

I Pledge

Third Grade

Adapted by M Goldman

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Drama, Readers Theatre, Choral Reading

MSCCR STANDARDS

RF.3.4B Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause and effect.

MSCCR CREATIVE ARTS STANDARDS

RF.3.4B Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause and effect.

DURATION

This is a 7 day plan. Each day the duration is 30 minutes or less.

RECOMMENDED RESOURCES

Included in materials.

OBJECTIVES

To be able to give definitions of words from the Pledge of Allegiance and read the pledge fluently.

MATERIALS NEEDED

Flag, study guide worksheet, Cookie Crisp or other cereal box, Ziplock baggies, premade sheets for mosaics, red and blue and white construction paper, patriotic music, balloons, youtube video access, reader's theater copies for students, M & M's or small treats (optional)

VOCABULARY

Mosaic
Pledge
Allegiance
Republic
Indivisible
Liberty
Justice
Inauguration
Etiquette
Staff

LESSON SEQUENCE

Day 1 (30 minutes or less)

TTW open with a joke. What colors are on the American Flag? Students will answer and they will typically respond, “red, white, and blue?” TTW respond “no.” Then, TTW say “and” is not a color.” The students love this! Remind them to try it on family and friends. TTW display the American flag. TLW complete a circle map orally describing the flag and facts they know as TT records responses on the board. TTW pass out a worksheet that has blanks for the students to record facts about the flag. TTW check these and return on Day 2 to use as a study guide. TL will test on Day 7 of the unit.

Day 2 (30 minutes or less)

TTW tell students the proper way to salute the American flag. (All should salute the flag by placing their right hand over their heart and standing straight and tall. The only time one would salute by placing fingers above eyebrows is when wearing a military, police, or fire or scout uniform.) TTW give directions and let students practice leading the pledge. TLW learn the commands of attention (standing up and removing hats/caps) and salute. TTW introduce the words of the Pledge. TLW complete the second part of the worksheet that is the definitions of the pledge words.

Word list:

Pledge- means a promise

Allegiance - means loyalty

Republic - means free country

Indivisible - means cannot be separated

Liberty - means freedom

Justice - means fairness.

TLW add these to their “study guide”. Again, the teacher will collect, check for accuracy, and return to students on Day 3

Day 3 (30 minutes or less)

TTW review the commands and have a practice round from the previous day. TTW have students divide Cookie Crisp cereal for examples of pledge and justice. First, students will make a pledge or promise saying they will not eat the cereal until it has been distributed fairly (justice). They will divide their Ziplock bag of “cookies” and make sure that justice is for all students in the group. Flag Artwork-TTW give the definition of the word mosaic.

1. Picture or decoration made small, usually colored pieces of inlaid stone, glass, etc.
2. The process of producing such a picture or decoration
3. Something resembling such a picture or decoration in composition, especially in being made up of diverse elements: a mosaic of borrowed ideas.

TTW provide a pre-made example of a flag discussing the number of stripes and the colors to be used. TLW work on the art project using cut/torn paper for the flag. TLW listen to American Patriotic Music as they complete this project. (I personally use some of this time to confer with students or to check fluency.)

Day 4 (30 minutes or less)

TTW select a student to lead the class in the Pledge of Allegiance. (Quick review of attention, salute, pledge, and the proper salute.)

TTW display the flag and review with students the number of stripes, what the stripes represent, the number of stars, and what the stars represent.

TTW review the vocabulary of the words “justice” and “pledge” by asking students to explain based on yesterday’s activity with the Cookie Crisp cereal.

TTW display an inflated balloon to show an example of indivisible. We cannot share the balloon by giving each person equal parts. TLW give examples of things that cannot be divided.

TTW will point out that the President expresses his allegiance to the USA during his inauguration. (youtube.com search “Presidential swearing in”) approximately 4 minutes.

The United States of America is a republic. It means a country that has the liberty to vote for its leaders.

TTW explain liberty by giving students the liberty to sit at any group to complete their flag mosaic/

TTW complete fluency checks and also play patriotic music.

Day 5 (30 minutes)

TLW participate in a Reader’s Theater about the Pledge.

(I have attached a copy of the Reader’s Theater. I have tried to give credit to the creator. I have searched and found no resources so I have labeled it anonymous.)

Explanation and demonstration of The Actor’s Toolbox-

<https://educationcloset.com/2013/05/31/actors-toolbox-script/>

The Actor’s Toolbox Script: https://scoe.org/les/Acting_Right_Packet_11-28-16.pdf

Day 6 (30 minutes or less)

TTW give a mini-lesson on studying independently. TLW practice for 3 minutes independently.

TTW give a mini-lesson on study skills using a partner. TLW practice “studying” with a partner for practice. TTW play a review game giving “red, white, and blue” treats. (A single M&M for correct answers. Some retailers may sell the “red, white & blue M&M’s check Amazon.com)

Day 7 (15 minutes or less)

TTW give students the test. TTW ask students to read all directions. TTW have students check over their work.

EXTENDED LEARNING ACTIVITIES

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The Actor’s Toolbox Script-

https://scoe.org/les/Acting_Right_Packet_11-28-16.pdf

TIPS + FREQUENTLY ASKED QUESTIONS

The teacher can also integrate visual art & social studies.

