Veterans Legacy Program Curricular Materials

Unit Plan: All About Veterans

Kindergarten

Unit Standards

Social Studies Standards

S.S.K.A.2.1 Compare children and families of today with those in the past.
S.S.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
S.S.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
S.S.K.A.3.2 Explain that calendars represent days of the week and months of the year.
S.S.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

English Language Arts Standards

LAFS.K.L1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LAKS.K.RI.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.
LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

Math Standards

MAFS.K.CC.3.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

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Unit Overview

Day 1

Objectives

TSW define the term "veteran" and name the date we celebrate the holiday.

TSW learn why American's celebrate Veteran's Day as a national holiday.

TSW be able to share what veterans do and why we honor them.

Day 1 Topic- What is a Veteran?

Anticipatory Set

1. Tell students we are going to discuss a special holiday called Veteran's Day. We are going to learn what a veteran is, what they do, and why and when we honor them. Make an anchor chart with these three topics on it to track teaching and learning (see example chart below).

Background knowledge

1. Build on background knowledge by discussing with students if they have heard the word Veteran, Veteran's Day and if they know what it means. Facilitate student responses and tell students that *a veteran is someone who is currently or has served in the armed forces.* Tell students another word for armed forces is the military. Ask students if they have ever heard of a branch of the military like the Army, Navy, Air Force, Marines or Coast Guard. Explain to students that if they know someone who has served in any of these branches, they know someone who is a Veteran!

Lesson Overview

1. Explain to students they will now hear a biography of a real veteran who has passed away but is buried in Florida. Veterans are real people and they all have different stories. Read the Elementary Biography of Peter Nadzeika.

Peter Nadzeika Sr. (January 5, 1919 - January 1, 1996)

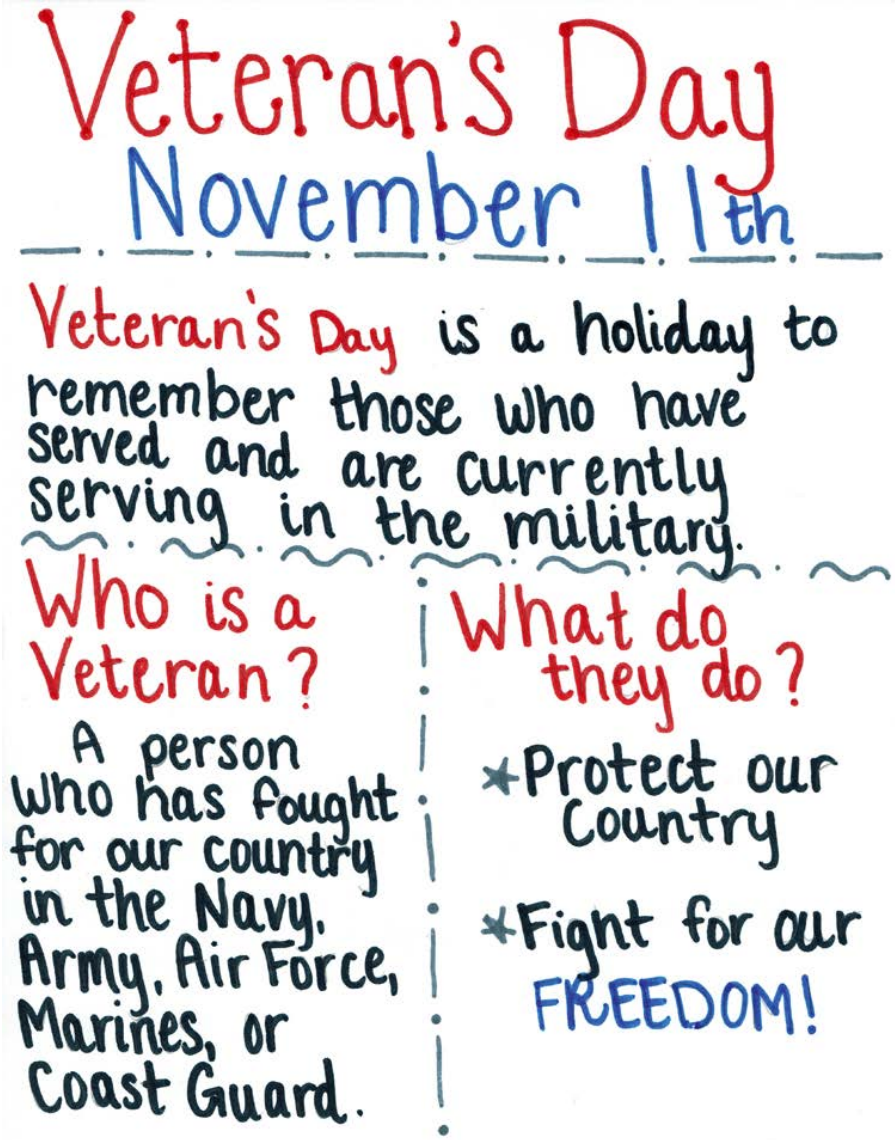
In 1919 Peter Nadzeika was born he had two older brothers, Mark, and John. Peter's parents moved to America before he was born. Peter worked on his family's farm. Peter signed up to work for the army when he was twenty-two. Peter served in World War II. When the war was over Peter came home. Peter moved to Florida and had a Family. Peter is

now at the Florida National Cemetery where his family can still visit him.

2. Have students think-pair-share what they heard about him and his life to track comprehension.

3. Stop and discuss what Veteran's Day is, a holiday to remember those who have served in our armed forces and write it on the chart.

4. Stop and discuss what Veterans do, protect our country and fight for our freedom and write it on the chart. Use this chart as a resource throughout the unit to review content and vocabulary.



Day 2

Objectives

TSW define the term "hero."

TSW explain how veterans are heroes.

TSW use adjectives to describe veterans as heroes.

TSW use scissors and glue to match adjectives onto a veteran.

Day 2 Topic- What is Hero? Veterans are Heroes!

Anticipatory Set

1. Begin by reviewing what a veteran is using the chart from yesterday's lesson. Have students think-pair-share to discuss what they remember about what a veterans is, what veterans day is and why we celebrate it.

Background Knowledge

1. Build on background knowledge by asking students 'what is a hero?' Have students think and share ideas. Make a chart (see example below) to track some student responses.

Lesson Overview

1. Read the story Veterans: Heroes in Our Neighborhood by Valerie Pfudstein. Stop and discuss some of the attributes that make veterans heroes in the story and track in on the chart.
2. Tell students that they will get to hear another biography of a veteran. Read the biography of Henry Cavicchi to students. Have students discuss the attributes that made Cavicchi a hero on the chart.

Henry Cavicchi (September 4, 1896 – July 30, 1991)

Henry Cavicchi was born September 4, 1896 in New York. His dad was named Ercole. He moved from Italy to America. There were a lot of Italian immigrants. Henry's mom was named Elmina. She moved to American from Canada. Henry's dad started his own business. He made an invention to polish stone floors. He also invented a way to keep ships safe from German submarines in World War II. When Henry was young he worked at his dad's store.

Henry registered for the draft in June 1918. He was in the Navy. He worked with planes. Airplanes would become very important by World War II. After the war Henry went home to Massachusetts.

He married Emily Sussex in 1922. Henry and Emily had four girls and one boy. Henry worked with his brothers at his dad's store. In 1942 Henry signed up for the Old Man's Draft but did not fight. He retired with his wife in Florida. Henry died in 1991. He was 94. Emily died in 1993. She was 91.

3. Tell students that they will get to hear another biography of a veteran who is buried here in Florida. Read the biography of Connolly (police officer) to students. Have students discuss the attributes that made Connolly a hero on the chart.

Edward Patrick Connolly (October 31, 1922-September 7, 1995)

Edward Connolly was born in 1922 in Boston, Massachusetts. His parents were named John and Emily. His dad worked as a police officer and his mom stayed at home. His father became well known for stopping a thief who stole from women. In March of 1930, his dad died. Edward's oldest sister Anna became the head of the house when their mother died. She worked as a librarian. Some of his other siblings worked as clerks. Edward signed up for the Marine Corps in 1941 after the US joined WWII. He fought in the Pacific. When he was 23 he finished his service in 1945 with the rank of corporal. After the war he went back to Massachusetts. He met and married Thelma Snell. They had two boys, Kevin and Mark. Edward chose to become a police detective like his father. In 1955 he was hurt trying to stop a robbery of a theater. He caught the thieves even though he was hurt. Edward retired from the force after this. The city of Boston saw him as a hero for stopping this crime. He retired and moved to Florida in 1982. He passed away on September 7, 1995. He is buried in the Florida National Cemetery in Bushnell.

4. Have students do an independent activity *Attributes of a Veteran.* Bring to students attention some of the key words that describe a Veteran, these are adjectives, words that describe (ex. Brave, smart, etc). Send students back to their seats to label the attributes of a veteran and color the veteran.

Day 2 Example Chart: What is a Hero?

