

Holidays

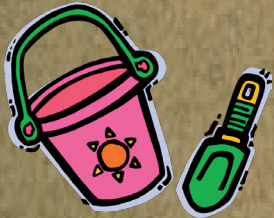


August

Sand Castles



August 17th Sand Castle Day

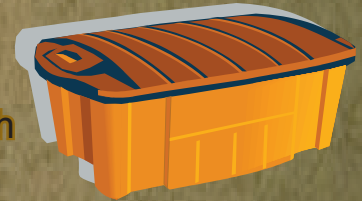


Sand Castle Building

Help students ease back into the school year with this "down and dirty" activity which can be done inside or out.

Materials Needed:

- Sandbox, Sandpile, or large plastic containers filled with sand (I would recommend an under-the-bed- plastic tote)
- Sand (50 lb bags can be purchased at Loew's or Home Depot for about \$3.00)



- Containers for molding sand and carrying water (collect empty plastic food containers in a variety of sizes)
- Spray Bottles to help keep molded items from drying out and crumbling.
- Shaping Tools, such as plastic knives and spoons.
- Water, its the glue that holds the sand together
- Tarp, if you do this inside you will want to spread a large tarp and arrange the sand containers on it.

How To Build

Step 1: In order to build the sand castle of your imagination your sand must be in good working condition. The essential ingredient of every good sandcastle is water. And lots of it. Dry sand is impossible to work with. Water acts as a glue to bind together individual grains and allow sculpted and molded sand to hold its shape. So make sure your sand has been properly wet.



A Sand Castle



Step 2: Build a firm foundation. Pile up sand with your shovel and make a large crater in the top. Fill this crater with water and then pack it firmly down. Pile more sand on top and repeat until you have a firm foundation and a flat platform to build your castle on.

Step 3: Plan your structure. Decide on your basic castle shape. Just about every sandcastle ever built is a combination or modification of two basic structures: towers and walls.

Towers can be clustered around the central tower in random or geometric patterns, such as a star design. Towers become the anchor points for your walls.

Walls are used to connect towers and they provide your castle with its classic appearance. Walls grow higher as you stack one sand clump atop another. High walls need to be thick at the base and should narrow as they rise higher.

Arches are modified walls with large openings tunneled through them. After your wall is built, gently tunnel your way through at the base. Then enlarge and shape the opening into the form of an arch by shaving off thin layers of excess sand. Plastic knives, butter knives, or putty knives all make ideal shaping tools.

Ramps are also modified walls. Steep ramps can be shaped into staircases and gently sloping ramps become walkways. Steps are easily "carved" into a ramp's surface by using a straight edge tool to remove excess sand.

Step 4: Create your structure. If you are making your basic structure using molds. Make sure to fill the mold up to the top with sand and water, packing down as you go. Make sure sand is wet and packed as tight as possible to remove air spaces. Allow water to settle then pour off excess before "dumping" the mold. Use different size molds or hand stack additional features such as towers, walls, arches, ramps, and moats.



Step 5: Put on the finishing touches. Use natural objects such as: shells, leaves, branches, nuts, seeds and flowers, to add decorative touches and embellishments. **Most Important: Have Fun and use your Imagination!**

August



Monarch Butterfly Fall Migration: Aug 21-Nov 7

For some great ideas on teaching about the monarch butterfly check out these resources:

<http://www.midgefrazel.net/monarchtheme.html>

This website has a wealth of resources on the monarch butterfly including an integrated unit, sciences projects, literature, and much more.

Atlantic Union Teacher Bulletin Volume 2: The Amazing Life of Butterflies

This thematic unit presents amazing facts about the life of butterflies.

National Punctuation Day August 22

A celebration of the lowly comma, the correctly used quote and other proper uses of periods, semicolons and ever mysterious ellipsis.



<http://www.teachersandfamilies.com/autoframe.htm?http://www.grammarbook.com/>

At this site you will find a variety of short on-line grammar quizzes that your students can take to test their punctuation I.Q.

<http://www.schoolexpress.com/fws/cat.php?id=2298>

This site has free printable punctuation worksheets covering, capitals, commas, end punctuation and quotations.

