

Children Around the World

Essential Questions:

- How are we like children in other countries?
- How are we different from children in other countries?
- How are children of different countries who live in Utica alike and different?

Theme Objectives based on NYS Learning Standards:

ELA- The students will...

- compare & contrast different cultures.
- determine between real and make-believe.
- demonstrate use of new vocabulary words.
- verbally state opinions of text.
- respond to literature.
- relate literature to personal experience.

Science- The students will...

- state we live on Earth.
- state Earth is made of and water.
- sort animals that live in different areas.

Social Studies- The students will...

- locate United States on a map/globe.
- identify the country that they live in.
- state characteristics & traditions of different cultures and celebrations.
- demonstrate knowledge that people can speak different languages.

Health- The students will...

- enhance fine and gross motor skills.

Resources Used:

Small World Celebrations by Jean Warren & Elizabeth McKinnon

Celebrating Our Diversity by Marti Abbott & Betty Jane Polk

Suggested Centers for Week 1 & 2

1. Continent Word Cards

Objective: The students will correctly match letters in a word given magnet letters and word cards.

Materials: seven continents word cards , magnet letters, writing utensils, paper

Develop:

- Students can match up letters to spell the names of the seven continents. They can then try writing the continents' names on their own.
- You can add word cards of countries you are learning about as the unit progresses.
- Sing Dr. Jean's *We've Got the Whole World...* song.

Reflect/Assess:

- What are continents?
- What continent do we live on?
- How many continents are there?

2. Multicultural Book

Objective: The students will design a book with different cultures represented in it and dictate a complete sentence about each page.

Materials: Construction paper or cardboard, old *National Geographic* magazines, glue, yarn

Develop:

- Teacher asks children to cut out various pictures from magazines that represent different cultures
- Make a book by using construction paper or cardboard. Children glue pictures onto pages. Punch holes and string yarn to make the book. Students dictate their thoughts about the pictures to you. Write their responses down on that particular page.

Reflect/Assess:

- Why did you choose these photos?
- Where do you think these people live?

3. Gift Bag Activity

Objective: The students will discuss how outside appearances of people can be misleading.

Materials: a brown lunch bag, a solid colored gift bag, fancy gift bag with tissue paper, 3 of the same gifts (3 boxes of crayons, 3 blocks, etc.)

Develop:

- Teachers ask students to choose which bag they think will have the best gift inside. Have them explain why.
- Open each bag one at a time. Discuss how outside packaging is different, but all had the same thing inside.
- Relate how people are different on the outside but all are the same on the inside (feelings, physical needs, etc.)

Reflect/Assess:

- How are people different?
- In what ways can people be the same?

4. Friendship Wreath Activity

Objective: The students will create a wreath of classmates' handprints.

Materials: paper plates with middle removed, scissors, glue, crayons, multi-cultural construction paper

Develop:

- Have students help classmates trace their hands. Cut out hands and trade handprints with classmates so that they all will have different handprints.
- Glue handprints on the outside of wreath so create Friendship Wreath.

Reflect/Assess:

- What is a friend?
- Name a friend that is similar to you? Name a friend that is different than you? How are they similar/different?

5. Reviewing the globe

Objective: The students will create a globe and use it to identify and state where they live on it.

Materials: black & white construction paper, white crayons, scissors, blue & green paint, paint brushes, glue, star stickers

Develop:

- Review the globe and discuss what areas are blue and green.
- Have the students paint the white construction paper blue and green.
- When dry, trace a circle on their painted construction paper and have students cut it out. Explain this will be the earth.
- Have the students glue their earth to black construction paper.
- Have students state the country they live in and identify it on their earth using a star sticker.
- Have students decorate with stars using white crayons and write their names.

Reflect/Assess:

- How is your globe different from a map?
- What other places can you show us on your map?

6. Egg Activity

Objective: The students will discuss how outside appearances of people can be misleading.

Materials: raw brown eggs, raw white eggs, 2 bowls, chart paper, pre-cut paper egg shapes, glue

Develop:

- Teacher shows the two different colored eggs. Discuss differences.
- Have students predict if the eggs will be the same or different on the inside. Have students place paper egg with name on it on the chart labeled: "Same/Different." Discuss why they predicted that way.
- The teacher cracks the eggs in separate bowls. Pass the bowls to show each yolk is the same. Discuss outcome and how this experiment relates to skin color.

Reflect/Assess:

- How were the two eggs similar?
- How were they different?

Day 1 Globes/Maps

Literacy Objectives: The students will...

- Identify globe/map & call them by name.
- State similarities/differences between globes & maps.
- State we live on Earth.
- State the shape of the earth.

Literacy Vocabulary:

globe, map, earth, flat, round, same, different

Focus Literacy Activity:

- Tell students we will learn about maps & globes.
- Introduce *Our World* poem. Have students say poem with you.

Develop Literacy Activity:

- Have students retell *Our World* poem using felt board pieces(teacher-made).
- Show students a globe and a map. Discuss what each is for and mark where we live on each.
- Discuss how globes/maps are the same & different. Complete a Venn Diagram to compare the two.
- Complete a "World" word web. Write the word "world" in the middle of the web and have students brainstorm ideas about the word. Chart their responses.
- Pass the globe around as the class sings *We've Got the Whole World in our Hands*.

Practice Literacy Activity:

- Manipulate play dough to form globes. Talk about the shape of globes. Have students flatten them to make a map.
- Have students use blue & green paint to decorate a paper plate to resemble a globe. Discuss that the green is for land & blue is for water.
- Have students tear paper or tissue paper to design a globe from a paper plate or Styrofoam ball.
- Have students draw a map of the classroom or of their house.

Reflect/Assess:

- How is a map similar/different to a globe?

- What do maps & globes show us?
- What shape is Earth? What other things are round like the earth?

Literacy Circle:

Storytime 1: Sing *My Aunt Came Back*.

- Have students act out the parts of the song.
- Show students where the countries are on the map and/or globe.
- Have students recall the items that were brought back from the countries.

Storytime 2: Read *The World Turns 'Round and 'Round* by Nikki Weiss.

- Review special names of clothing from story.
- Have students recall where each piece is from or name the country and have them state the article.

Letter Knowledge: M is for map

- Cut two long strips and two short strips from an old map for each student. Have students form a capital "M" with them.

