



Holidays and Celebrations Lesson Plan

Objective: Students will use fundamental research practices to learn about holidays and celebrations around the world. Students will create and share reports about a holiday or celebration and demonstrate understanding of their own research.

Time: 3-4

Content Areas: Social Studies, ELA Reading and Writing Informational Text

Suggested Level: 1-2

Prior Knowledge: A celebration is when people do something special for an important occasion, event, or holiday. A holiday is a special day or time of celebration with many schools and businesses often closed. Students should already be aware of, or review, the difference between a year, month, week, and day.

Materials:

- Report Builder database
- Books and online resources
- Smart Board
- What Are We Celebrating? Worksheet
- When Are We Celebrating? Worksheet
- Crayons/colored pencils

DAY 1: GUIDED DISCUSSION

PART 1: REVIEW

Ask students to describe a celebration. Review the difference between a celebration and a holiday (a holiday is a special celebration with many schools and businesses closing for it). Ask students to think about which month and day they celebrate their birthday. Discuss with students how there are many different holidays and celebrations that take place throughout the year and around the world. Ask students to share the names of some holidays or celebrations (Christmas, Black History Month, Fourth of July, etc.).

PART 2: DISCUSSION

Create a RAN (Reading and Analyzing Nonfiction) chart by creating five columns and labeling them "We Think We Know," "We Were Right," "Oops," "New Information," and "Wonderings." Select a holiday or celebration article from the Report Builder database. Share the name of the event and one picture. Ask students to share what they think they know about the holiday or celebration. Write what the students think they know under the "We Think We Know" column. Read the sections about the holiday or celebration as a class. Write the information they had correct under the "We Were Right" column. Write any information they had incorrect under the "Oops" column. Did they learn new information? If so, write the new information under the appropriate column. Do students have new questions? If so, write their questions and thoughts under the "Wonderings" column. Repeat with as many holiday or celebration articles as time allows.



DAY 2: ACTIVITY

WHAT ARE WE CELEBRATING?, PART 1: RESEARCH

Review the Report Builder database and the What Are We Celebrating? worksheet. Explain that each student will research and write a report on a different holiday or celebration. The worksheet will help them record information about their topic. Explain the types of information they can include under each of the sections on the worksheet. Assign, or have students select, a holiday or celebration. Have students fill out their What Are We Celebrating? worksheet using the database and other resources to research their holiday or celebration.

Adaptation: This can be done as a group project with 3–4 students selecting and researching the same holiday or celebration together.

WHAT ARE WE CELEBRATING?, PART 2: REPORT

Explain to students that a report is a way to teach others about what they have learned. Remind students there are three parts to a report, just like the beginning, middle, and end of a story: the Introduction, the Information, and the Summary or Conclusion.

Review a completed What Are We Celebrating? worksheet (using either a student's or teacher-created sample). As a class, use the information to demonstrate writing a report of several sentences or 2–3 paragraphs (depending on level) about the holiday or celebration.

Remind students that it is important to list the resources where information was found in a report, and make a list of resources using the information from the worksheet.

Have students work independently to write reports based on their research.

DAY 3-4: ACTIVITY

WHAT ARE WE CELEBRATING?, PART 3: DISPLAY

After students complete their report, discuss how to use a calendar. Review the difference between a year, month, week, and day with the students. Review how to mark a date, or event, on a calendar. Show students the When Are We Celebrating? worksheet. Explain that there are two sections for them to complete. In the first section, students will record when the holiday or celebration in their report takes place. They will write in the date for their holiday or celebration (students may need help determining how to write the date if it happens over a few weeks, or month). In the box, students will draw an illustration representing the holiday or celebration from their report.

Display students' When Do We Celebrate? worksheet and report in chronological order in the classroom. If display is not possible, create a book of their worksheets and reports in chronological order. Place in a classroom library, reading center, or other accessible spot for students to read.

Optional Calendar Extension Activity: Display a calendar of the full year. Select a holiday or celebration from the database. Read the "when" section of the article. Have students locate the date for the holiday or celebration on the calendar and mark it. After multiple holidays or celebrations have been marked on the calendar, ask students comparison questions. When is the Chinese New Year? Is New Year's Eve in the U.S. before or after the Chinese New Year? When is Black History Month? Which is celebrated for more days—Black History Month or Read Across America Day?



What Are We Celebrating?

Name _____ Date _____

I'm celebrating _____.

WHAT?

WHEN?

WHO?

WHY?

FUN FACTS



When Are We Celebrating?

Name: _____ Date: _____

_____ is celebrated _____.



What Are We Celebrating? Project Rubric

	1 Needs Improvement	2 Satisfactory	3 Good	4 Excellent	
Information: inaccurate ____ unclear ____ incomplete ____ lacking details ____					Information: accurate ____ clear ____ complete ____ detailed ____
Gives Credit for Information: no sources credited ____					Gives Credit for Information: sources credited ____
Mechanics: sloppy ____ poor spelling ____ missing capitalization and/or punctuation ____ poor grammar ____ unorganized ____					Mechanics: neat ____ accurate spelling ____ correct capitalization and punctuation ____ good grammar ____ organized ____
Art Project: holiday or celebration illustration is inaccurate ____ date of holiday or celebration is not included ____ student did not place project in chronological order for display ____					Art Project: holiday or celebration illustration is accurate ____ date of holiday or celebration is included ____ student placed project in chronological order for display ____

Comments:
