

Holidays Past

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Standards

- IL.1 GOAL: Read with understanding and fluency.
- IL.1.C STANDARD: Comprehend a broad range of reading materials.
- IL.1.C.2d > Summarize and make generalizations from content and relate to purpose of material.
- IL.1.C.3d > Summarize and make generalizations from content and relate them to the purpose of the material.
- IL.3 GOAL: Write to communicate for a variety of purposes.
- IL.3.A STANDARD: Use correct grammar, spelling, punctuation, capitalization and structure.
- IL.3.A.2 > Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.
- IL.3.B STANDARD: Compose well-organized and coherent writing for specific purposes and audiences.
- IL.3.B.2a > Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).
- IL.3.B.2b > Establish central idea, organization, elaboration and unity in relation to purpose and audience.
- IL.3.B.3a > Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- IL.3.C STANDARD: Communicate ideas in writing to accomplish a variety of purposes.
- IL.3.C.3b > Using available technology, produce compositions and multimedia works for specified audiences.
- IL.4 GOAL: Listen and speak effectively in a variety of situations.
- IL.4.B STANDARD: Speak effectively using language appropriate to the situation

and audience.

- IL.4.B.2a > Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
- IL.4.B.3a > Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.
- IRA.10 Assessment
 - IRA.10.1 ...develop and conduct assessments that involve multiple indicators of learner progress
- IRA.12 Curriculum Development
 - IRA.12.4 ...select and evaluate instructional materials for literacy, including those that are technology-based
- IRA.14 Research
 - IRA.14.3 ...promote and facilitate teacher- and classroom-based research
- IRA.2 Knowledge Base
 - IRA.2.6 ...show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually
 - IRA.2.8 ...demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking
- IRA.5 Creating a Literate Environment
 - IRA.5.4 ...provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes
- IRA.7 Comprehension
 - IRA.7.1 ...provide direct instruction and model when and how to use multiple comprehension strategies, including retelling
 - IRA.7.3 ...teach students to connect prior knowledge with new information

Resources

Looking Into Holidays Past

Details

Objectives

- Students will be able to comprehend literature using technology and various resources.
- Students will be able to show comprehension by paraphrasing, reconstructing, and retelling information.
- Students will be able to present concise writing with correct spelling and grammar.
- Students will be able to present their findings to a specific audience with a specific purpose.

Activities

The students will first pick a holiday that they want to know more about. The students will go to the website http://memory.loc.gov/learn/features/doc_analysis/index.html and begin researching that holiday's history. They will gather songs, foods, events, pictures, key people/places/times/things that represent this holiday. They will also look at other websites and text to find as much information as possible about this holiday. The students will then write a report and do a presentation of their holiday of choice. They will be using technology to research and write their paper. They will make a poster and have the holiday in the middle then a section for music, a section for pictures, a section for events, a section for the history or start of the holiday, a section for foods, and so on. While researching they will focus on the writing structure, vocabulary, and grammar of that time period that the holiday first began and through out the years. The students will also focus on connecting it to today's writing. The students need to understand what they are reading in order to comprehend and present their information to the class.

Assessments

Students will present their findings through a poster and presentation. They will be graded on getting a sufficient amount of information, presenting it clearly, typing in complete sentences with correct spelling and grammar. They will be expected to use vocabulary that fits with the holiday and time of its creation. Students will be visually assessed throughout the research period. The teacher will be looking for the appropriate level of reading material, putting thoughts/information in the students own words (comprehension), and seeking help when needed.