Second Language Learners:

- Pass globe around. Help describe texture, size, color, shape, etc..
- Observe what students say & discuss further.
- Repeat with a map.

Music/Movement:

- Play Musical Chairs. Pretend they are airplane seats, bus seats, etc.
- Teach students "Airplane" finger play. Act out the different parts.

Materials for Day 1:

Globe

Map

Paint (blue & green)

Paintbrushes

Play Dough

Tissue Paper (blue & green)

Paper Plates

Glue

Paper

Markers

Styrofoam Balls

Old Map to cut

"Airplane" finger play*

Our World Poem*

Our World Poem Felt Board Pieces- teacher must make

Dr. Jean's *Sing to Learn* CD (*We've Got the Whole World...*)

Mother Goose Does Oldies but Goodies CD (*My Aunt Came Back*)

The World Turns 'Round and 'Round by Nikki Weiss

Content Connection - Social Studies

Passports

Objective: The students will create a passport to track their “travels” around the world.

Vocabulary: passport, travel, country

Materials: paper, cardstock, markers, glue, photos of students, copy of passport emblem for cover

Activity 1:

- Show students your own passport if you have one. Discuss what it is and what you do with it.
- Have students decorate cover of their passport (Teacher will make a small booklet with cardstock cover with passport emblem on front for each child.)
- Add photo and have them write their names. Tell them you will “visit” countries to learn about them and the passport is where they can write down what they learn.

Activity 2:

- After each country, “stamp” the passports with a rubberstamp of some kind. Have students journal something they learned about the culture.

Content Connection - Careers

Pilots

Objective: The students will identify titles & occupations of people who help us travel.

Vocabulary: pilot, engineer, captain, drivers

Materials: Oral Language Cards form DLM that show careers, Book:

Activity 1:

- Read *Flying* by Donald Crews. Discuss ways people can travel. Explain that sometimes you can use many modes of transportation to get places, but others you cannot (i.e. going across oceans).
- Discuss people who help get us places.

Activity 2:

- Design a plane with the seats in classroom to “fly” to first destination.
- Students can pretend to be a variety of transportation helpers.

Day 2

Globes/Maps

Literacy Objectives: The students will...

- Identify globe/map & call them by name.
- State that people live all over the world.
- State that they live in the United States and show on map.
- State that the way people live can be similar/different to the way we live.

Literacy Vocabulary:

globe, map, earth, country, same, different

Focus Literacy Activity:

- Review what students know about maps & globes.
- Show where we live on the map/globe.
- Tell children we will learn about how people live in other places.

Develop Literacy Activity:

- Read *Whoever You Are* by Mem Fox.
- Complete a T-Chart to show how people are the same and different around the world.

Practice Literacy Activity:

- Match letters in word cards of characters in *We Are One World* poem.
- Students can dress like characters from poem.
- Make puppets from multicultural dolls.
- Complete a multicultural themed puzzle.
- Use the multicultural people cutouts to pattern or play a memory game.

Reflect/Assess:

- How are you similar to characters in story?
- Which character would you like to visit?

Literacy Circle:

Storytime 1: Read *We Are All Alike...We Are All Different* by Cheltenham Elementary School..

- Have students raise their hand/ stand up, etc. as teacher says different attributes discussed in the story (wear glasses, have curly hair, live in a house, etc.).

Storytime 2: Teach students *We Are One World* poem using felt board pieces (teacher-made).

- Discuss how the children in the poem are the same & different. Complete a Venn Diagram to compare two characters.

Letter Knowledge: G is for globe

- Write letter G in gel bags.

Second Language Learners:

- Have student choose a character from the poem. Discuss what they are wearing, what they look like. Reinforce color words.

Music/Movement:

- Sing *I Am Special*. Have each student state why they are special/
- Sing and act out *Your Face* song.

Materials for Day 2:

Globe

Map

Glue

Paper

Multicultural puzzle

Gel bags

Multicultural Characters*

We Are One World Poem*

We Are One World Poem Felt Board Pieces- teacher must make

I Am Special *

Your Face from Mother Goose CD

We Are All Alike...We Are All Different by Cheltenham Elementary School..

Whoever You Are by Mem Fox

Content Connection - Social Studies

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Objective: The students will state how they are similar and different from others.

Vocabulary: similar, different, million

Materials: poem, paper, markers/crayons, mirror

Activity 1:

- Share *Millions of People* poem with students. Discuss what it means.
- Have students find friends that have same/different characteristics as they do (hair color, eye color, etc.)
- Graph hair/eye colors in classroom.
- Have students draw a picture of themselves, then of a friend. Have them dictate how they are similar and different.

Activity 2:

- Invite parents who are from other countries to discuss the following: traditions and celebrations, food, clothing, animals, temperature, etc.

Content Connection - Science

In the Earth

Objective: The students will state what they see on Earth and state what lives on Earth.

Vocabulary: sea, metal

Materials: Poem *In the Earth*

Activity 1:

- Read the poem, *In the Earth*.
- Take a walk outside and chart what was seen.
- Have students journal about their trip.

Activity 2:

- Sort hot and cold items or animals/items that come from the land/sea.
- Talk about animals that are from different parts of the world. Explain that like people, animals live in different parts of our world.

Day 3

Mexico

Literacy Objectives: The students will...

- 1 Identify characteristics of Mexican culture
- 2 State similarities/differences between American and Mexican cultures

Literacy Vocabulary:

Maraca, avocado, guacamole, poinsettia

Focus Literacy Activity:

- 1 Tell the students we will learn about Mexico.
- 2 Show the students where Mexico is on the globe/map. Discuss the distance from where we live in the United States.
- 3 Teach the students how to say “hello” in Spanish- “hola”

Develop Literacy Activity:

- 1 Show the students teacher made Oral Language Cards and have the students discuss what they see in the pictures. Have the students predict what the items could be used for (ex. sombrero, maraca, etc.)
- 2 Read Mexican themed book to students (see Suggested Reading List).

Practice Literacy Activity:

- 1 Have students create their own maracas using plastic eggs, paper plates, cups with lids or anything else on hand. Have students place beads or beans inside to create sound.
- 2 Have the students create the Mexican flag using red, white and green rectangular construction paper. The students can create their own bird in the center using markers or colored pencils.
- 3 Have the students create their own Mexican cuisine in the dramatic play area.

