



OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 1: The Words of Independence (Vocabulary Exploration)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard L.1.6: Acquire and use conversational, general academic, and domain-specific words.

Objective: Students will identify, define, and represent five core Independence Day vocabulary words (*Independence, Colonists, Free, Celebration, Big Change*) by drawing a picture or selecting a corresponding tactile/visual symbol.

Key Vocabulary:

Independence: Free to make your own choices.

Colonists: People who moved to a new land to start a new life.

Free: You can pick what you want.

Celebration: A happy day for a party.

Big Change: Old leaders go away, new leaders come in.

Materials Needed:

Book: "Happy Fourth of July"

Crayons, pencils, markers

(Options for modifications if materials are available) *Tactile Craft Box* (yellow foam glitter stars, felt/feathered birds, small paper butterflies) for modified options

Glue sticks

Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student response during read-aloud and accuracy of worksheet illustration/symbol matching.

Lesson Procedure

Introduction:

Show the cover of Happy Fourth of July.

Teacher Says:

"Does anyone know what we celebrate on the Fourth of July?"

Accept responses such as fireworks, parades, family gatherings, or America's birthday.

Teacher Says:

"Today we are going to learn some important words that will help us understand why people celebrate the Fourth of July and America's birthday."

Preview the five vocabulary words:

Independence

Colonists

Freedom

Celebration

Symbol

Development:

Teacher Directions:

Read Happy Fourth of July pages - aloud.

Pause at appropriate points throughout the reading to introduce and discuss the vocabulary words.

Word 1: Independence, page 4

Teacher Says:

"Independence means being free to make your own choices. When America became independent, it was able to make its own decisions."

Ask students to pretend they are birds flying free in the sky.

Word 2: Colonists, page 6

Teacher Says:

"Colonists were people who moved to a new land to start a new life."

Ask:

"If you moved to a new place, what would you want your home to look like?"

Word 3: Freedom, page 4

Teacher Says:

"Freedom is the power to do what you want to do."

Ask students to share one choice they made today.

Word 4: Celebration, page 12

Teacher Says:

"A celebration is a special event when people come together for fun."

Invite students to show a favorite celebration dance or cheer.

Word 5: Symbol, page 12

Teacher Says:

"A symbol is an object that stands for something else."

Discuss what they think the American flag is a symbol of.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"Use what you learned about each word to draw a picture that matches its meaning. You may also use symbols, labels, or materials provided by your teacher."

Provide support as needed.

Conclusion:

Review the vocabulary words together.

Play a quick Stand Up/Sit Down review game.

Example prompts:

"Is a celebration a party?"

"Does independence mean making your own choices?"

"Were colonists people who moved to a new land?"

Teacher Says:

"Today we learned five important words that help us understand the story of America's birthday. We learned what independence means, who the colonists were, and why the Fourth of July is a celebration of a big change in American history."

Appendix A

Special Education Modifications

Read the text aloud and introduce one vocabulary word at a time.

Provide visual supports, picture symbols, and tactile materials (stars, birds, butterflies) to reinforce vocabulary concepts.

Allow students to demonstrate understanding through drawing, selecting pictures/symbols, movement, discussion, or verbal responses.

Independence Day Words



Instructions

Read the word. What does it mean? Look at the picture idea. Then, draw your own picture in the box!

1. Independence

What it means: You are free to make your own choices.

Picture: A bird flies out of its house.

2. Colonists

What it means: People who moved to a new land to start a new life. The new land that they moved to is now called the "United States of America"

Look at this: People make new houses in a new land.

3. Freedom

Definition: You can pick what you want.

Visual: Lady Liberty holds her light.

4. Celebration

Definition: A happy day for a party.

Visual: Pretty lights and big balloons.

5. Symbol

What it means: An object that stands for something else.

Visual: The American flag



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Lesson Title:

Lesson 2: Who Was King George and Why Do We Celebrate the Fourth of July?

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9

People celebrate national holidays, including Independence Day, and understand why they are important.

Social Studies Standard 1.6

People in authority make, enforce, and interpret rules and laws.

ELA Standard RI.1.7

Use illustrations and details in a text to describe key ideas.

ELA Standard SL.1.1

Participate in collaborative conversations with peers and adults about grade-level topics and texts.

ELA Standard SL.1.1

Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify that long ago King George made rules for the American colonies and explain that the Fourth of July celebrates America becoming independent.

Key Vocabulary:

King George: The ruler of Britain and the American colonies long ago.

Britain: A country across the ocean from America.

Rule: Something people are expected to follow.

Independence: Being free to make your own decisions.

Materials Needed:

Happy Fourth of July by Stephanie Kuligowski

Crayons, pencils, markers

Lesson 2 Worksheet

Pictures of King George and the American flag (optional)

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and read-aloud activities, along with completion of the worksheet demonstrating understanding that King George ruled the colonies and that the Fourth of July celebrates America's independence.

Lesson Procedure**Introduction:**

Show the cover of *Happy Fourth of July*.

Teacher Says:

"Last time we learned some important words about America's birthday. Today we are going to learn about a person named King George and why the Fourth of July is an important holiday."

Ask:

"Who helps make rules at school?"

Accept responses such as teachers, principals, parents, or other trusted adults.

Teacher Says:

"Long ago, people living in America had to follow rules made by a leader named King George."

Development:**Teacher Directions:**

Read *Happy Fourth of July* pages 6-7 aloud.

Pause when King George is introduced.(page 6)

Point to the illustration.

Teacher Says:

"This is King George. A long time ago, he was the ruler of Britain and the American colonies."

Ask:

"What are some rules we follow every day?"

Allow students to share.

Teacher Says:

"Rules help people know what to do. Long ago, many of the rules for the colonies came from King George."

Continue reading pages 8-10.

Pause when the book discusses America becoming independent, page 10

Teacher Says:

"The colonists wanted to make more of their own decisions. Eventually America became independent, which means it became free to govern itself."

Ask:

"What is one decision you get to make for yourself?"

Allow students to share.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"Use what you learned today to complete the worksheet. Look carefully at the pictures and think about who King George was and why we celebrate the Fourth of July."

Provide support as needed.

Conclusion:

Review key vocabulary:

- King George
- Britain
- Rule
- Independence

Ask:

"Who was King George?"

"What does independence mean?"

Teacher Says:

"Today we learned that King George made many of the rules for the American colonies long ago. We also learned that the Fourth of July celebrates America's independence and the beginning of our country's ability to make its own decisions."

Appendix A

Special Education Modifications

Read the text aloud and discuss one key idea at a time.

Provide visual supports, including pictures of King George, Britain, and the American flag.

Allow students to demonstrate understanding through discussion, pointing, drawing, circling, or verbal responses.

Pre-teach vocabulary using visuals and student-friendly definitions.

Model examples before independent practice.

Provide verbal prompts and repeated opportunities to respond.

Allow additional processing time and support as needed during worksheet completion.

Long Ago In America

Long ago, Britain ruled America. King George was the ruler of the American colonies.

King George



Remember

King George made many of the rules for the people living in America.

Circle King George

Directions: Look at the pictures. Circle the picture of King George.k





OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 3: America's Most Important Paper (The Declaration of Independence)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays, including Independence Day, and understand why they are important.

ELA Standard RI.1.2: Identify the main topic and retell key details of a text.

ELA Standard SL.1.1: Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify the Declaration of Independence as the document that announced America's freedom and demonstrate understanding by identifying the correct letter and practicing their signature.

Key Vocabulary:

Declaration: A very important document that said America was free.

Sign: To write your name on a paper to show you agree.

John Hancock: The first person to sign the Declaration of Independence.

Materials Needed:

Book: "Happy Fourth of July"

Visual Props (a giant novelty pen, feather quill, or extra-thick marker)

Crayons, markers, or fingerpaint

Lesson 3 Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and completion of the worksheet, including identification of the Declaration of Independence and signature practice.

Lesson Procedure**Introduction:**

Review the previous lesson.

Teacher Says:

"Last time we learned about King George and how he made many of the rules for the colonies."

Teacher Says:

"Today we are going to learn about a very important document called the Declaration of Independence."

Ask:

"What do you do when you want to tell someone something important?"

Accept responses such as talk, call, write a note, or write a letter.

Teacher Says:

"The colonists wrote an important document called the Declaration of Independence. It told King George that America wanted to be free."

Development:

Teacher Directions:

Read Happy Fourth of July pages 10-11 aloud.

Pause when the Declaration of Independence is introduced.

Teacher Says:

"The Declaration of Independence was a very important document. It told the King that the colonies wanted to be free and make their own decisions."

Introduce John Hancock.

Teacher Says:

"John Hancock was the first person to sign the Declaration of Independence. He signed his name very large so it could be easily seen."

Movement Activity:

Have students use their finger to write their names in the air as large as possible.

Teacher Says:

"Let's practice signing our names just like John Hancock."

Independent Practice:

Distribute the worksheet.

Teacher Says:

"First, trace John Hancock's name. Then write your own name in the box. Finally, look carefully at the letters and circle the one that says 'We are free!'"

Conclusion:

Review key vocabulary:

Declaration

Sign

John Hancock

Ask:

"What did the Declaration of Independence say?"

Encourage students to respond:

"We are free!"

Teacher Says:

"Today we learned about the Declaration of Independence, an important document that announced America's freedom. We also learned that people signed the Declaration to show they agreed with it, and we practiced signing our own names."

Appendix A

Special Education Modifications

Read the text aloud and discuss one key idea at a time.

Provide visual supports and model tracing/signature-writing before independent practice.

Allow students to demonstrate understanding through tracing, pointing, circling, discussion, or verbal responses.

America's Most Important Paper for 250 years!

Read This First

The people wrote a letter. It was called the **Declaration**. It said, "We are free!"

Summary: They wrote a letter. It was called the "Declaration." It said, "We are free!"

John Hancock's Big Name

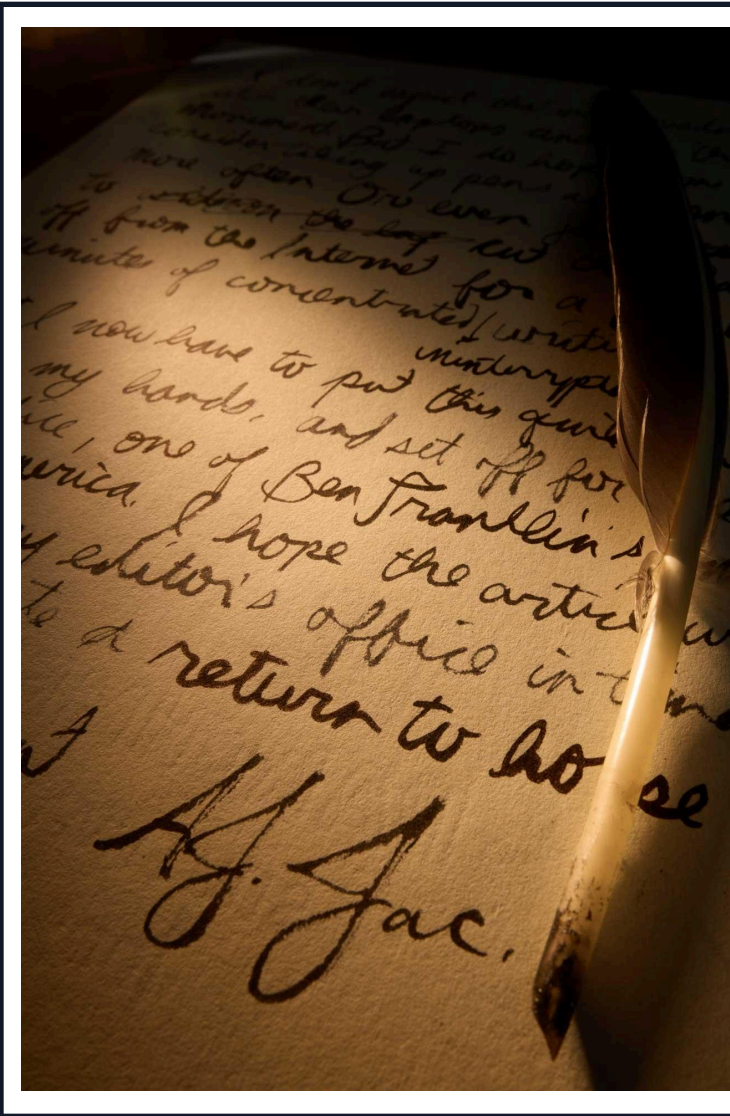
John Hancock was the first person to sign the letter. He wrote his name very big so the King could see it without his glasses!

Trace the big name below with your finger or a crayon:

J o h n H a n c o c k

Now try writing your own name as big as you can!

Check Time: Circle the letter that said "We are free!"





OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title: Lesson 4: Symbols of America

Book the Lesson is Aligned to: "Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5 (Targeted for K-2 Special Education)

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard RI.1.7: Use illustrations and details in a text to describe key ideas.

Objective:

Students will identify important American symbols associated with Independence Day and match each symbol to its name.

Key Vocabulary:

Symbol

Flag

Liberty Bell

Statue of Liberty

Independence Day

Materials Needed:

Happy Fourth of July

Pictures of the American Flag, Statue of Liberty, and Liberty Bell (optional)

Crayons, pencils, markers

Lesson 4 Worksheet

Assessment(s):

Teacher observation during discussion

Worksheet completion

Participation in symbol identification activities

Lesson Procedure

Introduction:

Show the cover of *Happy Fourth of July*.

Teacher Says:

"We've learned about America's birthday, King George, and the Declaration of Independence. Today we're going to learn about some important symbols that remind us of America and Independence Day."

Ask:

"Have you ever seen an American flag?"

"Can you think of any other symbols that represent America?"

Development:

Teacher Directions:

Read the pages that show American symbols and Independence Day celebrations.

Pause to discuss each symbol.

American Flag

Show the picture.

Teacher Says:

"The American flag is one of the most important symbols of our country. We often see it during Independence Day celebrations."

Statue of Liberty

Show the picture.

Teacher Says:

"The Statue of Liberty welcomes people to America and reminds us of freedom."

Liberty Bell

Show the picture.

Teacher Says:

"The Liberty Bell is an important symbol connected to American independence."

Symbol Identification Game

Hold up or point to pictures one at a time.

Ask:

"What symbol is this?"

"Have you seen this symbol before?"

Independent Practice

Distribute the worksheet.

Teacher Says:

"Look carefully at each symbol. Draw a line to match the symbol with its name."

After matching:

Teacher Says:

"Circle the symbol you think is most important and tell a partner why you chose it."

Provide support as needed.

Conclusion:

Review the symbols together.

Hold up each picture and ask students to identify it.

Teacher Says:

"Today we learned that symbols help represent our country. We identified the American flag, the Statue of Liberty, and the Liberty Bell. These symbols help remind us of America's history and Independence Day."

Appendix A**Special Education Modifications**

Read all text and directions aloud.

Provide picture supports and model one matching example before independent work.

Allow students to respond by pointing, matching, circling, discussing, or verbally identifying symbols.

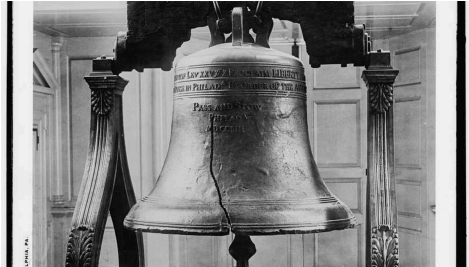
Symbols of America

Book Parts

Words under a picture tell us about it; this is called a caption. Captions help us learn about important people, places, and symbols.

