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Happy Fourth of July!

Learning Objectives
Students will:

- identify the main idea and retell key details about a book.
- write an informative friendly letter to explain the Fourth of July.
- understand why the Fourth of July is celebrated and how Americans celebrate it today.

Standards

- **CCSS Reading**: Identify the main topic and retell key details of a text.
- **CCSS Writing**: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **Content**: Understand the reasons that Americans celebrate certain national holidays.
- **Language**: Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- *Happy Fourth of July* books
- copies of student reproducibles (pages 64–68)
- *Two-Dollar Bill* primary source (bill.jpg)
- picnic basket or beach bag with common Fourth of July items
- chart paper
- scissors, yarn, hole punch
- paper plates
- index cards
- coloring supplies

Timeline for the Lesson

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Before Reading

1. **Introductory Activity**—Fill a picnic basket or beach bag with items that are found at modern-day Fourth of July celebrations. You might include items such as a small American flag, hot dogs, lemonade, and a baseball.
   - Display the picnic basket or beach bag for students to see. Excitedly tell students that you are getting ready to celebrate a special holiday. Remove items from the basket or bag one at a time and display them on the table. Name each item and tell students what you plan to do with it. For example, you might say: “Here are hot dogs. We will grill these!”
   - Invite students to guess the holiday. Confirm that you were pretending to prepare for the Fourth of July, which is also called Independence Day.
   - Invite students to share their own Fourth of July memories.

2. **Vocabulary Activity**—Display the vocabulary words for students to read. Have students echo-read the words after you. Discuss each word’s meaning and show word-related pictures from the book. Work as a class to orally complete cloze sentences that use the vocabulary words. Remind students that you do not expect them to know all of the words yet.

3. **Prereading Activity**—Write the words **Main Idea** on the board or chart paper. Explain that the main idea of a book is what the book is about. Explain that the main idea is usually stated at the beginning of a book.
   - Distribute the *Happy Fourth of July!* books to students. Group students for a picture walk.
   - Point out to students that some pictures are from long ago and some are from today.
   - Have students predict the book’s main idea. Record their responses on the board or chart paper.
During Reading

1. **Reading Activity**—Read the *Happy Fourth of July!* book aloud as students follow along. Pause at the end of each section. Refer to the list of students’ ideas about the main topic and discuss which predictions best fit what you have read.
   - You may choose to conduct this first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
   - For the second reading of the book, divide the class into pairs. Distribute copies of the *Main Idea and Details* activity sheet (page 64) to students. Read the directions aloud.
   - Allow time for students to read the book aloud with their partners. As students read, have them complete their activity sheets.
   - For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at listening stations.
   - Ask volunteers to share their responses with the class.

2. **Writing Activity**—Ask students to imagine that they are writing a letter to someone in another country. They must explain the Fourth of July to this person.
   - Distribute copies of the *A Special Celebration* activity sheet (page 65) to students. Read the directions aloud. Encourage students to use the information they recorded on the *Main Idea and Details* activity sheet. Letters should include why it is celebrated.
   - It might be helpful to write a sample letter as a shared writing activity first. Then, have students write their own friendly letters on the activity sheet.
   - Display the letters on a class bulletin board.
After Reading

1. Vocabulary Activity—Divide the class into pairs. Distribute one copy of the Vocab Match activity sheet (page 66) and scissors to each pair. Read the directions aloud.
   - Have students cut out the game cards. Have students mix the cards and turn them facedown. Explain that the goal of the game is to match words with the correct definitions.
   - To provide reading support, pair English language learners and below-level learners with strong readers for this game.

2. Reading Activity—Tell students that they will make firework mobiles to summarize what they learned about the Fourth of July.
   - Prior to the lesson, punch one hole in the top and three holes along the bottom of a paper plate for each student. Punch a hole in the center of the top and bottom of index cards. Each student will need six index cards.
   - Distribute the index cards to students. Instruct them to choose three vocabulary words that are important to the holiday and write them on the cards. On the three remaining cards, have students draw pictures that show key details about the Fourth of July.
   - Distribute the paper plates to students. Have them draw fireworks on their plates with coloring supplies.
   - Use yarn to hang three cards from the bottom of the paper plates. Hang the remaining three cards from the bottom of the other cards. String yarn through the top hole in the plate and hang the mobiles from the ceiling.