Reflect/Assess:

- 1 What part of Mexican culture did you like the best? Why?
- 2 What do you think the children in Mexico would like about our culture? Why?

Literacy Circle:

Storytime 1: *Mexico* by Susan Canizares

- 1 Discuss the pictures in the book with the students. How are we alike and different from the people in the pictures?

Storytime 2: *The Flower of Christmas Eve* *

- 2 Talk about the true meaning of gift giving and not being selfish. Then show the children an artificial poinsettia and help the students see that the red petals are actually red leaves. Explain that the true flowers are the little yellow centers around which the red leaves grow.

Letter Knowledge: Review letter M for Map and Mexico

- 3 Have the students search for the letter 'M' around the room and draw a picture of where they found it. Have the students practice writing the letter 'M'.

Second Language Learners:

- 4 Use a maraca and have the students describe the sounds they hear (loud, soft, etc.)
- 5 Reinforce prepositions when using the maraca; shake it high, low, right hand, left hand, etc.

Music/Movement:

- 1 Have the students participate in the *Mexican Hat Dance*. Place a sombrero or any kind of large hat on the floor and let the students dance around it as they sing "La Raspa" (Mexican Hat Dance Song).

Let's dance and dance and dance,
Around the hat let's dance.

Let's dance and dance and dance,
Around the hat let's dance.

Tra-la-la-la-la-la-la-la-la-la

Tra-la-la-la-la-la-la-la-la-la

Tra-la-la-la-la-la-la-la-la-la

Around the hat let's dance.

- 2 Have the students act out and sing the song *Hands On My Head*

Materials for Day 3:

Globe

Map

Teacher made Oral Language Cards (for example)

- | | | |
|------------------|---|-------------|
| 1 Sombrero | Construction paper | Beads/beans |
| 2 Maraca | Glue Sticks | |
| 3 Avocado | Plastic eggs | |
| 4 Taco | Stapler | |
| 5 Rice and beans | Dr. Jean & Friend's CD (<i>Hands on my</i> | |
| 6 Guacamole | <i>Head</i>) | |
| 7 Poinsettia | Artificial poinsettia | |
| 8 Piñata | Paper plates | |
| 9 Mexican flag | cups and lids | |

Content Connection- Science

Avocado

Objective: The students will examine and grow an avocado.

Vocabulary: avocado

Materials: avocado, clear glass jar, toothpicks

Activity 1:

- 1 Pass around a large ripe avocado for the students to touch and examine.
- 2 Cut the avocado open and let the students taste the meat or save it for Activity 2.
- 3 Remove the pit and stick three toothpicks horizontally into its sides near the pointed end.
- 4 Balance the toothpicks on the rim of a glass jar filled with water so that the rounded end of the pit is covered.
- 5 After four to six weeks the roots begin to form. Then a stem will emerge from the top of the seed. Next the leaves will appear.
- 6 When the stem is about twelve inches tall, plant the avocado in a large pot and place it in bright sunlight.
- 7 If you want your plant to form branches, cut a few inches off the top of the stem when it is about eight inches tall.

Activity 2:

Objective: The students will improve measuring skills by assisting in making homemade guacamole.

Vocabulary: avocado, guacamole

Materials: avocado, corn chips, knife or peeler, fork, bowl, ½ c chopped tomato, ½ tsp minced onion, 1 Tbs fresh lemon juice, small serving cups, chart paper and markers

Activity 1:

- 1 Tell the students they are going to help you make guacamole to be eaten on corn chips. Allow the students to help in the below steps.
- 2 Peel a large ripe avocado and remove the pit.
- 3 Mash the avocado with a fork in a small bowl.
- 4 Add tomato, onion and lemon juice and stir well.
- 5 Serve in small cups with corn chips.
- 6 Ask the students if they like the guacamole. Chart their responses on a T-chart: Like and Dislike.

Content Connection- Social Studies

Mexican Christmas Traditions

Objective: The students will experience a Mexican Christmas tradition.

Vocabulary: tradition, present, poinsettia, ornament

Materials: leaf patterns, red construction paper, glue, small yellow beads, scissors, precut colored shoe shapes, toy magazines/ ads, scissors, foil cupcake liners, colored tissue paper, hole punch, yarn

Activity 1:

- 1 Show the students the artificial poinsettias and review the different parts of the plant.
- 2 Explain to the students that they are going to make their own poinsettia.
- 3 Have the students trace the leaf patterns to create at least three leaves and cut them out with scissors.
- 4 Next have the students layer the leaves so that they come to an overlapping point. Glue the pointed ends together and place small yellow beads to create the flower.

Activity 2:

- 1 Explain to the students that the children in Mexico find their presents tucked inside their shoes on Three Kings Day morning like we find our presents under a Christmas tree.
- 2 Give each student a precut paper shoe shape and toy magazines or toy ads.
- 3 Have the students cut out one toy that they would like to find in their shoe box if they were a child living in Mexico. Have the students glue the toy to their shoe shape.
- 4 Compile all the shoe shapes into a Three Kings Day Toy Shoe Book and have the students read it together.

Activity 3

- 1 Explain to the students that many ornaments that come from Mexico are made out of brightly colored tin.
- 2 Let the students use foil cupcake liners and colored tissue paper to create ornaments.
- 3 Have the students flatten out the liners with their hands. Let them tear colored tissue paper into inch pieces.
- 4 Next, have the students brush glue on the liners and lay their tissue paper onto the glue. Instruct the students to leave a little foil near the edge to be folded over.
- 5 When dried, punch holes in the tops of the student's ornaments and tie

yarn through.

Day 4

Mexico

Literacy Objectives: The students will...

- 1 Identify what children do during Mexican celebrations.
- 2 Verbalize how to say hello and goodbye in Spanish.

Literacy Vocabulary:

- 1 Sombrero, salsa, piñata, celebrations

Focus Literacy Activity:

- 2 Review how to say hello in Spanish- "hola"
- 3 Teach how to say goodbye in Spanish- "adios"

Develop Literacy Activity:

- 1 Play musical chairs with Spanish or Fiesta music.
- 2 Allow the students to taste Mexican food. Prepare salsa with chips and Rice and beans and allow each student to sample each. Then make a T chart labeled "Which did you like better?"

