Passport to Patterns

Grade Level:
Kindergarten/First Grade

Content Areas:
Math, Social Studies, and Art

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Standards and Benchmarks

Math:

Standard A
Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world and non-routine problems.

4.1 Use reasoning abilities to perceive patterns, identify relationships, formulate questions for further exploration, justify strategies, and test reasonableness of results.

Horizontal Connections:

Art:

Standard A
Students in Wisconsin will know and remember information and ideas about the art and design around them and throughout the world.

4.3 Learn about basic styles of art from their own and other parts of the world.

Social Studies:

Standard E
Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, or institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

4.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

Concepts:

Math: Patterns, shapes, symbols, prediction

Art: Patterns, shapes

Social Studies: Cultures, traditions, patterns, family, diversity, similarities, differences
<table>
<thead>
<tr>
<th>Generalizations:</th>
<th>Essential/Guiding Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical patterns are</td>
<td>1. How do people make patterns?</td>
</tr>
<tr>
<td>reflected in the arts of cultures.</td>
<td>2. Why do people make patterns?</td>
</tr>
<tr>
<td></td>
<td>a. What is a pattern?</td>
</tr>
<tr>
<td></td>
<td>b. Where do we find patterns?</td>
</tr>
<tr>
<td>Knowledge of culture and</td>
<td>1. How do we learn about other cultures?</td>
</tr>
<tr>
<td>tradition is discovered through</td>
<td>2. Why do we learn about other cultures?</td>
</tr>
<tr>
<td>literature, art, and food.</td>
<td>a. What is a family?</td>
</tr>
<tr>
<td></td>
<td>b. What is a tradition?</td>
</tr>
</tbody>
</table>
**Benchmark: Math A.1.1**

Use reasoning abilities to perceive patterns, identify relationships, formulate questions for further explanation, justify strategies, and test reasonable results.

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a pattern.</td>
<td>S</td>
<td>PA</td>
</tr>
<tr>
<td>2. Extend a pattern.</td>
<td>R</td>
<td>SR</td>
</tr>
<tr>
<td>3. Explain relationships in patterns.</td>
<td>K</td>
<td>SR</td>
</tr>
</tbody>
</table>

\[ K = \text{Knowledge} \quad P = \text{Product} \]

\[ S = \text{Skill} \]

\[ R = \text{Reasoning} \]

\[ D = \text{Dispositions} \]

\[ CR = \text{Constructed Response} \]

\[ SR = \text{Selected Response} \]

\[ P = \text{Product} \]

\[ PA = \text{Performance Assessment} \]

\[ O = \text{Observation} \]

\[ PC = \text{Personal Communication} \]

\[ PF = \text{Portfolio} \]
Benchmarks: Social Studies **E.4.11**
Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.

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<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
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<tr>
<td>1. Identify different kinds of families.</td>
<td>K</td>
<td>SR</td>
</tr>
<tr>
<td>2. Describe own family.</td>
<td>S</td>
<td>PA</td>
</tr>
<tr>
<td>3. Give an example of a cultural tradition.</td>
<td>R</td>
<td>SR</td>
</tr>
</tbody>
</table>

**K** = Knowledge  
**S** = Skill  
**R** = Reasoning  
**D** = Dispositions  
**P** = Product  
**CR** = Constructed Response  
**SR** = Selected Response  
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**O** = Observation  
**PC** = Personal Communication  
**PF** = Portfolio
Benchmark: ART  **A.4.3**
Learn about basic styles of art from their own and other parts of the world.

<table>
<thead>
<tr>
<th>Benchmark Proficiency Criteria</th>
<th>Learning Target</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a traditional craft.</td>
<td>S</td>
<td>PA</td>
</tr>
<tr>
<td>2. Appreciation of art throughout the world.</td>
<td>D</td>
<td>O</td>
</tr>
<tr>
<td>3. Identify patterns in artwork.</td>
<td>R</td>
<td>SR</td>
</tr>
</tbody>
</table>

**K = Knowledge**  **P = Product**
**S = Skill**
**R = Reasoning**
**D = Dispositions**

**CR = Constructed Response**  **SR = Selected Response**
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### Baseline Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment:</td>
<td></td>
</tr>
<tr>
<td>Patterns Journal</td>
<td>• What is a pattern</td>
</tr>
<tr>
<td></td>
<td>• Extending patterns with partners</td>
</tr>
<tr>
<td></td>
<td>• Shape patterns</td>
</tr>
<tr>
<td></td>
<td>• Color patterns</td>
</tr>
<tr>
<td></td>
<td>• Scavenger hunt</td>
</tr>
<tr>
<td></td>
<td>• Object and people patterns</td>
</tr>
<tr>
<td>Formative Assessment:</td>
<td></td>
</tr>
<tr>
<td>Family Journal</td>
<td>• Family drawing</td>
</tr>
<tr>
<td></td>
<td>• Family description (oral)</td>
</tr>
<tr>
<td></td>
<td>• Family tree</td>
</tr>
<tr>
<td></td>
<td>• Things our families like</td>
</tr>
<tr>
<td></td>
<td>• Family tradition</td>
</tr>
<tr>
<td>Formative Assessment:</td>
<td></td>
</tr>
<tr>
<td>Museum Scavenger Hunt</td>
<td>• Finding patterns in art</td>
</tr>
<tr>
<td></td>
<td>• Making patterns</td>
</tr>
<tr>
<td>Formative Assessment:</td>
<td></td>
</tr>
<tr>
<td>Culture Journal ~</td>
<td>• People</td>
</tr>
<tr>
<td>• China</td>
<td>• Music</td>
</tr>
<tr>
<td>• Mexico</td>
<td>• Food</td>
</tr>
<tr>
<td>• Africa</td>
<td>• Tradition</td>
</tr>
<tr>
<td>• Native Americans</td>
<td>• Art</td>
</tr>
<tr>
<td>• Ukraine/Russia</td>
<td>• Stories</td>
</tr>
</tbody>
</table>

### Performance Assessment
Baseline Assessment

Name: _____________________

Benchmark A.1.1 Use reasoning ability to perceive patterns.

