

First Grade Health Core Curriculum



Elementary Health Core

First Grade

Standard 1

Objective 1: PD 1.d.

Objective 2: Teachers Resource Manual

Objective 3: PD a.

Standard 2

Objective 1: Counselors PD e

Objective 2: PD e.

Objective 3: Teachers Resource Manual

Standard 3

Objective 1: Teachers Resource Manual

Objective 2: Teachers Resource Manual

Objective 3: Teachers Resource Manual

ATT=Activities That Teach- Book by Tom Jackson
 MATT=More Activities That Teach- Book by Tom Jackson
 PD=Prevention Dimensions- contact Monica Hullinger
 30 MM= 30 Minute Miracles- IMC

First Grade Core Curriculum

Standard 1

Grade	Standard	Objective	Resources
1 st Grade	Standard 1: Students will develop a sense of self.	Objective 1: Describe and practice responsible behaviors for health and safety. a. Practice appropriate personal hygiene (e.g., bathe, wash hands, clean clothes). b. Describe the benefits of eating a variety of nutritious foods. c. Describe the benefits of physical activity. d. Describe substances that are helpful and harmful to the body. e. Practice basic safety and f. identify hazards.	http://www.uen.org/Lessonplan/preview.cgi?LPid=358 http://www.uen.org/Lessonplan/preview.cgi?LPid=1787 http://www.uen.org/Lessonplan/preview.cgi?LPid=975 http://www.uen.org/Lessonplan/preview.cgi?LPid=4904 UEN http://www.uen.org/ Utah Core Curriculum First Grade Content Standard 1 Objective 1 Lesson Plans: Familiarizing Students with the 5 Food Categories, The Terrible Eater by Mitchell Sharmat Sweet Tooth by Margie Palatini Oh, The things You Can Do That are Good for You! By Tish Rabe The Magic School Bus Inside Ralphie: A book about Germs by Joanna Cole Bernstein Bears Learn About Strangers by Stan Berstain Officer Buckle by Peggy Rathmann Where's Your Tooth by Rozanne Lanczank Williams I Love Mud and Mud Loves Me by Vicki Stephens Your Body by Margie Burton The Human Body by Melvin Berger Why I Sneeze, Shiver, Hiccup and Yawn by Melvin Berger Groups
1 st Grade	Standard 1: Students will develop a sense of self.	Objective 2: Develop and demonstrate skills in gross and fine motor movement. a. Participate daily in short periods of physical activity that require exertion (e.g., one to three* minutes of walking, jogging, jump roping). b. Perform fundamental locomotor (e.g., skip, gallop, run) and nonlocomotor (twist, stretch, balance) skills with mature form. c. Develop manipulative skills (e.g., cut, throw, glue, catch, kick, strike). d. Create and perform unique dance movements and sequences that strengthen skills while demonstrating personal and spatial awareness.	Miss Mary Mack by Joanna Cole and Stephanie Calmenson Giraffes Can't Dance by Andreae Giles From Head to Toe by Eric Carle Get Up and Go by Nancy L. Carlson http://www.uen.org/Lessonplan/preview.cgi?LPid=10700 http://www.uen.org/Lessonplan/preview.cgi?LPid=4905 http://www.uen.org/Lessonplan/preview.cgi?LPid=4927 http://www.uen.org/Lessonplan/preview.cgi?LPid=4904 http://www.uen.org/Lessonplan/preview.cgi?LPid=16237 http://www.uen.org/Lessonplan/preview.cgi?LPid=4678 UEN http://www.uen.org Utah Core Curriculum First Grade Content Standard 1 Objective 2 Lesson Plans: Lower Grade Basketball Activities Hula Hoop Hoopla Exploring Balance
1 st Grade	Standard 1: Students will develop a sense of self.	Objective 3: Develop and use skills to communicate ideas, information, and feelings. a. Recognize and express feelings in a variety of ways (e.g., draw, paint, tell stories, dance, sing). b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events. c. Sing a melody independently, with developing accuracy and a natural voice that is free from strain. d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.	My Many Colored Days by Dr. Suess Feelings by Alik How are you Peeling?: Foods with Moods by Saxton Freymann The Deaf Musicians by Pete & Jacobs Seeger & Paul Dubois Knockin' on Wood, Staring Peg Leg Bates by Lynne Barasch The Red book by Barbara Lehman Shaper Capers by Cathryn Falwell http://www.uen.org/Lessonplan/preview.cgi?LPid=14167 http://www.uen.org/Lessonplan/preview.cgi?LPid=5689 http://www.uen.org/Lessonplan/preview.cgi?LPid=5634 http://www.uen.org/Lessonplan/preview.cgi?LPid=5635 http://www.uen.org/Lessonplan/preview.cgi?LPid=5636 http://www.uen.org/Lessonplan/preview.cgi?LPid=5638 http://www.uen.org/Lessonplan/preview.cgi?LPid=5639 http://www.uen.org/Lessonplan/preview.cgi?LPid=5640 http://www.uen.org/Lessonplan/preview.cgi?LPid=1137 http://www.uen.org/Lessonplan/preview.cgi?LPid=4678 http://www.uen.org/Lessonplan/preview.cgi?LPid=5705

