirrel on the way 11 pieces of her corn, how much corn does Anita have left?**
3. **You have three cups of candy corn. In the first cup, you have 5 pieces. In the second cup, you have 4 pieces. In the third cup, you have 9 pieces. How much candy corn do you have together? How many more pieces of candy corn are in cup three than in cup one?**
4. **You have 9 pieces of candy corn on a blue mat. You have 9 pieces of candy corn on a green mat. You have 1 piece of candy corn on a yellow mat. Which mat has more candy? How many more pieces?**
5. **Billy Bob ate 14 pieces of corn at breakfast. At lunch, Billy Bob ate 3 more pieces of corn. How much corn did Billy Bob eat?**

**CANDY CORN ADDITION AND SUBTRACTION PROBLEMS**

**Using your corn pieces, you must come up with 5 different problems showing addition or subtraction. Please see me after you and your buddy complete the first two. Reminder: you must complete the problem and show your work.**

**CANDY CORN MATH**

**Using the jars of candy corn, you need to come up with as many facts as you can 20 or less. Please show both addition and subtraction facts. Please review with me after you and your buddy have completed your first 3 problems.**

**The jars will contain 13 pieces of candy, 7 pieces of candy, 10 pieces of candy, 24 pieces of candy, 4 pieces of candy, 11 pieces of candy, 9 pieces of candy, 5 pieces of candy, 1 piece of candy, and 6 pieces of candy.**

University of Mary Department of Education

Instructional Sequence

**Grade Level: 1st Grade**

**Subject(s) Area: Art**

**Materials Needed: Brown finger paint, google eyes, construction paper.**

**Standards:**

**4.1.2 Know the different techniques\* used to create\* visual art.**

**Objectives:**

**Students will create a Thanksgiving turkey project using finger paint.**

**Learning Activities:**

* **Will talk about ways you can make a turkey: draw with pencil and color, take outline and fill in like a collage, or make a finger paint turkey.**
* **Students will place hand in paper plate filled with brown finger paint.**
* **Student will place hand on construction paper and press down to get entire hand print.**
* **Student will wash hand thoroughly to wash away any unused paint.**
* **Student will draw feet on turkey.**
* **Once dried, student will place an eye, mouth, and beak (will be made out of a small box shaped piece of yellow paper folded together and then cut in a triangular fashion) on turkey’s face.**
* **Student will clean area to include throwing away any shavings from break.**

**Assessment:**

**Final project will be the assessment of this activity. Student will have a hand print that looks like a turkey when done.**

****