1. What is a pattern?

2. Where do we find patterns?

3. Which one is a pattern?

4. Complete the pattern.

   □ ★ ○ □ ★ ○
Benchmark 4.1.1:

1. What is a family?

2. What is a tradition?

Benchmark A.4.3

1. What can people make that have patterns? Can you name 4?

2. Where have you seen patterns? Can you name 4?
**Baseline Scoring**

**Benchmark # Math A.1.1**

4 correct = 3 (proficient)
3 correct = 2 (approaching proficiency)
1-2 correct = 1 (not proficient)

**Benchmark # SS 4.11 (Family)**

drawing includes multiple family members = 3 (proficient)
Single person drawing or self portrait = 2 (approaching proficiency)
Unrelated picture = 1 (not proficient)

**Benchmark # SS 4.11 (Tradition)**

drawing and oral description of any kind of traditional activity = 3 (proficient)
Incomplete Description or drawing of family activity = 2 (approaching proficiency)
Unrelated picture = 1 (not proficient)

**Benchmark # Art A.4.3**

Names at least 3 for each question = 3 (proficient)
Names 2 for each question = 2 (approaching proficiency)
1 or less for each question = 1 (not proficient)
**Performance Assessment**

**Goal:** The student demonstrates understanding about the critical component of the unit topic (Use generalizations to guide writing the goal)

**Students will demonstrate understanding of mathematical patterns through the creation of a traditional craft.**

**Scenario:** The student is placed in a real-world situation in which the student assumes a role with an authentic audience. (Use G.R.A.S.P.S to guide writing the scenario)

Scenario: You are a brownie/cub scout. You are working toward a merit badge. You need to create a cultural craft that incorporates a pattern.

**Role:** Cub Scout/Brownie

**Audience:** Scout Leader

**Evaluation Criteria:** The student meets the criteria for benchmark proficiency by producing evidence of learning.

Product: Students will have at least one traditional craft that shows understanding of mathematical patterns.

Criteria: Creates or extends a pattern.
**Performance Assessment**

**Goal**: The student demonstrates understanding about the critical component of the unit topic (Use generalizations to guide writing the goal)

Students will demonstrate an understanding of family by drawing and describing their own family.

**Scenario**: The student is placed in a real-world situation in which the student assumes a role with an authentic audience. (Use G.R.A.S.P.S to guide writing the scenario)

Scenario: An exchange student will be joining our class from another country. They are not familiar with American life. You are asked to draw your family and share information about your family and the things you do together.

**Role**: Welcoming Committee

**Audience**: Exchange Students

**Evaluation Criteria**: The student meets the criteria for benchmark proficiency by producing evidence of learning.

Product: Family drawing.

Criteria: Describes kind of family and members.
**Performance Assessment**

**Goal:** The student demonstrates understanding about the critical component of the unit topic (Use generalizations to guide writing the goal)

Students will demonstrate knowledge of another culture through the creation of a cultural collage.

**Scenario:** The student is placed in a real-world situation in which the student assumes a role with an authentic audience. (Use G.R.A.S.P.S to guide writing the scenario)

Scenario: To celebrate multiculturalism the community library is sponsoring a cultural collage contest. The winning team’s design will be printed on bookmarks.

**Role:** Artist

**Audience:** Community

**Evaluation Criteria:** The student meets the criteria for benchmark proficiency by producing evidence of learning.

Product: Group cultural collage.

Criteria: Appreciation of another culture. Understanding of cultural differences including families, traditions, foods, art, and literature
### Performance Assessment Rubric

<table>
<thead>
<tr>
<th>Benchmark # A.1.1</th>
<th>Benchmark # 4.11</th>
<th>Benchmark # A.4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Elaborate or complex mathematical pattern within traditional craft</td>
<td>Detailed family drawing and detailed oral description.</td>
<td>Collage includes more than 4 items learned. Detailed oral description of information learned.</td>
</tr>
<tr>
<td><strong>3</strong> Traditional craft project has recognizable mathematical pattern.</td>
<td>Drawing of family will include at least family members living in home. Oral description of family members.</td>
<td>Small group created collage shows 4 items learned about one culture. Oral description of at least one item per student learned and displayed in the collage.</td>
</tr>
<tr>
<td><strong>2</strong> Attempt or incomplete mathematical pattern within craft project</td>
<td>Self-portrait or incomplete drawing.</td>
<td>Collage shows 3 items learned about one culture. Student orally describes information learned.</td>
</tr>
<tr>
<td><strong>1</strong> No pattern within craft project</td>
<td>Unrelated picture.</td>
<td>Incomplete collage or collage describes more than one culture.</td>
</tr>
</tbody>
</table>
Unit Title: Passport to Patterns ~Math       Time: 45 minutes       Lesson #: 1

Key concept/understanding/skill:
• Patterns
• Color patterns

Materials/Resources:
• Crayons/Markers
• Pattern Template
• Math Journal

Classroom Setup: Whole group

Instructional Plan:
1. Brainstorm and discuss with students the definition of a pattern.
2. Using colored chalk, model a color patterns on the chalkboard. Have students help you complete the patterns.
3. Look for color patterns within the classroom.
4. Students will complete two journal pages: *Today I learned about color patterns.* Students will draw a pattern that was done together in class.
5. *I can make my own color pattern.* Students will complete a color pattern of their own design.

Learning Strategies: Problem Solving

Assessment Connection: Pattern Journal

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Math  Time: 45 minutes  Lesson #: 2

Key concept/understanding/skill:
• Shape patterns

Materials/Resources:
• Shape Template
• Pattern Journal
• Pencil

Classroom Setup: Whole Group

Instructional Plan:
1. Review what a color pattern is from previous lesson.
2. Draw a pattern on the board using triangles, squares, and circles.
3. Ask students to observe pattern and identify why they know it’s a pattern.
4. Look for shape patterns around the room.
5. Complete two journal pages: Today I learned about shape patterns. Students will complete a shape pattern that was started in class.
6. I can make my own shape patterns. Students will create their own shape pattern.

Learning Strategies: Hands-on creation

Assessment Connection: Pattern Journal

Teacher notes/reflections:
**Unit Title:** Passport to Patterns ~Math  
**Time:** 45 minutes  
**Lesson #:** 3

**Key concept/understanding/skill:**
- Object patterns
- Extending patterns

**Materials/Resources:**
- Pencil
- Pattern Journal
- Found objects
- Shape template

**Classroom Setup:** Whole Group, Partner

**Instructional Plan:**
1. Review shape patterns.
2. Display a pattern of objects on a table for students to observe.
3. Ask students to find the pattern.
4. Explain to students that there can be object patterns.
5. Ask for examples of object patterns at home or at school.
6. Students will complete two journal pages: *Today I made a pattern with (friend’s name).* Students will create a pattern and then ask a friend to complete the pattern.
7. *I can complete this pattern.* Students will complete a pattern already drawn.

**Learning Strategies:** Paired learning

**Assessment Connection:** Pattern Journal

**Teacher notes/ reflections:**
Unit Title: Passport to Patterns ~Math  Time: 45 minutes  Lesson #: 4

Key concept/understanding/skill:
• Kinesthetic patterns.