Standard 2

Grade	Standard	Objective	Resources
1 st Grade	Standard 2: Students will develop a sense of self in relation to families and community.	<p>Objective 1: Describe behaviors that influence relationships with family and friends.</p> <ol style="list-style-type: none"> Explain how family members support each other. Describe tasks at home and school. Explain how families change over time. Recognize that choices have consequences that affect self, peers, and family. Describe behaviors that initiate and maintain friendships. 	<p>Counselors will teach these lessons.</p> <p><u>My Friend is Sad</u> by Mo Willems <u>Best Friends</u> by Stephen Kellogg <u>Friends</u> by Helme Heine <u>Berenstain Bears & Baby Makes Five</u> by Stan Berenstain <u>Berenstain Bears Count Their Blessing</u> by Stan Berenstain <u>The Relatives Came</u> by Cynthia Rylant <u>Lully's Purple Plastic Purse</u> by Kevin Henkes <u>Julius the Baby of the World</u> by Kevin Henkes <u>Elizabeth and Larry</u> by Marilyn Sadler</p> <p>http://www.uen.org/Lessonplan/preview.cgi?LPid=10714 Pumsy Character Counts- Videos Kids for Character- Videos Book: <u>Big Al</u> by Andrew Clements Yoshi Book: <u>Strega Nona</u> by Tomie Depaola Book: <u>The Araboolis of Liberty Street</u> by Sam Swope Book: <u>Stephanie's Pony Tail</u> by Robert Munsch Tales that Teach-curriculum.-Contact Teresa Winkler for more info. 30 Minute Miracles- IMC curriculum</p>
1 st Grade	Standard 2: Students will develop a sense of self in relation to families and community.	<p>Objective 2: Describe important aspects of the community and culture that strengthen relationships.</p> <ol style="list-style-type: none"> Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas). Describe physical features surrounding the home, school, and community. Identify changes in the school and neighborhood over time. Identify and use technology in your home, school, and community (e.g., computer, TV, radio). Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance. 	<p>Bulletin board class rules* http://www.nebo.edu/curriculum/health/files/Bulletin.2.2.A.pdf *You will want this set up before school begins because this will include the rules and proccures of the classroom. Have Bulletin board of class rules, class helpers and show and tell for the year.</p> <p>First day of class http://www.nebo.edu/curriculum/health/files/firstday.2.2.B.pdf</p> <p>1st grader profile http://www.nebo.edu/curriculum/health/files/firstprofile.2.2.C.pdf</p> <p>Symbols of America http://www.nebo.edu/curriculum/health/files/symbols.2.2.D.pdf</p> <p><u>Come On, Rain</u> by Jon J. Muth <u>Berenstain Bears' New Neighbor</u> by Stan Berenstain <u>I Pledge Allegiance</u> by Bill Martin Jr. <u>Old Henry</u> by Joan W. Blos <u>Celebrate: Connections Among Cultures</u> by Jan Reynolds http://www.uen.org/Lessonplan/preview.cgi?LPid=4772 http://www.uen.org/Lessonplan/preview.cgi?LPid=5642 http://www.uen.org/Lessonplan/preview.cgi?LPid=5643 http://www.uen.org/Lessonplan/preview.cgi?LPid=5649 http://www.uen.org/Lessonplan/preview.cgi?LPid=5650 http://www.uen.org/Lessonplan/preview.cgi?LPid=244</p>
1 st Grade	Standard 2: Students will develop a sense of self in relation to families and community.	<p>Objective 3: Express relationships in a variety of ways.</p> <ol style="list-style-type: none"> Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to 	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=18811 http://www.uen.org/Lessonplan/preview.cgi?LPid=14389 http://www.uen.org/Lessonplan/preview.cgi?LPid=14383 http://www.uen.org/Lessonplan/preview.cgi?LPid=10729 http://www.uen.org/Lessonplan/preview.cgi?LPid=14385 http://www.uen.org/Lessonplan/preview.cgi?LPid=5644 http://www.uen.org/Lessonplan/preview.cgi?LPid=5648 http://www.uen.org/Lessonplan/preview.cgi?LPid=5651 http://www.uen.org/Lessonplan/preview.cgi?LPid=5653</p>

		<p>others.</p> <p>c. Create and perform/exhibit dances, visual art, music, and dramatic stories from a variety of cultures expressing the relationship between people and their culture.</p>	<p>http://www.uen.org/Lessonplan/preview.cgi?LPid=5654 http://www.uen.org/Lessonplan/preview.cgi?LPid=16243 http://www.uen.org/Lessonplan/preview.cgi?LPid=1812 http://www.uen.org/Lessonplan/preview.cgi?LPid=16244 <u>Tomie DePaola's Mother Goose</u> by Tomie DePaola <u>The Lemonade Club</u> by Patricia Palacco <u>Goose and Duck</u> by Jean Craighead George <u>Slippers at Home</u> by Andrew Clements <u>Our Tree Named Steve</u> by Alan Zweibel <u>American Tall Tales</u> by Mary Pope Osborne</p> <p>Fairy Tale Riddles (Scholastic Interactive Pocket Charts) http://www.nebo.edu/curriculum/health/files/Fairy_tail.2.3.pdf</p> <p><u>Cinderella</u> by Barbara Karlin <u>The Gingerbread Man</u> by Eric Kimmel <u>Goldilocks and the Three Bears</u> by Steven Kellogg <u>The Little Red Hen</u> by Byron Barton <u>The Three Little Pigs</u> illustrated by Marie-Louise Gay</p>
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Standard 3