10 Ways To Practice Punctuation

1. Newspaper Cutout- Cutout sentences from a newspaper and leave off the ending punctuation. Have your child glue each sentence onto another piece of paper and add the appropriate punctuation mark.
2. Stop Signs- Explain to your child that ending punctuation is like a stop sign- it signals the reader that the sentence has stopped. Create a red stop sign from poster board and glue a popsicle stick to the back. Read a short passage and ask your child to put up the stop sign every time she thinks the sentence should end. Then she can tell you what kind of punctuation she thinks should be there.
3. Poker Chip Punctuation- Get a package of inexpensive plastic poker chips. Write different kinds of punctuation marks on each one. Do several of each kind. Write several sentences on a piece of paper and have your child place the correct poker chip at the end of the sentences.
4. Punctuation Creations- Have your child create characters using punctuation marks as a basis for their pictures. Around each picture, have him write sentences about each creature. Check the sentences for correct punctuation.
5. Appetizing Proofreading- After your child has completed a writing assignment, sit down with a bag of M & M's and help her proofread. Tell her that you will give her two M & M's for each sentence that contains correct punctuation, but will take one M & M from her for each sentence that contains a mistake. Sentences with no punctuation will cost her two M & M's. She will be double-checking and triple-checking her work from then on!
6. Water Gun Practice- On a nice warm day, take your child outside with a fully loaded water gun and some sentences. Read a sentence to your child and ask him to draw the correct ending punctuation on the sidewalk using the spray from a water gun.
7. Watch for the Signs- Make punctuation signs with index cards and popsicle sticks. On each sign put an ending punctuation mark (. ! ?) Read a sentence to your child and ask her to hold up the correct sign.
8. Paper Bag Book- Create a book by stapling four paper lunch bags together at the fold. The other end should be open for your child to insert index cards. On the top of the first bag write Punctuation Bag Book. On each remaining bag write an ending punctuation mark (!?). Write sentences on index cards that are missing the ending punctuation. Have your child read the sentences and sort them in the correct bag.
9. Macaroni Quotation Marks- Use a box of elbow macaroni to reinforce quotation marks. Dictate a sentence containing quotation marks to your child and have her write it on a piece of paper. Have her place the elbow macaroni where the quotation marks should be in the sentence. You can do the same activity to reinforce the use of commas.
10. Free Worksheets- Visit Free Worksheets.com Language Arts (http://www.freeworksheets.com/sub_cat1LanguageArts.asp?cat=LanguageArts) and print out punctuation worksheets for your child to complete.

* This page can be found on the following website:

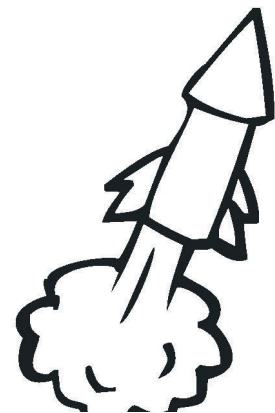
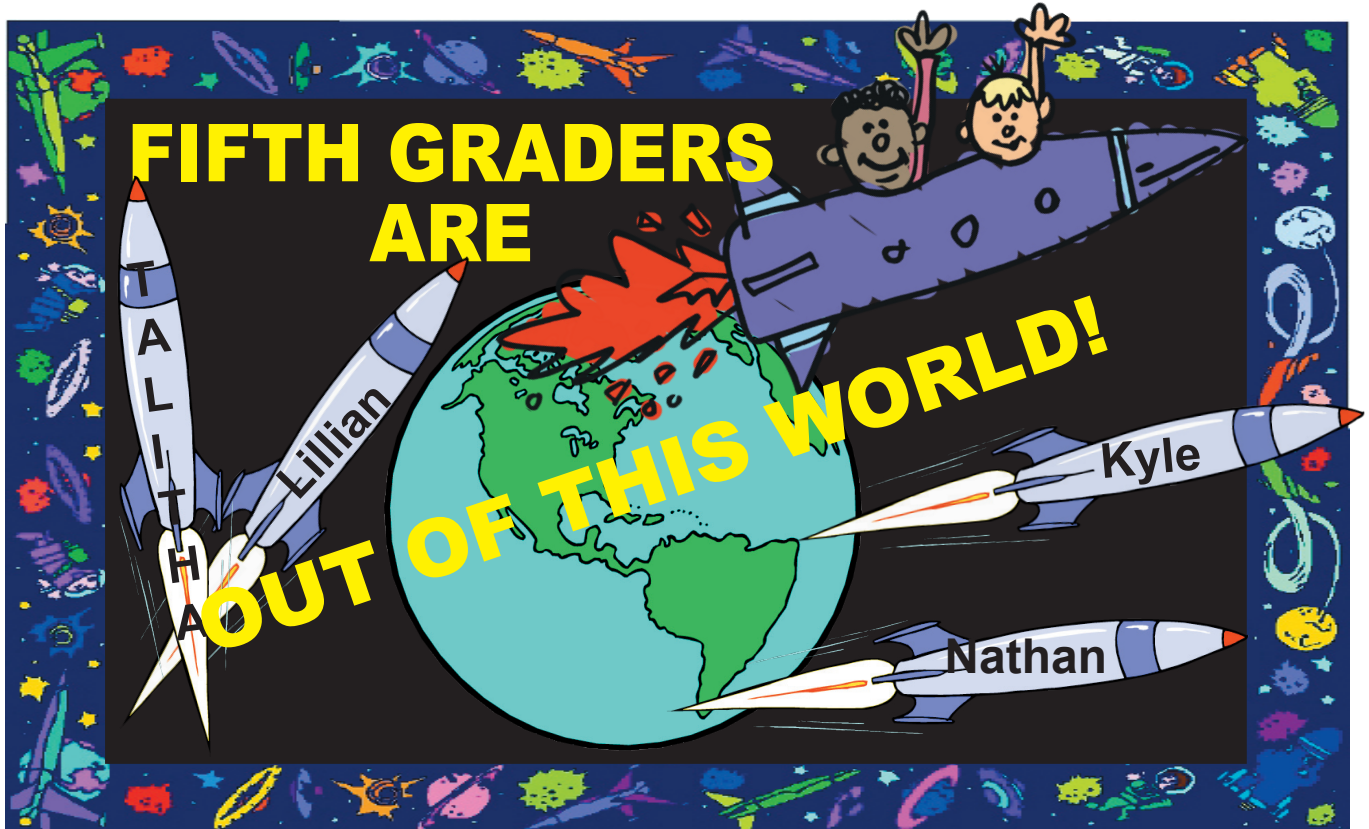
<http://www.glc.k12.ga.us/passwd/trc/ttools/attach/parent/10ways/TenWaysPunctuation.doc>