Materials/Resources:
• Pattern Journal
• Pencil
• Ink Stamps or Multiple copies of stickers

Classroom Setup: Whole Group

Instructional Plan:
1. Have several students come up to the room and organize them in a line so that they are boy, girl, boy, girl.
2. Ask remaining students at their desks if they can see a pattern.
3. Continue to invite students to the front of the room and organize them into a line and see if students can identify the pattern.
4. Teacher demonstrates a musical pattern by snapping fingers and clapping hands. Have a volunteer come to the front of the room and create a musical pattern for the class to repeat.
5. Complete two journal pages: Today I learned about sound patterns.
6. I can stamp a pattern. Students will create a pattern using stamps or stickers.

Learning Strategies: Problem Solving

Assessment Connection: Pattern Journal

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Math  

Time: 45 minutes  

Lesson #: 5

Key concept/understanding/skill:  
• Patterns around school.

Materials/Resources:  
• List of places to find patterns  
• Pattern Journal  
• Ten Little Rabbits by Virginia Grossman

Classroom Setup: Small groups

Instructional Plan:  
1. Students will identify patterns throughout the school.  
2. Students will look for examples of patterns in clothing, pictures, floor tiles, walls, or ceilings, and on bulletin boards. 
3. Students will draw a picture or write about each pattern they find.  
4. Share findings in class discussion.  
5. Students will complete last journal page: Today I went on a pattern hunt. This is my favorite pattern. Students will draw a picture of their favorite pattern they found.  
6. Read Ten Little Rabbits and discuss how patterns are all around us.

Learning Strategies: Small group cooperation, observation

Assessment Connection: Pattern Journal

Teacher notes/ reflections: 
1. Patterns found in clothing:

2. Patterns found in pictures:

3. Patterns found on ceiling, walls, floor tiles, or doors:

4. Patterns found on bulletin boards:
Unit Title: Passport to Patterns ~Family  Time: 45 minutes  Lesson #: 1

Key concept/understanding/skill:
• Understand what makes up a family.

Materials/Resources:
• My Rotten, Red Headed, Older Brother by Patricia Polacco or All Kinds of Families by Norma Simon.
• Non-fiction family book
• Family Journal

Classroom Setup: Whole Group

Instructional Plan:
1. Read the story My Rotten, Red Headed Older Brother to the class.
2. Discuss what a family is.
3. Students complete two journal pages: This is my family. Students will draw a picture of their family.
4. We like to _______________ together. Students will write an activity they do with their family and draw a picture.

Learning Strategies: Intrapersonal reflection

Assessment Connection: Family Journal

Teacher notes/ reflections:
**Unit Title:**  Passport to Patterns ~Family  
**Time:**  45 minutes  
**Lesson #:**  2

**Key concept/understanding/skill:**
- Families are unique.

**Materials/Resources:**
- Julius, Baby of the World by Kevin Henkes
- Brown paper lunch bags (one per student)
- Red Construction Paper with an apple pattern
- Green Construction Paper with leaf pattern
- Markers/crayons

**Classroom Setup:** Whole Group

**Instructional Plan:**
1. Read the story *Julius, Baby of the World* by Kevin Henkes.
2. Discuss with class how families are different and how they are alike.
3. Discuss what a family tree is.
4. Students construct their own family tree using a paper bag and construction paper:

**Paper Bag Trees:**
To reinforce the idea of a family tree the students will make a tree out of a paper lunch bag. Each student will then place a paper apple on their tree to represent each member of their immediate family.

**Procedure:**
1. Gently tear the top of the paper bag in strips approximately 1/2 inch wide by 3 inches long.
2. Open the bag.
3. Twist the middle of the bag to resemble a tree trunk.
4. Place the bag on the table using the bottom of the bag as a base.
5. Twist the torn strips to form the branches of the tree.
6. Using apple cutouts, have students write the names of immediate family members on each apple.
7. Students punch holes in the apples and hang them on the tree.
8. Display trees in room.

**Learning Strategies:** Hands-on project

**Assessment Connection:** Family Tree

**Teacher notes/reflections:**
**Unit Title:** Passport to Patterns ~Family

**Time:** 45 minutes

**Lesson #:** 3

**Key concept/understanding/skill:**
- Family Traditions

**Materials/Resources:**
- How My Parents Learned to Eat by Ina R. Friedman
- Family Journal

**Classroom Setup:** Whole Group

**Instructional Plan:**
1. Read the story How My Parents Learned to Eat by Ina R. Friedman.
2. Discuss with class different types of food they enjoy eating with their family.
3. Discuss different types of music families enjoy listening to.
4. Students complete two pages in their journal: My family likes to eat___________. Students will write about a favorite family food and draw a picture.
5. We like to listen to _____________ music. Students will write about what music they like to listen to with their family and draw a picture.

**Learning Strategy:** Oral participation, intrapersonal reflection

**Assessment Connection:** Family Journal

**Teacher notes/reflections:**
Unit Title: Passport to Patterns ~Family 
Time: 45 minutes 
Lesson #: 4

Key concept/understanding/skill:
• Folktales
• Review family traditions.

Materials/Resources:
• The Relatives Came by Cynthia Rylant
• Family Journal

Classroom Setup: Whole Group

Instructional Plan:
1. Read the story The Relatives Came.
2. Discuss favorite stories with class.
3. Discuss what a folktale is with class and give examples.
4. Complete 2 journal pages: One of our favorite stories is ________________.
   Students will write a favorite family story title and draw a picture.
5. One of our favorite traditions is _______________. Students will write a family
   tradition and draw a picture.

Learning Strategies: Interpersonal communication

Assessment Connection: Family Journal

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Family    Time: 45 minutes    Lesson #: 5

Key concept/understanding/skill:
• Identifying with own family.

Materials/Resources:
• Crayons/Markers
• Family Quilt Pattern (See sample at end of unit)
• Scissors
• Family pictures (See family letter)

Classroom Setup: Whole Group

Instructional Plan:
1. Discuss with class what makes each family special.
2. Brainstorm ideas on the chalkboard.
3. Students will create their own quilt block with a picture of their family in the middle.
4. Students may incorporate favorite foods, activities, and music of their family on the quilt block.
5. Combine students’ squares to make a quilt and display somewhere in the room.

Learning Strategy: Intrapersonal reflection, problem solving

Assessment Connection: Quilt Block

Teacher notes/reflections:
This is my family.

We like to____________________ together.

My family likes to eat______________.

We like to listen to
_________________________ music.

One of our favorite stories is
__________________________.

One of our family traditions is
__________________________.
Dear Families:

As part of our unit on celebrating families, our class would like to make a “Family Quilt” to share in our classroom. This quilt will be a bulletin board of each of our family photos.

In order to do this we will need your assistance! Your child will be bringing home a disposable camera. Please have a friend or neighbor take a picture or two of your family.

Send the camera back to school the next day. It is important that we do this in a timely manner.

We will develop these pictures and assemble the quilt together as a class project.