Practice Literacy Activity:

- 1 Have students create their own sombrero (boys) and flowers for their hair (girls). Explain to the students that little boys in Mexico wear sombreros on their heads for celebrations and little girls wear flowers in their hair. Have the boys cut the center of a paper plate out and glue/staple a paper bowl in its place to create a hat. Have them decorate with markers and/or glue and glitter. For the girls, allow them to choose a color tissue paper and twist it around a green pipe cleaner to create a flower.
- 2 Allow the students to paint a picture of a sombrero and/or flower that the children of Mexico wear during their celebrations. Have the students dictate a sentence explaining their picture.
- 3 Have the students build houses in the block area. Explain to the students that the houses in Mexico are different. They have hard tile floors. After the students build the Mexican house, allow them to have a Mexican celebration in their Mexican house.
- 4 The people of Mexico wear bright colors when they have celebrations. Allow the students to create bright bead patterned necklaces using colored beads or noodles.

Reflect/Assess:

- 1 What Mexican activity would you like to do if you lived in Mexico? Why?
- 2 What is your favorite Mexican food? Why? How is it similar or different to our food?

Literacy Circle:**Storytime 1:** Read the DLM flannel board *My Sick Donkey*

- 1 When reading, change the word donkey and the color words into Spanish. Have students repeat the words in Spanish.
- 2 Discuss the difference in pets between the United States and Mexico.

Storytime 2: Read the following *Diez Ninitos* with teacher made felt pieces

- 1 Say in English first than translate into Spanish second time.

Ten Little boys

(to the tune of "ten little Indians")

1. One, two, three little boys
Four, five, six little boys
Seven, eight, nine little boys
Ten little boys

2. Ten, nine, eight little boys
Seven, six, five little boys
Four, three, two little boys
One little boy

1. Uno, dos y tres ninitos,
Cuatro, cinco, y seis ninitos,
Siete, ocho y nueve ninitos,
Diez ninitos son.

2. Diez, nueve yocho ninitos,
Siete, sies y cinco ninitos,
Cuatro, tres y dos ninitos,
Un ninito es.

Letter Knowledge: S is for sombrero and salsa

- 2 Make salsa bags (like gel bags) for the students to trace the letter 'S'.
(Put salsa in baggies and glue shut)

Music/Movement:

- 3 Have the students review and participate in the *Mexican Hat Dance* to Fiesta Music

Materials for Day 4:

Paint and brushes

Paper

Yarn

Colored beads or noodles

Paper plates and bowls

Salsa and chips

Rice and Beans

DLM My Sick Donkey Pieces

Teacher made 10 little boys

Salsa baggies

Glue

Stapler

Pipe cleaner

Fiesta Music

Scissors

Tissue Paper

Content Connection- Art

Pinata

Objective: The students will create their own piñata.

Vocabulary: piñata, fiesta

Materials: brown lunch bags, goodies; sugarless gum, balloons, boxes of raisins, peanuts, yarn, stapler, tissue paper, paint and brushes

Activity 1:

- 4 Explain to the students that when the children in Mexico have a party, like a birthday party, they put on blindfolds and try to hit a piñata in the air. The piñata is filled with goodies.
- 5 Have the students fill the small brown lunch bag with goodies, place yarn to hang it from, and staple shut.
- 6 Next have the students paint their piñata in bright colors and place tissue paper to create a different look.

Activity 2:

- 1 Sing *Here is our Pinata* to the tune of "Sing a song of Sixpence"
Here is our piñata
What a sight to see,
Filled with treats and goodies
Just for you and me.
When it's time to break it,
We will circle round.
Then we'll scramble for the treats
That fall down to the ground.

Content Connection- Physical Development

Hands On My Head

Objective: The students will identify body parts in English and Spanish.

Vocabulary: head, eyes, ears, nose, mouth, stomach, feet

Materials: Song *Hands on my Head* by Dr. Jean, paper, crayons

Activity 1:

- 2 Sing the song *Hands on my Head*. Encourage the children to sing along with the CD and place their hands on their body parts.

Activity 2:

- 3 Have the students draw a picture of themselves. Assist them in labeling

each of their body parts in English and Spanish.

Day 5

Russia

Literacy Objectives: The students will identify and state characteristics of Russian culture.

Literacy Vocabulary:

Nesting Dolls, freezing, troika, shapka (fur hat), ice skates

Focus Literacy Activity:

- 4 Tell the students we will learn about Russia.
- 5 Show the students where Russia is on the map and globe.
- 6 Say “hi” pronounced “pre-ve-it” and “bye” pronounced “puka” in Russian.

Develop Literacy Activity:

- 1 Show the students teacher made Oral Language Cards depicting fur hats, nesting dolls, ballerina, snow/ice, New Year Bears etc.
- 2 Compare and contrast Santa and Grandfather Frost (best used after reading *Snow Girl*).

Practice Literacy Activity:

- 1 Explain to the students that shapka, or fur hats, are very popular in Russia because the winters are long and cold. Tell the students that they will be able to create their own version of the Russian fur hat. Have the students cut off the bottom half of a white or brown paper bag, about seven inches wide, and roll up the cut edges. Allow the children to tear cotton balls into thin pieces and glue on their hats.
- 2 Review with the students that Snow Girl and Grandfather Frost visit the children in Russia on New Years and leave nuts, fruit, and raisins for them. Allow the students to recreate this in the dramatic play area.
- 3 Explain to the students that Nesting Dolls are a favorite New Years toy in Russia. Have the students decorate three different sized paper or Styrofoam cups. Have the students try to draw identical faces and bodies on the sides of the cups and have them add different details using felt-tip markers. If possible bring a nesting doll to show the students first hand what they look like and how they are made.

Reflect/Assess:

- 1 Why do children in Russia wear Fur Hats?
- 2 Would you want to live in Russia? Why or why not?

Literacy Circle:

Storytime 1: Read *Snow Girl; A Russian Folktale Adopted by E. McKinnon*

- 1 Use teacher made felt pieces to illustrate folktale
- 2 Discuss with the students why Snow Girl could not stay all year long with the old couple.
- 3 Allow the students to sing and dance along to the following song “Dance, Little Snow Girl” sung to “Ten Little Indians”

Dance, dance, dance, little Snow Girl,
Dance, dance, dance, little Snow Girl,
Dance, dance, dance, little Snow Girl,
Dance in your little red boots.