Bulletin Boards

Use this eye-catching display to welcome your students back to school.

Enlarge the shapes below to a size that works with your board using an overhead projector, copier, or printer. On the first day of school give each student a rocket to decorate. Staple rockets to the board for an out of this world display!





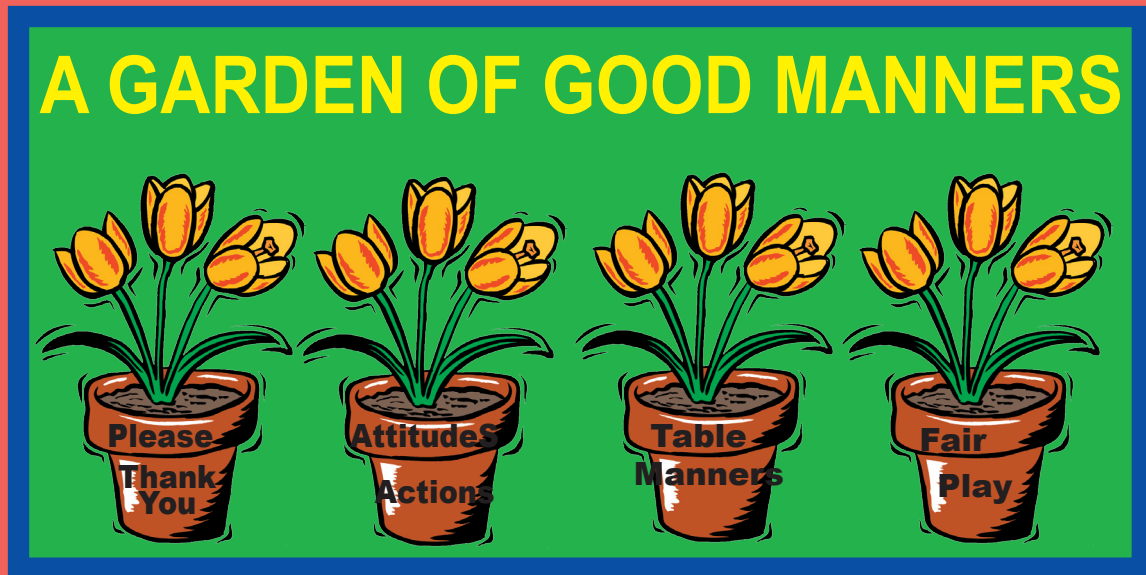
September

Good Manners Month

*Be devoted to one another in brotherly love.
Honor one another above yourselves.*

Romans 12:10 NIV

September is **Good Manners Month** and a great way to set the tone for a new school year. After all, minding our manners makes us all easier to be around. Manners communicate to others that we think they are valuable and important. And according to Dr. Susan Ginsberg Ed.D. "Politeness gives kids an edge that will help them succeed throughout life. People respond better to kids who show their respect for others by using good manners. So here are some resources and ideas to help your students Mind Their Manners.....