Your cooperation is greatly appreciated!

Thank You,
Dear Parents,

During the next few weeks our class will be doing a unit on Family. We would like to encourage you and your child to celebrate the uniqueness of your family. Here are some suggested activities that your family may like to try. This is a great way to support the learning that is occurring in your child’s classroom as well as build family unity.

Remember, every family is special and made up of people who love, work, play and celebrate together.

• Share family photographs with your child. Tell them about their grandparents, great grandparents and special relatives.

• Help your child contact a faraway relative. You and your child may enjoy writing a letter to this relative.

• Teach your child a game that you played as a child.

• Consider setting aside some time each week for family time. Use this time for family activities such as reading, playing games, working on puzzles, or for a family discussion.

We will extend this unit to explore and appreciate the similarities and differences in families here in our community and throughout the world.

Please complete and return the following questionnaire with your child. This information will be used throughout our unit during class discussions, journaling, and assembling our family tree. Thanks for your support and cooperation!

Family Questionnaire

1. Who is in my immediate family?

2. Where are our ancestors from?

3. What are some of my family traditions?

4. What are some of our favorite family stories?

5. What are some of our favorite music and songs?
Unit Title: Passport to Patterns ~Museum     Time: 3 hours

Lesson #: To be used at any point during the following cultural lessons

Key concept/understanding/skill:
• Explore Culture Counts: People, Patterns, & Pi
• Patterns in exhibit.
• Construct patterns.

Materials/Resources:
• Scavenger Hunt (see attached sample)

Neville Public Museum Artifact:
• Field Trip to Neville Public Museum: Culture Counts: People, Patterns, & Pi.

Classroom Setup: Small groups

Instructional Plan:
1. Take field trip to Neville Public Museum.
2. Divide class into small groups and explore Culture Counts: People, Patterns, and Pi.
3. Students will complete scavenger hunt list with the help of a chaperone.
4. Teacher may opt to do Russian/Ukrainian Quilt lesson at the museum.

Learning Strategies: Extending connections

Assessment Connection: Scavenger Hunt

Teacher notes/reflections:
1. Find something yellow.

2. Find something blue.

3. Find a shape pattern. Where is it?

4. Find a color pattern. Where is it?

5. Create a tile pattern at the tessellation table. What shapes did you use?

6. Go to the communication room. Look for Morse code. Write the code for Hi.

7. Go to the room on time. Find a symbol on Stela.

8. Go to the recreation room. Which ball will take the shortest time to reach the bottom?
   a. Curve edge   b. Straight-line

9. Name two shapes that can be found in the hubcaps.

10. Go to the Measure, Quantify, Calculate, and Record Room. Name something you’ve seen before.
My Pattern Journal

Name____________________

Today I learned about color patterns.
I can make my own color pattern.

Today I learned about shape patterns.
I can make my own shape pattern.

Today I made a pattern with

______________________________.
Today I learned about sound patterns.

I can complete this pattern.
I can stamp a pattern.

Today I went on a pattern hunt. This is my favorite pattern.
Unit Title: Passport to Patterns ~ China  Time: 45 minutes  Lesson #: 6

Key concept/understanding/skill:
• People and families in China
• Chinese game

Materials/Resources:
• Non fiction book about China—CHINA by Catherine Charley, CHINA-Children of the World
• Daisy Comes Home by Jan Brett
• Large paper for KWL Chart
• Dragon Head Mask for Dragon Tail Game
• Student Cultural Journals
• World map

Classroom Setup: Whole Group

Instructional Plan:
1. Discuss concept of people around the world.
2. KWL about other countries.
3. Locate China on map.
4. Read a non-fiction book and discuss people and families in China.
5. Journal page: Today I learned about China. Have students draw about what they know or learned.
6. Teach Dragon Tail Game.
7. Read Daisy Comes Home by Jan Brett.

CHASE THE DRAGON’S TAIL: A TRADITIONAL CHINESE GAME
For a large group (12 or more students works best)

Materials needed for the game:
One dragon’s head mask

Rules of the game:
One person is selected to wear the dragon mask and become the head of the dragon. The other players make a body by placing their hands on the shoulders of the person in front of them. The last person in line is the tail of the dragon. Give the head of the dragon a set amount of time to try to tag the dragon’s tail without breaking the line. If the head does not tag the last person in line, the head becomes the tail and gives the mask to the next person, who then becomes the head of the dragon.

Learning Strategies: Large group cooperation

Assessment Connection: Journal page

Teacher notes/reflections:
Unit Title: Passport to Patterns ~China  
Time: 1 hour  
Lesson #: 7

Key concept/understanding/skill:
- Kinds of food in China
- Traditional Music
- Stories and folktales
- How to use chopsticks

Materials/Resources:
- Lon Po Po by Ed Young
- A Chinese Zoo-Fables and Proverbs by Demi
- Liang and the Magic Paintbrush by Demi
- Sample of Chinese music
- Ingredients for Rice Cakes --see recipe below
- Set of plain wooden chopsticks for each student
- Small food items for chopstick practice (chowmein noodles, raisins, cheerios)
- Markers
- Student journals

Classroom Setup: Whole group, small group

Instructional Plan:
1. Talk about foods in China and using chopsticks to eat.
2. Pass out chopsticks and have students design a pattern with markers on top of their chopsticks. It’s easier to have students start patterns before breaking apart their sticks.
3. Demonstrate using chopsticks and have students try picking up easy objects (chowmein noodles, raisins, cheerios, etc.).
4. Students can begin working on journal page: Some people in China eat _________.
   While students practice, small groups can begin to prepare rice cakes.
5. Listen to traditional Chinese music while cooking.
6. Read Lon Po Po to students and do a Venn Diagram of story and traditional Red Riding Hood story.
7. Have students complete journal page: The story we read was______________.

PUFFED RICE BARS:
Makes about 20 bars
- 3 Tablespoons margarine or butter
- 1 package (10 oz.) large marshmallows (about 40 count)
  OR 4 cups miniature marshmallows
  OR 7 oz. Marshmallow crème
- 1 teaspoon vanilla extract
- 6 cups puffed rice cereal
STOVETOP METHOD:
- Melt margarine in a large saucepan over low heat. Add marshmallows; stir until completely melted. Remove from heat. Stir in vanilla extract.
- Add cereal; stir until well coated.
- Using a buttered spatula or waxed paper, press mixture evenly into a 13 x 9 x 2-inch pan coated with cooking spray. Cut into squares when cool. Best when served the same day.

MICROWAVE METHOD:
- In a microwave-safe bowl, heat margarine and marshmallows on HIGH for 3 minutes, stirring after 2 minutes. Stir until smooth.
- Stir vanilla extract into marshmallow mixture.
- Follow steps 2 and 3 of stovetop method to complete the recipe.