Additional verses: “Skip, little Snow Girl; Twirl, little Snow Girl; Hop, little Snow Girl; Jump, little Snow Girl. Let the students pretend to put on their little red boots before dancing.

Letter Knowledge: R for Russia

- 1 Let the students search for the letter ‘R’ in magazines and glue on paper

Second Language Learners:

- 2 Show the students the Nesting Dolls or a picture of them. Reinforce the size words small, medium, large, big, little, etc.
- 3 Have the students say the size words while sorting the Nesting Dolls or pictures.

Music/Movement:

- 1 Review with the students that Russia is very cold and they have a lot of snow and ice. Let the students wear their shapka’s, or fur hats, for this activity. Have the students take off their shoes and pretend to put on ice skates. Play music and let them “skate” in their socks around the floor.
- 2 Explain to the students that a “troika” is a three-horse team that pulls people in a sleigh over the ice and snow in Russia. Sing *Troika, Troika* to the tune of “Twinkle, Twinkle Little Star”

Troika, troika, one, two, three.
Troika, troika, please pull me
Over ice and over snow,
Ringing sleigh bells as we go,
Troika, troika, one, two, three.
Troika, troika, please pull me.

Have the students line up as if riding in a sleigh. Then let three children at a time be the troika and lead the other children around the room while everyone sings the song.

Materials for Day 5:

Teacher made OLCards scissors glue markers

Brown/white paper bags cotton balls 3 size cups nuts, fruits, rasins

Content Connection- Science

Melting and Freezing

Objective: The students will state what melting and freezing mean.

Vocabulary: melt, freeze

Materials: paper cups, ice trays, freezer, ice cubes, chart paper, marker

Activity 1:

- 1 Show the students a ice cubes as you place them in paper cups. Put one cup outside and let the students place the others in different parts of the room. Chart the students predictions of what will happen to the ice cubes in each location.
- 2 Later, have the students check the cups and observe what happened to the ice.
- 3 Chart what actually happened to the ice cubes in each location. Did some cubes melt faster than others? Why? How could they make the cubes melt really fast?
- 4 When all the ice has melted, pour the melted ice cube water back into a ice cube tray and put it in the freezer.
- 5 Every so often remove the tray to show the students the different stages of the water turning back to ice.

Content Connection- Physical Development

Gross Motor Snow Girl

Objective: The students will physically identify their body parts.

Vocabulary: arms, legs, hands, feet, fingers, eyes, mouth

Materials: N/A

Activity 1:

- 1 Explain to the students that they are going to pretend to be Snow Girl from the Russian folktale. The students will be frozen and then will magically come to life when the teacher names body parts. The body parts that the teacher names are the only parts that the students can move.

Day 6

Russia

Literacy Objectives: The students will...

- 2 Identify ballet as a Russian form of dance
- 3 Describe difference between real or make believe

Literacy Vocabulary:

Ballet, Nutcracker, real, make believe

Focus Literacy Activity:

- 1 Tell the students we will learn about Russian Ballet.
- 2 Play the music from the Nutcracker to entice students' interest.
- 3 Have the students discuss what is real and what is make believe. Have them give examples of each.

Develop Literacy Activity:

- 1 Read an age appropriate version of *The Nutcracker*, ex. by Rita Balucci
- 2 Bring in a real Nutcracker and let the students examine it. Discuss what it might be used for, why is it dressed the way it is, etc.

Practice Literacy Activity:

- 1 Have the students act out the story of *The Nutcracker* in the dramatic play area. Place toys and stuffed animals in the area for the students to manipulate.
- 2 Have the students sequence paper shaped Nutcrackers from small to large and glue to paper.
- 3 Have the students use paper bags or paper plates to create their favorite Nutcracker character puppet to recreate the story.

Reflect/Assess:

- 1 How would you feel if you were the little girl in *The Nutcracker*? Why?
- 2 Is *The Nutcracker* real or make believe? Why?

Literacy Circle:

Storytime 1:

- 1 Read *The Nutcracker Flannel Board* to the students. Use the flannel board characters to illustrate this version of the story.
- 2 Discuss the similarities and differences between this version of *The Nutcracker* and the first version they heard. Use a Venn Diagram to help demonstrate the comparison.

Storytime 2:

- 1 Read a version of *Twas the Night Before Christmas* to the students
- 2 Explain to the students that *The Nutcracker* is a story the children in Russia hear around Christmas time and *Twas the Night Before Christmas* is an old story that we hear around Christmas here.
- 3 Ask the students if they think *Twas the Night Before Christmas* is real or make believe? Why or why not?

Letter Knowledge: N for Nutcracker

- 1 Have the students glue nuts onto a letter 'N' on paper

Second Language Learner:

- 2 During ballet movement, have students verbally say the prepositions to reinforce the words. Ex. up, down, left, right, over, under, etc.

Music/Movement:

- 3 Explain to the students that New Years is a very being celebration in Russia. People dress up like bears and dance. Have the students sing and dance to the following song to the tune of "The Mulberry Bush"
Here come the dancing bears,
Dancing bears, dancing bears,
Here come the dancing bears
All around the ring.
See them stand up on two legs,
On two legs, on two legs
See them stand up on two legs,
All around the ring.
See them jump and clap their hands,
Clap their hands, clap their hands.
See them jump and clap their hands
All around the ring
Goodbye, little dancing bears
Dancing bears, dancing bears
Goodbye, little dancing bears
We like the way you dance
- 4 Demonstrate some graceful ballet moves for the students, for example plies, tip toe, arm movements. Play ballet or classical music and allow the students to pretend to be ballerinas.

Materials for Day 6:

The Nutcracker or ballet music nutcracker paper bags or plates
The Nutcracker story toys & stuffed animals nuts
Assorted sizes of nutcracker cut outs *Nutcracker* flannel board story & pieces
Twas the Night Before Christmas story

Content Connection- Health/Safety

Appropriate Clothing

Objective: The students will identify clothing worn in winter.