Grade	Standard	Objective	Resources
1 st Grade	Standard 3: Students will develop an understanding of their environment.	Objective 1: Investigate plants and plant growth. <ol style="list-style-type: none"> a. Observe and draw pictures of plants. b. Compare seeds of plants and describe ways they may be carried through the environment (e.g., wind, water, animals). c. Observe and describe plants as they grow from seeds. d. Identify how people use plants (e.g., food, clothing, paper, shelter). e. Investigate and report conditions that affect plant growth. 	http://www.uen.org/Lessonplan/preview.cgi?LPid=10729 http://www.uen.org/Lessonplan/preview.cgi?LPid=5671 http://www.uen.org/Lessonplan/preview.cgi?LPid=1237 http://www.uen.org/Lessonplan/preview.cgi?LPid=5680 http://www.uen.org/Lessonplan/preview.cgi?LPid=5681 http://www.uen.org/Lessonplan/preview.cgi?LPid=2187 http://www.uen.org/Lessonplan/preview.cgi?LPid=2488 http://www.uen.org/Lessonplan/preview.cgi?LPid=5672 http://www.uen.org/Lessonplan/preview.cgi?LPid=2543
1 st Grade	Standard 3: Students will develop an understanding of their environment.	Objective 2: Investigate water and interactions with water. <ol style="list-style-type: none"> a. Observe and measure characteristics of water as a solid and liquid. b. Compare objects that float and sink in water. c. Measure and predict the motion of objects in water. d. Describe how plants and people need, use, and receive water. 	http://www.uen.org/Lessonplan/preview.cgi?LPid=5673 http://www.uen.org/Lessonplan/preview.cgi?LPid=5676 http://www.uen.org/Lessonplan/preview.cgi?LPid=5682 http://www.uen.org/Lessonplan/preview.cgi?LPid=1215 http://www.uen.org/Lessonplan/preview.cgi?LPid=1214 http://www.uen.org/Lessonplan/preview.cgi?LPid=1212 http://www.uen.org/Lessonplan/preview.cgi?LPid=16248 http://www.uen.org/Lessonplan/preview.cgi?LPid=1219 http://www.uen.org/Lessonplan/preview.cgi?LPid=1232 http://www.uen.org/Lessonplan/preview.cgi?LPid=1221 http://www.uen.org/Lessonplan/preview.cgi?LPid=2371
1 st Grade	Standard 3: Students will develop an understanding of their environment.	Objective 3: Demonstrate how symbols and models are used to represent features of the environment. <ol style="list-style-type: none"> a. Use map skills to identify features of the neighborhood and community. b. Create representations that show size relationships among objects of the home, classroom, school or playground. c. Identify map and globe systems (e.g., cardinal directions, compass rose, mountains, rivers, lakes). d. Locate continents and oceans on a map or globe (i.e., North America, Antarctica, Australia, Pacific Ocean, Atlantic Ocean). 	http://www.uen.org/Lessonplan/preview.cgi?LPid=18808 http://www.uen.org/Lessonplan/preview.cgi?LPid=10716 http://www.uen.org/Lessonplan/preview.cgi?LPid=5678 http://www.uen.org/Lessonplan/preview.cgi?LPid=5683 http://www.uen.org/Lessonplan/preview.cgi?LPid=5688 http://www.uen.org/Lessonplan/preview.cgi?LPid=11842 http://www.uen.org/Lessonplan/preview.cgi?LPid=11843 http://www.uen.org/Lessonplan/preview.cgi?LPid=11844

Human Development and Relationships Standard 2 Grades K-2

Web sites:

Core Academy at USU

<http://coreacademy.usu.edu/Materials/>

Heart Power Online

<http://www.americanheart.org/presenter.jhtml?identifier=3028650>

This website has great lesson plan ideas by grade or core on health.

Jordan Educational Media, Inc. You can get video clips for teaching.

<http://www.jordaneducationmedia.com/>

<http://charactercounts.org>

www.teachwithmovies.org (may have a fee)

www.uen.org Gives lesson plans that follow core

www.uen.org/dms/ E-media can download materials

HEALTH CORE: FIRST GRADE

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

Indicator A: Practice democratic processes (e.g., follow family and classroom rules, take turns, listen to others, share ideas).

NOTE: You will want to set this up before school begins because this will include the rules and procedures of the classroom.

MATERIALS: Bulletin board of class rules, class helpers, and show and tell schedule for the year.

ANTICIPATORY SET *(On the first day of school)*

What would happen at home if your mom slept in and didn't get up to make you breakfast in the morning before coming to school? Or your dad didn't go to work? Or you didn't come to school?

Did you know that there are rules that you and I have to go by?

What would happen if we didn't have rules?

MODEL

We have a bulletin board of class rules and procedures. I will leave them on up all year so we can remember them. (Go over rules as a class. Have the students come up with some rules also.)

GUIDED PRACTICE

Let's practice what these rules might look like, sound like, and feel like. (You may not want to go over all of them at this time.)

INDEPENDENT PRACTICE

Throughout the year we will be reviewing the rules to see if we are following them and if we need to improve.

HEALTH CORE: FIRST GRADE

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

Indicator B: Describe physical features surrounding home, school, and community.

NOTE: To be done on the first day of school.

MATERIALS:

Let the following personnel know that you will be coming around to have your class meet them for a scavenger hunt: secretary/librarian/custodian/lunch clerk/principal/ other first grade teachers. Have their pictures ready for identification during the lesson.