*Learning Strategies:* Fine motor skills, large group discussion

*Assessment Connection:* Journal pages, chopstick patterns

*Teacher notes/Reflections:*
Unit Title: Passport to Patterns ~China  Time: 45 minutes  Lesson #: 8

Key concept/understanding/skill:
- Music appreciation
- Color pattern

Materials/Resources:
- Two 7” square pieces of red construction paper
- Tissue paper, red and yellow
- Chinese music
- String or yarn
- Glue
- Book about China that has pictures or samples of art and designs: A Chinese Zoo-Proverbs and Fables by Demi (nice examples of patterns)
- Student Cultural Journals

Classroom Setup: Whole Group

Instructional Plan:
1. Discuss different kinds of art.
2. Use book or stories to talk about traditional or common art and designs.
3. Make Chinese Lanterns:
   - Snip off the corners of the squares to make octagon shapes for the top and bottom of the lantern.
   - Cut four yellow tissue paper strips the width of one side of the octagon and about 10” long.
   - Accordion-fold the tissue and glue one end of each strip to the top of the lantern and the other to the bottom.
   - Poke a hole in the lantern top with a pencil. Thread the yarn through the hole and knot it.
   - Glue red and yellow tissue strips to the center of the bottom of the lantern. Hang to display.
4. Complete journal page: Today we made ____________________________________.
5. Discuss different kinds of music, review kinds of music that each child enjoys
6. Listen to Chinese music and do journal page: Chinese music reminds me of ________.

Learning Strategies: Following directions

Assessment Connection: Chinese lanterns, journal page

Teacher notes/Reflections:
Unit Title: Passport to Patterns ~Native American  Time: 45 minutes  Lesson #: 9

Key concept/understanding/skill:
• Native American people and families
• Native American stick game

Materials/Resources:
• Jingle Dancer by Cynthia Leitich Smith
• Non-fiction book—ie Eagle Drum on the Powwow Trail with a Young Grass Dancer by Robert Crum
• 3 Popsicle sticks per student
• markers
• paper/pencil for scoring
• Student Cultural Journals

Classroom Setup: Whole group; small group

Instructional Plan:
1. Show students the cover of the book, Jingle Dancer. Begin questions to generate interest: Describe the girl on the front cover—her dress, shoes, etc. What is she doing in this picture? What culture is shown here? What do you notice about the people behind the girl? Why are they dancing?
2. Share the book’s title with students. Why is she called the jingle dancer?
3. Following the pre-reading discussion, read the book aloud to the students, then finish the story session with a short discussion of the book.
4. Show students on a large map or globe where the continent of North America is located. Explain to students that there are many Native American tribes in North America. Share a non-fiction book about Native American life, which emphasizes family lifestyles and cultural traditions.
5. Teach the whole class the Native American Stick Game, and then allow students time to create their own sticks, following the instructions below.
6. Students can be separated into small groups when sticks are completed, to play the game together. They’ll need paper and pencils to keep score.
7. Journal page: Today I learned about Native Americans. Have students draw about what they know or learned.
NATIVE AMERICAN STICK GAME
For 2 or more players

Materials needed to make the game:
- 3 flat Popsicle sticks or tongue depressors
- Red and blue colored markers

Directions to create game pieces:
1. Create a red zigzag pattern along one side only of two sticks, leaving the other sides plain. These will represent snakes. You may also draw an eye near one end of each zigzag pattern, as shown below.
2. Create a blue design on one side of the remaining stick, leaving the other side plain. This will represent man.

How to play and score:
Hold all 3 sticks in both hands. Toss them in the air. Notice how they land…
If all the plain sides fall face up, score 4 points.
If all the marked sides land face up, score 4 points.
Two Snakes and one plain up, score 6 points.
Two plain and one Snake up, score 6 points.
One plain, one Snake, and one Man up, score 0 points.
Suggestion: You may wish to play this game for a set amount of time, or until a team reaches a set amount of points.

Learning Strategies: Hands-on activity: creating and playing a traditional Native American game.

Assessment Connection: Snake stick project

Teacher notes/ reflections:
Unit Title: Passport to Patterns ~Native American  Time: 45 minutes  Lesson #: 10

Key concept/understanding/skill:
• Native American foods
• Traditional drumming music or other Native American music
• Music appreciation

Materials/Resources:
• Ingredients/supplies listed below for pudding recipe
• Traditional drumming music or other Native American music
• Student Cultural Journals
• The Girl Who Loved Coyotes by Nancy Wood
• Crazy Horse’s Vision by Joseph Bruchac

Classroom Setup: Whole Group

Instructional Plan:
1. Discuss some of the foods that have been important to Native American culture.
2. Show students the ingredients that will be used for the pudding recipe; ask students where the Native Americans got maple syrup from.
3. Begin recipe preparation, allowing students to participate in measuring, if desired.
4. As the pudding bakes, have students work on journal page: Some people in North America eat ________________.
5. Play samples of drumming music or other Native American music as students write.
6. When the pudding is done, remove from the oven; read The Girl Who Loved Coyotes while the pudding cools, then serve the pudding to students.
7. Have students complete journal page: The story we read was ________________.

NATIVE AMERICAN QUICK MAPLE UPSIDE-DOWN PUDDING

(Makes 8 servings)

2 cups maple syrup
4 teaspoons baking powder
2 Tablespoons butter or margarine
½ teaspoon salt
6 Tablespoons brown (or maple) sugar
2 cups sifted flour
2 eggs
1 cup milk
Chopped nuts, optional
Whipped cream or heavy cream, optional
1. Butter a small baking (casserole) dish, and preheat the oven to 420 degrees.
2. Place maple syrup in a stovetop pan and heat to boiling; pour into bottom of buttered baking dish.
3. Cream shortening, then add sugar. Cream together until fluffy.
4. Sift flour, baking powder, and salt. Add alternately with milk (in small amounts), beating well.
5. Pour batter into hot syrup and bake in 420 degree oven for 25 minutes.
6. Turn baking dish upside-down onto serving plate; garnish with chopped nuts and whipped cream, if desired. Or, serve like a pudding in bowls, with nuts and plain cream poured on top, if you wish.

**Learning Strategies:** Hands-on food preparation, following directions

**Assessment Connection:** Journal pages

**Teacher notes/Reflections:**
Unit Title: Passport to Patterns ~Native American  Time: 45 minutes  Lesson #: 11

Key concept/understanding/skill:
- Patterns in traditional craft
- Beading

Materials/Resources:
- Non-fiction book which illustrates Native American bead patterns
- Beads (clay, plastic, paper, etc.)
- Threading material (yarn, string, plastic laces)
- Student Cultural Journals

Neville Public Museum Artifact: Beadwork garments & shoes

Classroom Setup: Whole Group, Individual

Instructional Plan:
1. Share a non-fiction book with students, which illustrates bead patterns created by Native Americans. Encourage students to point out any patterns they see.
2. Students will create a beaded necklace, using the materials available, which incorporates a pattern.
3. Discuss Native American music and do journal page: Native American music reminds me of ________________.
4. Complete journal page, Today I made ____________________.