3. Assessment—A short posttest, Happy Fourth of July! Quiz (page 68), is provided to assess student learning from the book. A document-based assessment is also provided on page 201. Additionally, the Interactiv-eBook activities may also be used as a form of assessment.

Activities from the Book

- Sing It! Activity—Read the Sing It! prompt aloud from page 20 of the book. Have students practice singing Yankee Doodle.
- Your Turn! Activity—Read the Your Turn! activity aloud from page 24 of the book. Ask students to write about how they like to celebrate Independence Day.
Primary Source Activity

Historical Background
The scene on the back of the two-dollar bill shows the drafting committee presenting the Declaration of Independence to the Second Continental Congress. This event took place on June 28, 1776. John Adams, Roger Sherman, Robert R. Livingston, Thomas Jefferson, and Benjamin Franklin are shown presenting the document to the seated John Hancock, who was the president of the Continental Congress. The public was told about the Declaration of Independence on July 4, 1776.

About the Primary Source
The image on the back of the two-dollar bill comes from a painting by John Trumbull. The original 12-foot-by-18-foot oil painting is called Declaration of Independence. It was painted in 1817 and placed in the Capitol in 1826.

Teaching Suggestions
1. Display the electronic file Two-Dollar Bill. A copy of the primary source is provided on the Digital Resource CD (bill.jpg).
2. Ask students to carefully examine and describe the artwork on the back of the two-dollar bill. Then, ask students the discussion questions below.
   ‣ Do you recognize any of the men in the picture?
   ‣ What do you think is happening in this picture?
   ‣ Why do you think this image is on the two-dollar bill?
3. Review the historical background information with students.
4. Next, have students imagine that they have been asked to redesign the back of the two-dollar bill. Pretend the government wants to update the bill with artwork that celebrates the Fourth of July today.
5. Distribute copies of the New Design activity sheet (page 67) and coloring supplies to students. Have students draw their ideas for the redesigned two-dollar bill. Ask them to write a sentence explaining their design.
6. Invite students to share their designs and sentences with the class. Display the finished activity sheets in the classroom.
Main Idea and Details

Directions: Write what the book was mainly about in the Main Idea oval. Then, write three things you learned about the main idea in the Detail ovals.
A Special Celebration

Directions: Imagine that you have a friend in another country. Write a letter to tell your friend about the Fourth of July. Then, draw a picture of the Fourth of July on the back of this page.

Dear _______________________,

(Date)

Sincerely,

(Your Name)
Vocab Match

Directions: Cut out the cards below. Mix them up. Then, place them facedown. Player 1 will turn over two cards. If the word and definition match, the player keeps the pair. Then, Player 2 takes a turn. Continue until all cards are matched. Count to see who has the most matches!

- celebration
- colonists

- freedom
- honor

- independence
- patriotic

- revolution
- symbol

- a party for a special day
- people living in an area that is ruled by another country

- the power to do what you want to do
- to show respect for a person or thing

- freedom to make decisions
- showing love for one’s country

- the end of the rule of one government and the start of a new one
- an object that stands for something else
New Design

Directions: Draw a picture about the Fourth of July for the back of a new two-dollar bill.

Do more! Write a sentence about your picture.
Happy Fourth of July! Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Long ago, America was ruled by what country?
   - A. Africa
   - B. Canada
   - C. Great Britain
   - D. Mexico

2. America said it was free on what day in 1776?
   - A. July 4
   - B. June 5
   - C. December 25
   - D. January 4

3. What is another name for the Fourth of July?
   - A. Freedom Day
   - B. Independence Day
   - C. Fireworks Day
   - D. Memorial Day

4. Read the sentence below. Choose the best word to fill in the blank.
   Freedom to make your own decisions is called _____.
   - A. colonists
   - B. patriotic
   - C. celebrations
   - D. independence
Time to Celebrate!

Directions: Answer the questions about the photo.

1. On what day do you think this photo was taken?

_____________________________________________________________________

_____________________________________________________________________

2. Why are the children carrying American flags?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Happy Fourth of July!
Birthday Party

The Fourth of July is a day to honor the birth of America. There are parades. There are picnics. At night, fireworks light the sky. This is how we celebrate our country’s *independence* (in-di-PEN-duhns). *Independence* means *freedom*. 
Statue of Liberty