BACKGROUND

You will be taking the students on a tour of the school. Show them the areas that they need to be aware of: where they eat lunch, the restrooms, the office, the library, the gym, and other areas that are of importance. Have them meet the previously named personnel so they know who they are and what they do at the school. Make it into a scavenger hunt.

ANTICIPATORY SET

When we come to school we don't just stay in our class all day. There are some other places that you need to be familiar with around the school. We are going to visit some of those places today and meet some new faces.

MODEL

Line up the class using one of the procedures from indicator a. Take them around to the places of interest. As you arrive at each area, introduce the personnel and have them explain what they do at the school.

GUIDED PRACTICE

When you get back to class have a picture of the personnel. Review with them what they do in the school.

CLASS

Play a matching game with their photos and a picture of what they do.

VENN DIAGRAM: Use a Venn diagram to compare school and home.

HEALTH CORE: FIRST GRADE

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

Indicator C: Identify changes in the school and neighborhood over time.

Materials:

- *An Egg is An Egg*
- Chest, bag, or box to be used as a time capsule
- *A 1st Graders Profile* worksheet
- Writing paper/journal
- Drawing paper

Background For Teachers:

This lesson allows students to collect data in the fall and again in the spring. Students use the data collected in both seasons to compare and contrast changes over time. Students need an understanding of the five senses.

Instructional Procedures:

Invitation to Learn

Ask the class what they think it means for something to change. Brainstorm many different examples of change. Prepare them to listen as you read *An Egg is An Egg* by asking them to look and listen for changes they notice in the story. Read the story and discuss all the changes they observed.

Instructional Procedures

1. Show the class a box that will act as a time capsule. Explain that, as a class, you are going to be using a time capsule to observe changes that take place during first grade. Changes may be individual or in the community.
2. Collect data on each student by having them complete *A 1st Grader's Profile*, which will then be placed in the time capsule.
3. Collect data from around the school by taking the class for a walk inside the school. Students look for characteristics of the school. Upon returning to the class, students draw pictures of what they observed and write a sentence describing the pictures. On this writing piece, there should be as little teacher instruction as possible. This particular piece

will be used to compare how much students have developed as writers by the end of the year. Once completed, place the writing samples inside the time capsule.

4. Go on a walking fieldtrip around the outside of the school and community. Students write what they see, hear, smell, and feel.

Sight—Students draw pictures of what they see, or take a camera to take pictures.

Sound—Students write down what they hear, or take a small tape recorder and record the sounds.

Smell—Make a list of things they smell.

Touch—Have students feel several things in nature, such as leaves, trees bark, grass, etc., and record what they touched and how it felt.

Place all of the data from your walking fieldtrip in the time capsule.

5. In the spring, repeat steps 2, 3, and 4. Explain to the class that they will be doing some of the same activities they did at the beginning of the year. Remind them to look for how things have changed.
6. Open the time capsule and compare and contrast the data collected. The following questions may help you in leading a discussion as to what was found. What changed? How did it change? What did not change? Why?

Extensions:

- In the fall, graph the class data compiled on *A 1st Grader's Profile*. Use different graphs for each question. Record the information from those graphs, or take pictures of what you found, and place them in the time capsule.
- In the spring place the students in small groups. After copying the student's *A 1st Grader's Profile*, cut up each profile and divide the strips of paper by question. Give each group a stack of common questions. Have each group graph their assigned question, using the graphing format assigned (e.g., bar graph, picture graph, tally mark, clothes pin, paper doll, etc.). Compare their graphs to the class graphs you did in the fall.
- As a class interactively write about the students' observation from the class walk. Encourage students to write independently about one other observation you did not write about as a class. Place both writing samples in the time capsule.

- During the walking field trip around the school or community, focus in on a tree that changes with the seasons. Have students draw a picture of that tree or take a picture of it to compare and contrast the seasons.
- When the time capsule is opened in the spring, students write about the changes observed using the five senses as a guide. This helps students write descriptively about changes that took place.
- Make the needed adaptations for special needs within your class. Small groups may be assigned to a sense to investigate changes.