Learning Strategies: Creation of traditional craft; intrapersonal reflection

Assessment Connection: Journal pages, necklace

Teacher notes/ reflections:
Unit Title: Passport to Patterns ~Mexico  

Time: 45 minutes  
Lesson #: 12

Key concept/understanding/skill:
- People and families in Mexico  
- Lotería Game

Materials/Resources:
- Mexico Children of the World by Gareth Stevens Publishing  
- Lotería cards and game boards (See instructions below)  
- Beans or similar Bingo markers  
- Cultural Journals

Classroom Setup: Whole group, small group

Instructional Plan:
1. Show students the cover of the book, Mexico: Children of the World.  
2. Describe the front cover. Take a picture walk through the book.  
3. Discuss similarities and differences between our culture and the Mexican culture i.e. Clothing, schools, home, community, money, toys and games.  
8. Review familiar words and family names in English/Spanish. Mother / Madre, Father / Padre, dog/perro pinata etc. (See pages 59-60 in the book).  
9. Complete journal page: Today we learned about_____________.
10. Introduce Lotería cards to the students. Demonstrate how the game is played to the whole class.

LOTÉRIA: A TRADITIONAL MEXICAN GAME
Lotería is a traditional game played in Mexico. It is based on riddles, traditional sayings, or puns. For small or large groups (like a “Bingo” game)

Materials needed to make the game:
- 52 small clip-art pictures or magazine pictures (of animals, plants, or other familiar objects)  
- Unruled (blank) index cards, 3 x 5 inches  
- Lotería Game Board Master Grid Sheet (included in this lesson plan)  
- Cardstock paper  
- Double stick tape or adhesive of your choice

To make the Lotería Calling Cards:
1. Using double stick tape, attach 1 clip-art or magazine picture to each index card.  
2. You may wish to have these cards laminated for durability, if possible.

To make the Lotería Game Boards (1 for each player):
1. You should have multiple copies made of the clip-art or magazine pictures you’ve chosen.  
2. Cut the pictures to a size, which fits within the game board master grid sheet, if necessary.
3. Create the unique boards by randomly selecting and attaching 20 pictures to the spaces on each of the boards. Keep in mind that this is much like the traditional game of Bingo, and you want to make each board different.
4. You may wish to have these boards laminated, also, for durability.
5. Photocopy the master grid design onto cardstock paper, making as many game boards as you’ll need. (Horizontally, vertically, or diagonally).

**Game rules:**
This game is similar to Bingo, with one caller and other players looking for the called object on their game boards. Here’s the fun twist: the caller does not just say the name of the picture—instead, he or she makes up a rhyme about it. The winner is the first person to fill all the squares in a certain direction.

**Learning Strategies:** Following directions, whole group discussion

**Assessment Connection:** Journal page, participation

**Teacher notes/ reflections:**
Unit Title:  Passport to Patterns ~Mexico  Time:  45 minutes  Lesson #:  13

Key concept/understanding/skill:
• Kinds of food in Mexico
• Traditional music
• Stories and folktales

Materials/Resources:
• Borreguita and the Coyote by Verna Aardema
• Usborne Stories from Around the World Retold by Heather Amery
• Student Cultural Journal

Classroom Setup:  Whole group

Instructional Plan:
1. Read Borreguita and the Coyote to the class.
2. Compare/contrast the story to the well know story The Three Little Pigs.
4. Note the colorful and intricate pattern surrounding the story.
5. Complete journal page: The story we read was _________________.
6. Discuss the importance of corn in Mexican food.
7. Review the traditional Mexican meal schedule.
8. A traditional day begins with a sweet bread and coffee or chocolate.  A second
   heartier breakfast is eaten at 9:00.  Lunch occurs at 11:30 AM.  The comida or main
   meal of the day takes place between 2:00-5:30.  At night there is a merienda, a light
   meal. For children this is at 6:00-7:00 and adults enjoy it as late as 9:00 PM.
9. Introduce the traditional cookie the Empanada.  (See following recipe).
10. Complete journal page: Some people in Mexico eat _________________.

MEXICAN EMPANADAS (fruit-filled cookies)
Makes about 3 dozen cookies (when using a 3” cookie cutter)

**Note:  This dough needs to be refrigerated overnight, and can be refrigerated for up to one
week before baking. The unbaked dough may be frozen, and the baked cookies may
also be frozen, until needed.

½ cup butter, softened
1 (3-ounce) package cream cheese
1 cup sifted all-purpose flour
1 cup fruit filling, or fruit preserves
1/3 cup white sugar
1-teaspoon ground cinnamon
1. **A DAY BEFORE:** Cream butter and cream cheese together until smoothly blended. Beat in the flour. Shape dough into a smooth ball, wrap in foil or cling wrap, and refrigerate overnight or up to one week.

2. **AT BAKING TIME:** Remove dough from refrigerator 30 minutes before using. Preheat oven to 375 degrees.

3. Roll chilled dough thin. Cut with 3 or 4-inch round cookie cutter. Place a small amount of fruit filling in the center of each round; moisten edges with water.

4. Fold round over and press edges together (you may want to use a fork for this).

5. In a small bowl, combine the 1/3-cup sugar and the 1 tsp. cinnamon. Set aside.

6. Bake on ungreased cookie sheet for 15-20 minutes. Immediately after removing from the oven, roll in sugar and cinnamon mixture, or confectioner’s sugar, if desired.

**Note:** For a quicker recipe that produces a similar-looking cookie, consider using refrigerated sugar cookie dough, cut into thin circles, rather than the above recipe. Follow cookie dough package directions for baking time and temperature.

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**Learning Strategies:** Hands-on cooking, active listening

**Assessment Connection:** Cultural journal

**Teacher notes/reflectios:**
**Unit Title:** Passport to Patterns ~Mexico  
**Time:** 45 minutes  
**Lesson #:** 14

**Key concept/understanding/skill:**
- Yarn Painting

**Materials/Resources:**
- Glue
- Colorful yarn
- Pattern or design on paper
- Scissors

**Classroom Setup:** Whole group; small group

**Instructional Plan:**

The yarn paintings of Mexico are called Ofrendas, or picture offerings to God. They are generally made on thin boards. The boards are coated with a thin layer of wax. The artist presses different colors of yarn (fitted tightly together on the board) to form abstract designs or animals.