Vocabulary: coat, hat, boots, glove/mitten, pants

Materials: Dress Me Bears For Winter DLM, two hula hoops, various winter and summer clothing

Activity 1:

- 5 Read the flannel board story Dress Me Bear For Winter
- 6 Have the students create a word web for winter clothing and chart their responses.

Activity 2:

- 1 Create a Venn Diagram on the floor using two hula hoops.
- 2 Have the students place real articles of clothing in their appropriate spots in the “diagram” to compare seasonal clothing.

Content Connection- Physical Development

Ballet Gross Motor

Objective: The students will enhance their gross motor skills while following verbal and visual directions.

Vocabulary: plie, pirouette

Materials: yoga video/ ballet video/ ballet instructor

Activity 1:

Set up a visit to or from a ballet instructor. If one is not available, use a ballet video. Let the students experience ballet by using pirouettes and plie to exercise and tell a story by using their bodies.

Activity 2:

Using a yoga video or instructor, allow the students to observe and try to perform the same poses with their bodies.

Day 7

Africa

Literacy Objectives: The students will...

- Identify characteristics of African tribal cultures regarding home life.
- Explain how African culture is similar/different to ours.

Literacy Vocabulary:

kwaheri, jambo, same, different

Focus Literacy Activity:

- Show Africa on the map/globe.
- Greet students by saying, “Jambo.” (Hello in Swahili)
- Discuss how the African climate is much different from that of Russia.

Develop Literacy Activity:

- Discuss teacher made Oral Language cards that depict an African hut, an African woman carrying a bundle on her head, African animals, housing, etc.
- Maize is staple food in some African countries. Prepare Corn Cakes with students. Have them help with mixing and measuring.
- Taste corn cakes made or corn muffins. Complete the graph: “Do you like corn bread?”

Practice Literacy Activity:

- Have students pretend to make corn cakes in dramatic play area. Corn is pounded and crushed into flour, then mixed with water to make cornmeal porridge (nsima) or made into flat corn cakes.
- They can also sing as they do this. Music is very important in the African culture. Many create songs while they do their daily work.
- Some Africans wear clothing made from brightly colored fabrics. Students can create and/or complete a pattern of brightly colored fabric shapes.
- Sort plastic safari animals by animal, size, characteristics (mane, stripes, spots, etc.).
- Make a straw & mud hut. Have students use brown-tinted glue, toothpicks, and raffia to design a hut on paper that includes a fence to keep out lions and leopards.
- Place foam fish shapes in water tub. Have students go fishing with small nets as they do in some African countries.

Reflect/Assess:

- What chores do African people have? What chores do you have?
- What would you eat in Africa? Do we eat those foods here?
- What are our homes made of? Do we need fences? Why or why not?

Literacy Circle:

Storytime 1: Read *A Triangle for Adaora: An African Book of Shapes* by Ifeoma Onyefulu

- Identify shapes in story. Find objects in room that are those shapes.
- Have students brainstorm a list of items from home that are shaped the same.

Storytime 2: Read *Bringing the Rain to the Kapiti Plain* by Verna Aardema.

- Discuss the environment in the story. Discuss how it is different from our own.
- Discuss the job of the herdsman.
- Is this story real? Why or why not? What parts could be real?

Letter Knowledge: A is for African Animals

- Have students cut and paste African animal photos from magazines onto a letter "A".

Second Language Learners:

- Have students sort African animals or pictures by physical attributes.
- Have students use descriptive words to reinforce adjectives.

Music/Movement:

- Play a Balancing Basket Relay. Have students try to balance a small basket on their heads as they try to reach the other side first.
- Teach students *I'd Like to go to Africa* finger play.

Materials for Day 7:

Teacher-made Oral Language cards that include (houses, carrying on head, animals, brightly patterned clothing, etc.)

Corn Cakes recipe*

Foam fish shapes

Safari animals (plastic or pictures to sort)

Food Coloring

Toothpicks

Raffia

Paper

Pictures of African animals

Small basket to balance on head

I'd Like to go to Africa finger play*

A Triangle for Adaora: An African Book of Shapes by Ifeoma Onyefulu

Bringing the Rain to the Kapiti Plain by Verna Aardema

Teacher Resources for Day 7:

Ashanti to Zulu: African Traditions by Margaret Musgrove

Celebrating Our Diversity by Marti Abbott & Betty Jane Polk pp. 97-113

<http://pbskids.org/africa/index.html>

Content Connection - Social Studies

Fou-Fou

Objective: The students will state how they make an African dish and state whether they liked tasting it or not.

Vocabulary: fou-fou

Materials: ingredients & utensils to make tapioca pudding

Activity 1:

- Fou-Fou is a dish served in African countries. Cassava roots are peeled, soaked, then boiled. They are then pounded into a dough. Large white grains, tapioca, come from these roots.
- Make tapioca pudding as a class (without sugar).
- Students eat with three fingers instead of a spoon.

Activity 2:

- Graph whether or not students enjoyed the fou-fou.
- Sequence the steps you needed to follow in order to make the pudding.

Content Connection - Science

Weaving

Objective: The students will create a woven pattern using paper strips or ribbon.

Vocabulary: weave, kente

Materials: strips of bright paper, large construction paper cut to allow for weaving, bright ribbon, berry baskets, hand-woven basket to show

Activity 1:

- Allow students to choose colors and show how to weave the paper in and out to create a placemat.
- Draw a picture of what foods they will eat.

Activity 2:

- Show students hand-woven baskets and explain how they are made.
- Students use bright ribbon and berry baskets to weave a small basket.

Africa

Literacy Objectives: The students will...

- Identify characteristics of African tribal cultures.
- Explain how African tribes celebrate events.

Literacy Vocabulary:

kwaheri (good bye), jambo (hello), celebrate

Focus Literacy Activity:

- Review location of Africa on the map/globe in relationship to USA.
- Tell students we will learn about how some people in Africa celebrate.

Develop Literacy Activity:

- Show pictures of a tribal mask and drums.
- Have students brainstorm what they think the mask and drums are for.

Practice Literacy Activity:

- Have students create a tribal mask using colored pasta and a paper plate with two eyes cut from it.
- Pattern dyed ziti noodles on a string to make a necklace.
- Use modeling clay to sculpt a statue. Pretend that the clay is wood.
- Play Tribal Mask Concentration (teacher-made) with photos of masks.
- Have students write or use magnet letters to form the words: mask, drum, dance, Africa.