Family Connections

- Students collect data, put it in a family time capsule, and compare changes in the spring.
- Interview a parent or grandparent about their school experience. If the parent or grandparent grew up in the same community, they could share some long-term changes they have seen over the years. This would be great to do in the spring to show the students that even though there were not a lot of changes in the school in one year, changes can take place over a longer period of time.

Assessment Plan:

- Discuss changes students observed. Let each student share a change s/he observed.
- Have each student draw a picture of a change s/he observed and write about the changes.

A 1st Grader's Profile

<p><i>Draw a picture of yourself.</i></p>	
	<p><i>How tall are you?</i></p>
	<p><i>How much do you weigh?</i></p>
	<p><i>How many teeth have you lost?</i></p>
	<p><i>How many people are in your family?</i></p>
	<p><i>What is your favorite color?</i></p>
	<p><i>What is your favorite food?</i></p>
	<p><i>How long is your foot?</i></p>

HEALTH CORE: FIRST GRADE

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 3: Express relationships in a variety of ways.

Indicator A-C

Materials:

Fairy Tale Riddles (Scholastic Interactive Pocket Charts)

Cinderella by Barbara Karlin

The Gingerbread Man by Eric Kimmel

Goldilocks and the Three Bears by Jan Brett

Jack and the Beanstalk by Steven Kellogg

The Little Red Hen by Byron Barton

The Three Little Pigs illustrated by Marie-Louise Gay

Background For Teachers:

This lesson is designed to take place over several days. Work with the pocket chart. A few materials should be added each day. Developing the puppets and presenting the puppet shows may each take several days.

Invitation to Learn

What is a fairy tale? Encourage students to share answers and their favorite fairy tales. If children are uncertain about what a fairy tale is, go through several examples together.

Instructional Procedures

1. Day One: Follow step-by-step guide for sharing "Fairy Tale Riddles" as contained in the pocket chart packet.
2. Day Two: Focus on reading the pocket chart, looking at rhyming words or consonant blends.
3. Day Three: Focus on quotations, how and why they are used, voice inflections, and various emotions.
4. Day Four and Five: Divide students into groups and assign each a fairy tale. Use one or both segmentation worksheets and have groups work together to create a retelling of their fairy tale.
5. Day Six and Seven: Have students choose which character they are playing in their fairy tale and create a puppet using the fairy tale puppet pattern.
6. Day Eight: Have students practice their fairy tale presentations.
7. Day Nine: Have students perform their fairy tale presentations for the class. Use the Fairy Tale Riddle Pocket Chart as their opening.

Extensions:**Possible Extensions/Adaptations**

Students could make up their own riddles for other fairy tales or nursery rhymes (see attached paper).

Family Connections

Students can complete more fairy tales or nursery rhyme riddles at home with their family using the included template. They can retell and write several of their Fairy Tales and compile them in a book. Students can also pretend to be a news reporter and interview characters in fairy tales about what happened, and then write a news article or create a TV news report.

Assessment Plan:

Students can be assessed throughout the process of this activity. They should be assessed on their voice intonation or inflection, their ability to retell a story, and how they sequence the story they are retelling. They should also be assessed on the way they listen and respond to others.