1. Give each student a design. These may include geometric shapes, pictures of flowers, birds, or other simple shapes.
2. Complete one side by spreading a thin layer of glue on one side at a time. Tightly coil the pieces of yarn into place. Do the small designs first and then the background.

**Learning Strategies:** Active listening, following directions

**Assessment Connection:** Traditional Craft

**Teacher notes/reflections:**
Unit Title: Passport to Patterns ~Africa  Time: 45 minutes  Lesson #: 15

Key concept/understanding/skill:
• People and families in Africa
• Mankala Game

Materials/Resources:
• Any non-fiction book about Africa --Kofi and His Magic by Maya Angelou
• Materials for Mankala game (listed below)
• Student Cultural Journals

Classroom Setup: Whole group; small group

Instructional Plan:
1. Locate Africa on the map.
2. Add any information to KWL if students have background knowledge of Africa.
3. Read non-fiction book and discuss people, families, similarities and differences.
5. Journal page: Today I learned about Africa. Have students draw about what they know or learned.
6. Make Mankala games:
7. Learn to play Mankala:

MANKALA: A TRADITIONAL AFRICAN GAME

For 2 players

Materials needed to make the game:
1 clean egg carton, made to hold 12 eggs
1 piece of cardboard, cut to 15” x 3”
2 small paper cups, or small plastic containers
48 small pieces for the playing pieces (hasa), such as marbles, rocks, shells, nuts, dried beans, seeds, buttons, or beads. They should be ¼” to ½” in diameter, and all about the same relative size.

To make the gameboard:
1. Cut off the top of the egg carton. You'll only be using the bottom for this game.
2. Glue the bottom of the carton to the middle of the piece of cardboard. Cut the top off each of the paper cups or plastic containers so that only about 2” of each cup remains. Glue one cup near the top left corner, and the other cup near the lower right corner of the cardboard, as shown in the drawing below:
3. Gather up the 48 objects you wish to use for this game, and put 4 playing pieces in each compartment of the egg carton.
4. The gameboard is now ready for play.

Game rules:
NOTE: This African game goes by different names in different regions of Africa, and the rules of play also vary slightly.
1. Players sit, facing each other, with the game board between them. Each player “owns” the six egg cups on their side of the board, as well as the end container on his right (the “pot”).

2. Player number one takes all the hasa from one of his cups and, moving counterclockwise, drops off one piece in each adjacent cup until he runs out of pieces. Any time his last piece is dropped into a cup belonging to Player 2, Player number 1 wins all the seeds in that cup and may place them in his “pot.”

3. Play continues as players alternate turns. Each player always takes all the pieces from the cup he has chosen. The number of hasa in each cup is always changing.

4. When all twelve eggcups are empty, the game is over. The player with the most hasa in his “pot” is the winner.

**Learning Strategy:** KWL, whole group discussion, small group cooperation

**Assessment Connection:** Journal page, small group cooperation

**Teacher notes/ reflections:**
Unit Title: Passport to Patterns ~Africa  Time: 45 minutes  Lesson #: 16

Key concept/understanding/skill:
• African Traditional Costumes/Clothing
• Traditional African Music
• Stories and Folktales

Materials/Resources:
• The Adventures of Spider: West African Folktales retold by Joyce Cooper Arkhurst
• Why Mosquitoes Buzz in People’s Ears by Verna Aardema
• Construction Paper: Yellow, green, red, blue, white, and black, cut to 1” by 12” (see craft directions)
• Small brass fasteners
• Traditional African Music
• Student Cultural Journals

Classroom Setup: Large Group; individual work

Instructional Plan:
1. Share story with the students; ask students to identify patterns in the story (i.e. the boy’s clothing), if applicable.
3. Students complete journal page: The story we read was ________________.

Young Africans often wear a round hat called a kufi (KOO-fee) to show pride and heritage.

Kufi Hats:
Each student will need:
• Headband- 24” x 2” construction paper
• 6 strips 12” x 1” wide, two of each color chosen (red, yellow, and green)
• brass fastener
• Markers or crayons

Fit the headband snugly around your head and staple.
Arrange the six strips of colored paper so they overlap to form a wheel. Fasten in the center with brass fastener.
Students use markers or crayons to draw shape patterns on the strips.
To connect to headband, place one strip along the outside edge of the headband and staple.
Staple remaining strips to headband.

Learning Strategies: Hands-on creation of traditional African craft

Assessment Connection: Journal page, Kufi hats.

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Africa  
Time: 45 minutes  
Lesson #: 17

Key concept/understanding/skill:
- Traditional art
- Creating patterns

Materials/Resources:
- Cardboard tubes for each student
- Stick pins
- Dry rice
- Sticky paper (lick and stick), or decorative paper of your choice
- Traditional African music
- Student Cultural Journal

Classroom Setup: Whole group; individual work

Instructional Plan:
1. Play Rain Game:
   - Teacher and students sit in a circle.
   - Teacher begins the rainstorm sounds by sliding hands back and forth against each other, creating a “swish, swish” sound. Students, one by one in the circle, create this sound, and continue as the sound moves around the circle.
   - When it’s the teacher’s turn again, the teacher begins a new sound—the gentle raindrops—by snapping his or her fingers slowly. Students carry that sound around the circle, as they did with the first one.
   - At teacher’s next turn, the sound to add is created by drumming a rhythm on the thighs with both hands. Continue around the circle. The rainstorm should be growing in volume.
   - In the next round of the game, the teacher stomps his or her feet against the ground, creating “thunder.” Students follow suit. Teacher can then move backwards through the sound and movement sequences, until the loud storm becomes a quiet swishing sound once more.

2. Make Rain Sticks.
3. Discuss African music and do journal page, *African music reminds me of_____________________.*

Rain Sticks
Materials
- Cardboard tube. (A paper towel roll works best, as does a long tube from wrapping paper)
- Dry rice (approximately ¼ cup per tube)
- 12 pins
- Sticky paper for decoration
1. Paper tubes have a spiral seam. Use this seam as a guide. Push the pins in to the towel tube. Place the pins along the seams approximately 1 to ¾ of an inch apart.
2. Cover one end of the rain stick with sticky paper.
3. Add the rice.
4. Seal the open end of the rain stick with sticky paper.
5. Decorate using sticky paper. A tricolor pattern always makes for eye-catching interest. You may use a marker to place Native American symbols or petroglyphs on the side.
6. Enjoy the relaxing sounds of the rain. You may wish to play some traditional African music, and let students blend the sounds of their rainsticks with the music.