Day 2 Example Independent Activity

This activity can be differentiated to meet the needs of your students. You can use the vocabulary words provided, you can leave the slots blank and have students recall vocabulary words used in the lesson and try to write them. You could also have students label the parts of the body on the veteran.

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NAME: _____

Directions:

1. CUT out labels
2. GLUE labels
3. COLOR Veteran

STRONG	BRAVE	QUICK
SMART	TOUGH	CARING

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NAME: _____

Directions:

1. CUT out labels
2. GLUE labels
3. COLOR Veteran

STRONG	BRAVE	QUICK
SMART	TOUGH	CARING

Day 3

Objectives

TSW make a text-to-self connection between what we have been learning and their family

TSW graph data onto a class graph in a whole group setting

TSW use language to describe the data they are graphing.

TSW interpret data to describe more, less and in all on the graph.

Day 3 Topic- Family Connection and Branches of Service

**There is a family letter home survey that should be sent home a week prior to this lesson. Responses will be used in this lesson. **

Anticipatory Set

1. Begin by reviewing what a veteran is, Veterans' day and why we honor them. Review what makes veterans heroes.

Lesson Overview

1. Explain to students that today we are going to see how many veterans are in your families and make a graph with our data that we collected.
2. Review home letter survey responses with students. Write the veterans name on a sticky note for each student that has a veteran in their family. Pass these out to students.
3. Show students the graph and explain how they are going to come up and say what branch of service someone in their family served or is serving in and that person's name. Facilitate student speaking and listening skills. Model using sentence stem "I have someone in my family named _____. They served in the _____. They are a veteran."
4. Once the classroom graph is complete, talk with students about how to read the graph. Ask questions like 'how many members of our families served in the army?' 'which branch has the most members of our family?' 'which has the least?' 'how many of our family members are veterans in all?'

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NAME: _____

Date: _____

Dear Families,
November 11th is Veteran's Day. As you know, this is the day we are on our those who are and have been in our American military forces. We want to complete a math graphing activity to see how many people in each of our students' families have served in an armed force and which armed force they served. Please complete the information below and return it by: _____.

Thanks so much for taking the time to complete this form and returning it! please check the armed force your family member may have served in and their name. (example: Uncle John, Cousin Jake, Aunt Susie, Grandpa Bob)

☐ ARMY

_____
_____
_____
_____
_____

☐ NAVY

_____
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_____
_____

☐ MARINES

_____
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_____
_____

☐ COAST GUARD

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_____
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_____

☐ AIR FORCE

_____
_____
_____
_____
_____

Day 4

Objectives

TSW define the term "citizen."

TSW listen for understanding to a video on good citizenship.

TSW explain what it means to be a good citizen using vocabulary discussed in the lesson.

Day 4 Topic- Veterans and Citizenship

Build Background Knowledge

1. Activate background knowledge by reviewing content from past 3 lessons. Review what a veteran is. Review why we honor veterans. Review why veterans are heroes. Review the personal connection of if we know any veterans personally.

Lesson Overview

1. Begin a discussion what it means to be a good citizen. Ask students if they have heard the word citizen before.
2. Watch brainpop jr video 'Rights and Responsibilities''

   https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/

   - Stop and discuss 'what is a citizen?'

3. Discuss how it states that citizens help their communities. Discuss how we can be good citizens by being honest, doing what is right, being fair, being positive and fair, doing what is right no matter what). Have students give responses.

4. Read the biography of William Grupp. Have a class discussion about how he was a good citizen. Discuss the character traits that made him a good citizen. What did he do in his life that was fair, showed justice and respect?

William Otto Grupp, April 1, 1901-November 17, 1988

William Otto Grupp was born in 1901 in America. Both of William's parents were born in Germany. William joined the Navy during World War I so he could help America win the war. During World War I America fought against Germany. After the war, not many people liked the Germans so many people would become more American by changing their names. William's family did not do this they were proud to be American and German. William got married and had two daughters. William worked for a German drink company. Working for this company allowed William's family to be proud of

their German background. William worked for this company until he was old and moved to Florida. William died in Florida.

5. Make a chart like the example below with characteristics of good citizenship. Have students facilitate responses as they share with one another what they learned about how veterans are good citizens.

Day 5

Objectives

TSW define the term "veteran" and "good citizen."

TSW explain why we should thank and honor veterans.

TSW write 1-3 sentences to a veteran thanking them for being good citizens.

TSW share their writing using expression with teacher support.

TSW use language to offer compliments to shared student writing.