Fairy Tale Riddle

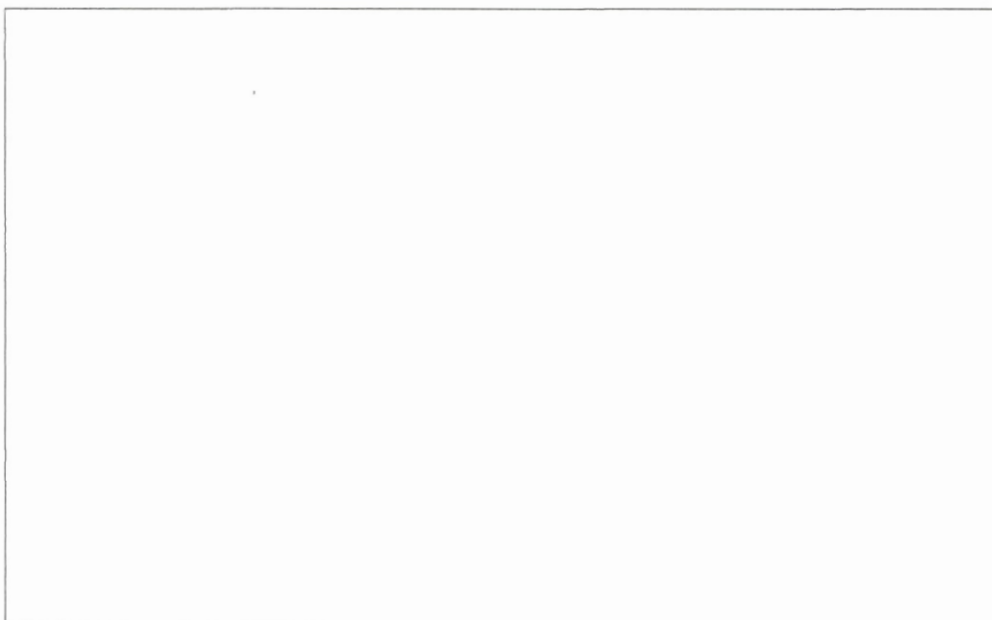
Once upon a time, in a land far away,

_____ one fine day.

“_____!” I did cry.

Can you guess my name? Give it a try!

Character's Name: _____



HEALTH CORE: FIRST GRADE

Standard 2: Students will develop a sense of self in relation to families and community.

Objective 2: Describe important aspects of the community and culture that strengthen relationships.

Indicator E: Show respect for state and national symbols and patriotic traditions; recite the Pledge of Allegiance.

Materials:

- *Pledge of Allegiance* song
- Chart with "First, Next, Then, Last"
- *Create-A-Log*
- Symbols of America (pdf)
- *Pledge of Allegiance*

Background For Teachers:

Our country was founded on citizen input toward the making of our rules and the responsibility to follow them. The first thing we do in a classroom each year is establish rules. Citizens who uphold the rules of our country are called patriots. Each student should become knowledgeable enough to understand and follow the rules personally, in our classroom and our country.

Teachers should have knowledge of the symbols used to represent our country and how they came to be.

Instructional Procedures:

Invitation to Learn

Play the song *Pledge of Allegiance* or say the pledge together.

Part I

1. Discuss the sequence used to say the Pledge of Allegiance using the words; first, next, then, and last.
2. Discuss the proper way to say the pledge.
3. Tell students what should happen; first, next, then, and last. Make a chart displaying the steps for saying the pledge.
4. Classroom procedures should be written in this same process, either as a shared activity or interactively.
5. Practice saying the Pledge of Allegiance.
6. Have students record in their *Create-A-Log* their understanding of the procedure to say the Pledge of Allegiance.

Part II

1. Show symbols of things the children already know (e.g., a STOP sign, pedestrian crossing sign, etc.).
2. Discuss why we have symbols.
3. Create a K-W-L chart to see what knowledge children have of the *Symbols of America*.
4. Read the story, *The Pledge of Allegiance* and discuss the flag as a symbol. Also discuss the symbols on the flag.
5. Using sign language as a type of symbol, teach the pledge using sign language.
6. Have each student draw a picture of themselves. Assign some to color the background blue, some white, and some red. These pictures can be glued on a chart paper to make a flag with pictures of all your class "patriots."

Extensions:

- Sing the *Pledge of Allegiance* song and include sign language.
- Students record in their *Create-A-Log* how they feel about the pledge and learning it.
- Find someone with a hearing disability and share the pledge by signing.
- Use the same process to retell stories you have read in class or reading groups. What happened first, next, then, and last?

Family Connections

- Share with parents the "first, next, then, last" process. Ask them to help the student write one of their home rules in the same process.
- Students will share the pledge in sign language with parents.

Assessment Plan:

- Check students' written responses to see if they understand the proper procedure for saying the pledge.
- Have students recite the pledge to a partner in another class to see if they know it all.
- Watch daily recitations during pledge.

Name _____

Symbols of America