Reflect/Assess:

- How do we celebrate events in America?
- How do Africans celebrate?
- When do we use masks? What kind of mask would you like to wear?

Literacy Circle:

Storytime 1: Read *Jambo Means Hello* by Muriel Feelings

- While reading, discuss similarities and differences in African culture when compared to our own.

Storytime 2: Before reading *Papa, Do You Love Me?* by Barbara Joose, do a picture walk and have students guess what story will be about.

- Ask what parents are for and how they help us.
- Discuss how parents are alike all over the world.

Letter Knowledge: A is for Africa

- Have students trace or write letter A's in sand.

Second Language Learners:

- Have student count the number of noodles on their African necklaces to reinforce one-to-one correspondence. Discuss who have more and/or less noodles on their necklaces.

Music/Movement:

- Have students make up a dance to tribal celebration music. Visit link listed in teacher resources for drum beats.
- Let students explore different sounds of "drums"- cans, boxes, real drums, etc. Have them make up a beat or repeat beats of a friend.

Materials for Day 8:

Globe/map

Teacher-made Oral Language cards that include a tribal mask and a drum

Teacher-made Tribal Mask Concentration game

Teacher-made Word Cards: drum, mask, dance, Africa, necklace

Magnet Letters

A variety of dyed pasta including ziti

Yarn, Glue, and Paper plates

Modeling clay & Play dough tools

Containers & boxes to use as drums

Sand

Jambo Means Hello by Muriel Feelings

Papa, Do You Love Me? by Barbara Joose.

Teacher Resources for Day 8:

Ashanti to Zulu: African Traditions by Margaret Musgrove

Celebrating Our Diversity by Marti Abbott & Betty Jane Polk pp. 97-113

<http://www.aviarts.com/demos/flash/abadjarhythm/index.html> (hear African instruments & make music)

http://www.rebirth.co.za/African_mask.htm (many pictures of masks for game)

<http://www.africaguide.com/culture/tribes/index.htm> (info on tribes)

Content Connection - Social Studies

Drum Making

Objective: The students will create a celebratory drum.

Vocabulary: drum, beat, rhythm

Materials: a variety of containers and boxes, paints to decorate

Activity 1:

- Students will use boxes or containers to design their own drum. Decorate as they wish.

Activity 2:

- Have students perform on their drums. Discuss the differences in sounds.
- Have students repeat drum rhythm that the teacher creates.

Content Connection - Art

Designing Clothing

Objective: The students will design a brightly colored article of clothing.

Vocabulary: kente (African cloth)

Materials: brightly colored fabric shapes, fabric glue, paper, paint, paint brushes

Activity 1:

- Some Africans wear clothing made from brightly colored fabrics. Students can design a dress if they are a girl or a shirt if they are a boy by patterning brightly colored fabric shapes on a dress/shirt fabric shape.
- Have students describe the article of clothing that they made to a friend.

Activity 2:

- Have students design their own African clothes by using brightly colored paint.
- Have students dictate a sentence about what they created.

Day 9
Japan

Literacy Objectives: The students will...

- Identify characteristics of the Japanese culture.

Literacy Vocabulary:

sayonara (good bye), Konnichiwa, (hello), island

Focus Literacy Activity:

- Tell students we will next learn about another continent, Asia.
- Locate Asia on a map and tell students we will learn about Japan- show where it is. Explain that it is an island and what that means.
- Greet the students in Japanese by saying, "Konnichiwa."

Develop Literacy Activity:

- Review how African tribes celebrated special days.
- Explain that there are two special days in Japan for children. Doll's Day is when girls display their special dolls on staircase shaped stands with the most special at the top. Girls have a tea party with their dolls and friends. On Boy's Day, sons help their father put up a tall bamboo pole and hang one paper carp (symbol of holiday) for each son- eldest with the biggest carp at the top of the pole.

Practice Literacy Activity:

- Make cherry blossom pictures for decoration at the tea party, Use brown crayons to draw branches and balled pink tissue paper for the blossoms.
- Teach children how to make a simple origami figure. Give students a piece of origami paper and have them follow your directions or fold their own to create a figure. Add details with a marker.
- Cut pictures of dolls from a magazine. Arrange them from biggest to smallest on a staircase shape cut-out.
- Make a carp kite. Give each students a white paper lunch bag to decorate like a fish. Attach streamers to the open end for a tail. Punch holes at the top to string a handle.
- Arrange fish shapes from largest to smallest. Add a "bamboo" pole(craft stick) at the side & label each fish with siblings' names to represent the Boy's Day pole the sons erect with their fathers.
- Have students pretend to have a tea party in the dramatic play area.
- Serve Japanese rice crackers and green tea in a classroom tea party.

Reflect/Assess:

- What is Doll's Day and Boy's Day?
- How are they celebrated?

Literacy Circle:

Storytime 1: Read *Little Bunny and the Crocodile* adapted by Jean Warren

- Discuss the trick the Little Bunny played.

- Tape green paper crocodiles to floor. Have students hop & count across.
- Have students make Bunny and Crocodile puppets to retell the story with.

Storytime 2: Read *The Faces in the Barrel* retold by Barbara Freedman.

- Ask students to explain what they think the story is about.
- Ask if they've ever seen their reflection.
- Have each student come look into your "barrel" (a box with a mirror at the bottom) to see their reflection.

Letter Knowledge: Names in Japanese Noodles

- Have students trace or write their names in Japanese noodles.
- Have students identify each letter in their name.

Second Language Learners:

- Have students place a doll at the top of a "doll stand", then the bottom, on the right, etc.
- Have students describe different dolls to you.

Music/Movement:

- Let children pretend to be your dolls on Doll's Day. Open their "boxes" as they lie on the floor. Play Japanese music on a CD. "Dolls" start to dance. When the music stops, they get back in their "boxes" and lie still.
- Teach students the *Boy's Day Song*. Give them fish shapes or streamers/ribbons to perform with once they learn the words.