**Learning Strategies:** Following directions, active listening, hands-on craft

**Assessment Connection:** Journal pages, Rainsticks

**Teacher notes/ reflections:**
Unit Title: Passport to Patterns ~Ukraine/Russia  Time: 45 minutes  Lesson #: 18

Key concept/understanding/skill:
- People and families from Ukraine/Russia
- Broken Telephone Game

Materials/Resources:
- Non-fiction book about Russia – i.e. Welcome to Russia by Fiona Conboy
- Rechenka’s Eggs by Patricia Polacco
- Student Culture Journals

Classroom Setup: Whole Group

Instructional Plan:
1. Find Russia and Ukraine on the map.
2. Read non-fiction book such as Welcome to Russia.
3. Discuss any similarities to families and compare to previous cultures studied.
4. Have students pay attention to patterns in the pictures.
5. Journal page: Today I learned about Ukrainians. Have students draw about what they know or learned.
6. Play Russian game:

   BROKEN TELEPHONE: A TRADITIONAL RUSSIAN GAME
   For a large group

   This game is played in the same manner as the American version of “Telephone,” where the players sit in a circle, and one person begins the game by whispering a sentence into their neighbor’s ear. The sentence is then passed on from one player to the next, in a clockwise or counterclockwise direction, until it reaches the person sitting on the other side of the sentence’s originator. That last person must say out loud what they’ve heard. This is a great lesson for emphasizing the importance of good listening skills!

Learning Strategies: Active listening

Assessment Connection: Journal page

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Ukraine/Russia  Time: 45 minutes  Lesson #: 19

Key concept/understanding/skill:
• Ukrainian food
• Stories and folktales

Materials/Resources:
• The Magic Goldfish by Demi
• Thunder cake by Patricia Polacco
• Mister Cat-and-a-half retold by Richard Pevear
• Ingredients for Thunder cakes—see recipe below

Classroom Setup: Whole Group

Instructional Plan:
1. Read one of the traditional stories, The Magic Goldfish or Mister Cat-and-a-half
2. Have students compare the story to any other folktales or fairytales that they know.
3. Complete journal page: The story we read was ____________.
4. Read Thunder cakes and talk about the kinds of Russian/Ukrainian food.
5. Make Thunder cakes.
6. Journal page: Some people in the Ukraine eat ________________.

PATRICIA POLACCO'S RUSSIAN RECIPE FOR THUNDERCAKES
Makes one 2-layer round cake

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>1 cup shortening</td>
<td></td>
</tr>
<tr>
<td>1 ¾ cup sugar</td>
<td></td>
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<tr>
<td>1 teaspoon vanilla</td>
<td></td>
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<tr>
<td>3 eggs, separated</td>
<td></td>
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<tr>
<td>1 cup cold water</td>
<td></td>
</tr>
<tr>
<td>1/3 cup pureed tomatoes</td>
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<tr>
<td>2 ½ cups cake flour</td>
<td></td>
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<tr>
<td>½ cup dry cocoa</td>
<td></td>
</tr>
<tr>
<td>1 ½ teaspoons baking soda</td>
<td></td>
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<tr>
<td>1 teaspoon salt</td>
<td></td>
</tr>
<tr>
<td>Strawberries</td>
<td></td>
</tr>
<tr>
<td>Chocolate Butter Frosting</td>
<td></td>
</tr>
</tbody>
</table>

1. In a large bowl, cream together the shortening, sugar, vanilla, and egg yolks, water and pureed tomatoes. Beat egg whites in a small bowl until they are stiff, and then fold them into the creamed mixture.
2. In a separate bowl, sift together the cake flour, cocoa, baking soda and salt; mix dry ingredients into the creamy mixture.
3. Grease and flour two 8 ½-inch round pans. Divide batter evenly into the pans.
4. Bake at 350 for 35-40 minutes.
5. Remove from pans when cooled. Allow cakes to cool completely.
6. Frost with chocolate butter frosting, then top with strawberries.

Learning Strategies: Hands-on cooking, compare and contrast

Assessment Connection: Journal page

Teacher notes/reflections:
Unit Title: Passport to Patterns ~Ukraine/Russia  Time: 45 minutes  Lesson #: 20

Key concept/understanding/skill:
• Music appreciation
• Quilt pattern

Materials/Resources:
• The Keeping Quilt by Patricia Polacco
• The Mitten by Jan Brett
• Construction paper
• Glue
• Wallpaper or magazine pictures

Classroom Setup: Whole group

Instructional Plan:
1. Read the Keeping Quilt and discuss some possible quilt patterns.
2. Make quilt squares: (This activity would make a nice addition to the museum field trip—museum can provide wallpaper for the activity).
3. Complete Journal page: Today I made ____________________.
4. Listen to Ukrainian/Russian music while working.
5. Complete journal page: Ukrainian music reminds me of ____________________.

Our Quilt Bulletin Board

Materials Needed:
• Colorful 2x2 inch squares. These can be also be cut diagonally into triangular pieces.
  (Construction paper, wallpaper, or magazines may be used for a colorful result).
• One 6x6 piece of construction paper to be used as the Quilt Square.
• Glue or glue sticks

Procedure:
Begin gluing the shapes on the construction paper starting in the center of the paper and working outward. (See sample picture)

Learning Strategies: Active listening, hands-on craft

Assessment Connection: Quilt patterns

Teacher notes/ reflections:
Today I learned about ______________.

Some people in ______________ eat

______________________.
The story we read was

__________________________________.

______________ music reminds me of

______________________.

Culture Counts:  People, Patterns and Pi
Today we made

_________________________________.
Unit Title: Passport to Patterns ~Collage    Time: 45 min (2 days)  Lesson #: 21

Key concept/understanding/skill:
• Where we find patterns
• Traditions
• Knowledge of a culture from literature, art, and food

Materials/Resources:
• Poster board
• Magazines
• Markers/crayons
• Glue
• Student Journals
• Completed art projects

Classroom Setup: Small group work and presentation

Instructional Plan:
1. Review KWL and each of the cultural groups.
2. Discuss similarities and differences between student’s families and other cultures learned about.
3. Divide students into five groups and assign each group one culture to feature in their collage.
4. Students can use cultural journals, books, completed artwork, etc to make a collage to demonstrate knowledge learned about their assigned culture.
5. Each student is responsible for at least one contribution to the poster and presenting what they learned.

Learning Strategies: Integration of concepts, small group cooperation, oral participation

Assessment Connection: Oral presentation

Teacher notes/Reflections:
<p>| | | |</p>
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Loteria Game Board
My Family Quilt

This is my family!

My family is special!
Example of Family Tree Project

Example of Kufi Hat Project

Example of Decorated Chopsticks Project

Example of Paper Lantern Project

Example of Bead Necklace Project

Example of Yarn Painting Project
Example of Rain Stick Project

Examples of Paper Quilt-making Project
## Individual Record Keeping

### Name: 

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<tr>
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Resources


**Web Sites:**