Part 1: Match

Draw a line from the caption to the correct picture.

Caption	Symbol
Lady Liberty	
Liberty Bell	
USA Flag	

Part 2: Main Idea

The **big idea** is what the book is all about. Use words to finish the sentence about the 4th of July.

Word Bank	
Independence	Freedom
Fireworks	Celebration

Example: America has a birthday party on July 4th.
The 4th of July is a day to celebrate America's birthday .
We see bright _____ in the sky at night.
The 4th of July is also called _____ Day.

Can your class come up with 2 more sentences using the vocabulary words that were not used?



OU BOCES Instructional Support Services 250 Celebration Book-based Lesson Plan

Lesson Title:

Lesson 5: Happy Birthday, USA! (Celebrating Independence Day)

Book the Lesson is Aligned to:

"Happy Fourth of July" by Stephanie Kuligowski

Key Details

Grade Level: K-5

NYS Standards Addressed:

Social Studies Standard 1.9: People celebrate national holidays such as Independence Day.

ELA Standard SL.1.1: Participate in collaborative conversations with peers and adults about grade-level topics and texts.

Objective:

Students will identify common ways people celebrate Independence Day and make a personal connection to Fourth of July traditions.

Key Vocabulary:

Birthday: The special day someone or something was born.

Fireworks: Bright, colorful lights that appear in the night sky.

Celebrate: To show joy for a special event or holiday.

Materials Needed:

Happy Fourth of July by Stephanie Kuligowski

Crayons, pencils, markers

Lesson 5 Worksheet

Assessment(s):

Formative Evaluation: Teacher/TA observation of student participation during discussion and completion of the worksheet, including identification of fireworks and a personal connection to Independence Day celebrations.

Lesson Procedure

Introduction:

Review previous lessons.

Teacher Says:

"We have learned about America's birthday, King George, the Declaration of Independence, and important American symbols. Today we are going to learn how people celebrate the Fourth of July."

Ask:

"Have you ever been to a birthday party?"

Allow students to share.

Teacher Says:

"The Fourth of July is often called America's birthday. People celebrate in many different ways."

Development:

Teacher Directions:

Read the pages in Happy Fourth of July that describe Independence Day celebrations.

Pause to discuss fireworks and celebrations.

Teacher Says:

"Many people celebrate the Fourth of July by watching fireworks, spending time with family and friends, attending parades, and enjoying special foods."

Ask:

"What is something you have done on the Fourth of July?"

Allow students to share verbally or point to pictures if available.

Movement Activity:

Teacher Says:

"Let's pretend we are fireworks."

Students reach their arms up and spread their fingers wide like fireworks in the sky.

Independent Practice:

Distribute the worksheet.

Teacher Says:

"First, find and circle the picture showing fireworks. Then complete the rest of the worksheet by showing or drawing how you celebrate the Fourth of July."

Conclusion:

Review key vocabulary:

Birthday

Fireworks

Celebrate

Ask:

"What are some ways people celebrate the Fourth of July?"

Teacher Says:

"Today we learned that the Fourth of July is America's birthday. People celebrate in many ways, including watching fireworks, spending time with family and friends, and enjoying special traditions."

Appendix A**Special Education Modifications:**

Read the text aloud and discuss one key idea at a time.

Provide visual supports and model one example before independent practice.

Allow students to demonstrate understanding through drawing, pointing, discussion, circling, or verbal responses.

Appendix B**Worksheet**

Part 1: Circle the fireworks.

Part 2: Color the Independence Day picture.

Part 3: Draw or show one way you celebrate the Fourth of July.

Happy Birthday USA!

Teacher Read Aloud

"On the 4th of July, we celebrate our country's birthday with big, bright fireworks in the sky. Look at the pictures below. **Circle the picture of the fireworks.**"





Coloring Time!

Use your favorite colors to decorate the birthday message for America!

HAPPY BIRTHDAY USA!



Think: How do you play on the 4th of July?