Materials for Day 9:

Globe/map

Brown crayons/Markers, Glue

Paper/ Origami paper

Pink tissue paper

Toy catalog/pictures of dolls

*Boy's Day Song**

Ribbons/streamers

Fish shapes & Craft sticks

White lunch bags

Japanese Music CD

Little Bunny and the Crocodile adapted by Jean Warren*

The Faces in the Barrel retold by Barbara Freedman*

Box & Mirror

Teacher Resources for Day 9:

Small World Celebrations by Jean Warren & Elizabeth McKinnon pp.29-37

Content Connection - Science

Pet Goldfish

Objective: The students will care for a classroom pet.

Vocabulary: carp, goldfish

Materials: goldfish, fish bowl, aquarium plants and gravel, fish food

Activity 1:

- Explain that goldfish are part of the carp family and that some Japanese children have goldfish as pets.
- Create a home in the fishbowl for the new fish.
- Vote on the new pet's name.

Activity 2:

- Ask students to tell you how the class will need to care for the pet.
- Make a chart and post near the fish.
- Have students draw a picture of the new pet.

Content Connection - Art

Rock Garden

Objective: The students will creatively design a rock garden with the given materials.

Vocabulary: bonkei, garden

Materials: paper plates or pie tins, sand, pebbles, small artificial plants
adapted from *Celebrating Our Diversity* by Marti Abbott & Betty Jane Polk p. 177

Activity 1:

- Ask students what a garden is and what grows in gardens.
- Explain that nature is important to the Japanese culture. Many Japanese tend to gardens made from sand, rocks, plants, and water. This landscaping is called bonkei.
- Have students create their own rock garden on a paper plate/pie tin.
- Students could glue on materials for a more permanent garden to take home.

Activity 2:

- Make a garden in the sensory area. Students can work together to make one garden.

Day 10
China

Literacy Objectives: The students will...

- Identify characteristics of the Chinese culture.

Literacy Vocabulary:

(?) Zai Jian (good bye), ni hao, (hello), tangram, silk, chopsticks

Focus Literacy Activity:

- Review the location of Asia on map. Review what was learned the day before.
- Locate China on the map.
- Greet the students in Chinese by saying, “Ni Hao.”

Develop Literacy Activity:

- Sing the *Chinese Hello Song*.

Practice Literacy Activity:

- Make Chinese fans. Paint white circle with watercolors. Glue red & pink flower shapes on the paper. Attach craft stick handle when dry.
- Give students a set of tangrams. Arrange to make different shapes.
- Use chopsticks to pick up items mixed in with rice in the sensory tub.
- Show students a fabric swatches, including silk. Show the silk & explain that a silkworm from China made a cocoon from silk threads. The thread is then made into fabric. Students use their sense of touch to reach into a bag and find silk pieces mixed in with others.
- Farmers in China wear special cone shaped bamboo hats called nung fu mao to protect them from the sun. Show pictures to students. Make hats by cutting halfway into an 18 inch tagboard circle. Overlap edges & staple. Punch holes on each side to lace a string through.
- Pretend to have a tea party in the dramatic play area. Tea is important to people in China.
- Bring tea sets to sensory and have students practice pouring “tea” (colored water) into cups.
- Play a concentration game with pictures of the Chinese Zodiac animals.
- Make word cards of Chinese Zodiac animals.
- Design Chinese paper lanterns by folding a large piece of construction paper in half “hotdog” style. Make cuts into the folded side along the entire length. Open the fold and staple to short edges together. Make a handle.

Reflect/Assess:

- What are similarities between the two Asian countries? Differences?
- Have you ever eaten Chinese food? What utensil did you eat it with?

Literacy Circle:

Storytime 1: Read *Little Fox and the Tiger* adapted by Jean Warren

- Make simple character masks.

- Have students take turns acting out story.

Storytime 2: Sing *Here Come the New Years*

- Use felt board pieces as a visual aid.
- Let students retell.

Letter Knowledge: “T” is for Chinese Tea

- Have students brush glue on a paper letter “T” and sprinkle herbal tea on the glue.

Second Language Learners:

- Reinforce movement and prepositional words like high/low, fast/slow, up/down, etc.

Music/Movement:

- Use ribbons/ streamers to dance with as you listen to Chinese songs or music. Instruct students to move ribbons high/low, fast/slow, etc.

Materials for Day 10:

*Chinese Hello Song**

White paper

Red & Pink tissue paper

Glue

Watercolor Paints

Fabric swatches, including silk

18 inch tag board circles

String/yarn

Tea sets

Ribbons/streamers

Chinese Music CD

Craft sticks

Chopsticks

A variety of items to pick up with chopsticks

Rice

Pictures of farmers wearing cone-shaped bamboo hats

Pictures of Chinese Zodiac Animals (word cards, concentration, patterns)*

Little Fox and the Tiger adapted by Jean Warren*

Here Come the New Years song *

Teacher Resources for Day 10:

Small World Celebrations by Jean Warren & Elizabeth McKinnon pp.19-27

Content Connection - Science

Dragon Hunt

Objective: The students will create their own mythical Chinese dragon.

Vocabulary: dragon, make-believe

Materials: animal pictures cut from magazines, glue, paper, scissors

Activity 1:

- Explain that Chinese dragons were often made from different parts of animals. For example horns from a cow, scales from a carp, eyes from a gorilla, neck from a giraffe, etc.
- Have students choose a few animal pictures to create their own make-believe Chinese dragon. Have them use different body parts from each animal.
- Have the students describe their Chinese dragon to the rest of the class.

Activity 2:

- Play an “I Spy” game with the newly created dragons in the room.
- Reinforce descriptive language while playing the game.

Content Connection - Music & Movement

“Looking for a Friend”

Objective: The students will actively engage in a friendship song and dance.

Vocabulary: friend, bow, salute, shake hands

Materials: “Looking for a Friend” song

Activity 1:

- Tell the students that they will be learning a popular Chinese children song.
- Have students stand in a circle with one child in the middle.
- Class will clap and sing the song while the child in the middle walks around the circle looking for a “new friend.”
- When you sing “give a salute and let’s shake hands”, the child in the middle bows to the child in front of him and shakes his/her hand.
- The “new friend” is now the child in the center of the circle.
- Repeat this until everyone has had a chance to be in the center.

Activity 2:

- Have the students draw a picture of one of their “new friends”.
- Have student dictate a complete sentence about their “new friend.”