Day 5 Topic- Letter to a Veteran

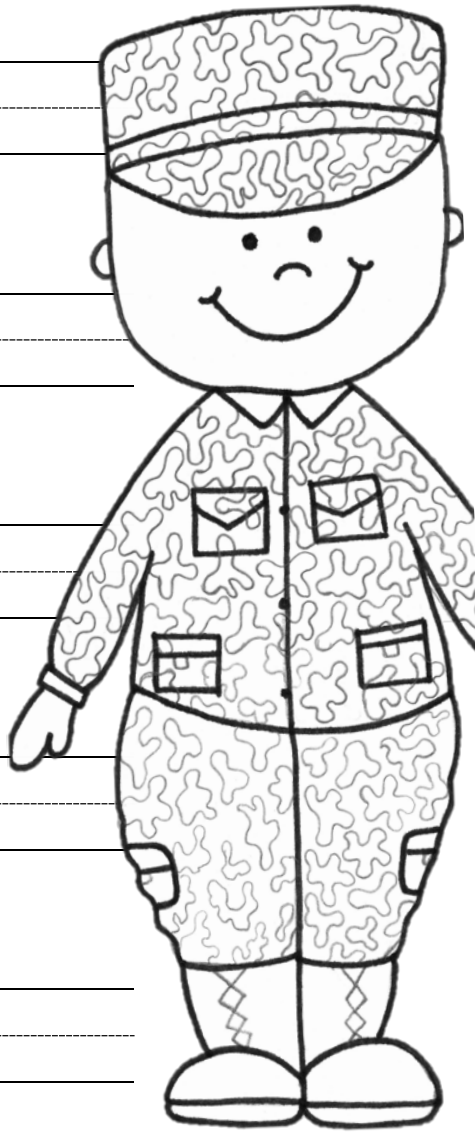
Background Knowledge

1. Ask students to recall what a good citizen is. Have students share some of the words they learned like honest, respect, responsibility and justice. Discuss how we learned veterans have these qualities. Discuss how we could honor our veterans for being great citizens.

Lesson Overview

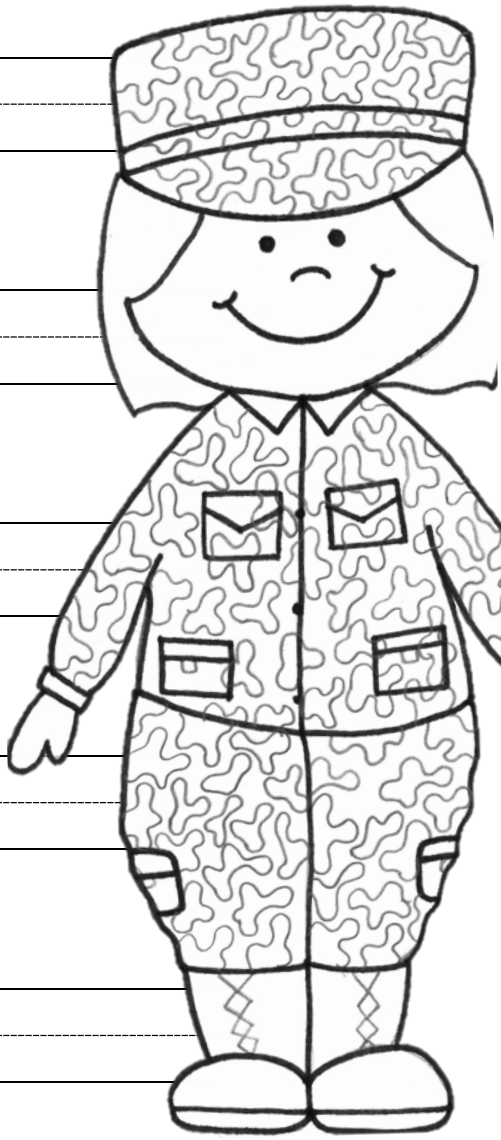
1. Tell students that today they get to write a letter to a veteran to honor them and thank them for being great citizens and for their service to our country.
2. Have students do a brainstorm challenge of things they would like to write to a veteran. Discuss what veterans do. Discuss what we could thank veterans for. Record student responses.
3. Have students pick 1-3 things they want to write about in their letter to honor a veteran, depending on writing ability... Show students the letter format and model letter writing for students first.
4. Have students complete their letter. Monitor and assist students as needed.
5. When letters are finished, call students to the carpet. Have students share their letters. Encourage students to read loud and proud about why they want to thank veterans for their service.
6. Close lesson by having students share their favorite thing they learned about veterans this week.

Dear Veteran,



Your Friend,

Dear Veteran,



Your Friend,