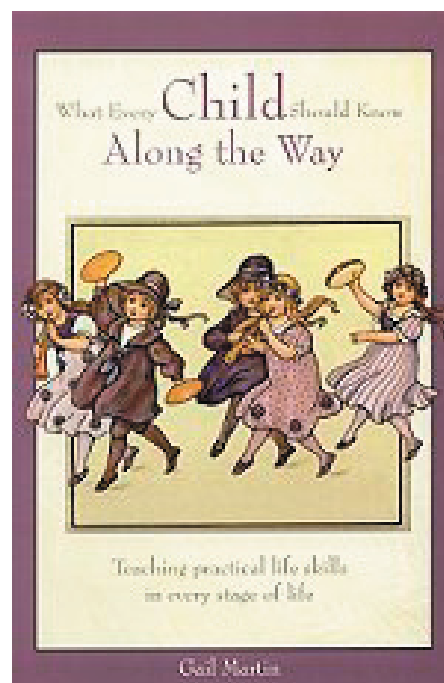
Make several copies of flower pots and write a specific manner on each. Give students flowers to cut out or make them out of tissue paper. Then as students are observed practicing "Good Manners" add a flower to the appropriate pot. When all the flowers have been planted have a garden party to celebrate the good manners that are blooming in your classroom.

What Every Child Should Know Along The Way

Teaching practical life skills in every stage of life.
by Gail Martin

If you want to emphasize manners for the entire school year and not just for a month then this book would be a valuable resource. Gail Martin's chapter on manners provides instruction on manners in the following categories: Mannerly Attitudes and Actions, Communication, For Gentlemen Only, For Ladies Only, Shopping, Traveling, Appearance, Mealtimes, At Church, Miscellaneous Moments. Each category provides a checklist that can be used to track a child's progress in using manners. Scripture texts are provided for each manner.

Other chapters in the book would provide wonderful resources for instructing students in Biblical Character Traits, Gifts and Talents, Practical Living Skills, and Personal Safety. A great resource for teachers of all age levels.



It can be purchased through
Growing Families International for \$9.45.
http://www.gfi.org/java/jsp/cust_store.jsp
Look under *Other Resources*



Award **Gracious Living Certificates** to students who demonstrate progress in developing "Good Manners."

You can download this template at
<http://office.microsoft.com/en-us/templates/TC010182761033.aspx?CategoryID=CT010872361033>



SEPTEMBER 2006 GOOD MANNERS MONTH

Be devoted to one another in brotherly love. Honor one another above yourselves. Romans 12:10 NIV

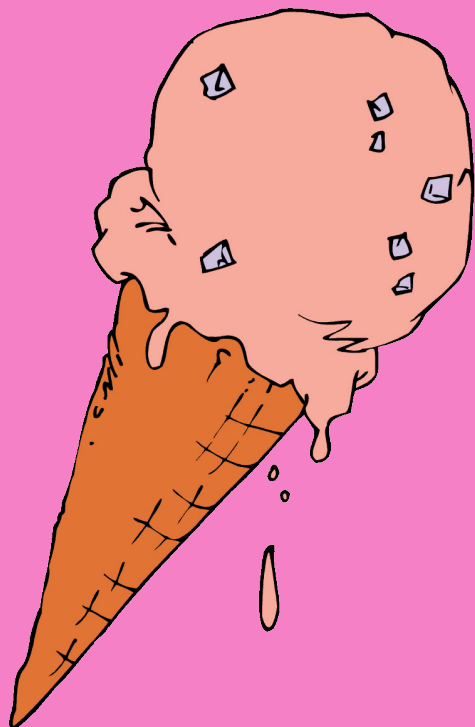
Help your students brush up on their manners by reviewing a specific manner each day. Be creative! Have students role-play scenarios, draw cartoons or pictures, or write stories that incorporate a specific manner. Appoint a manners spy who is responsible for catching people in the act of using good manners!

Monday	Tuesday	Wednesday	Thursday	Friday
4	5 Greeting & Address: Respectfully address those who are your elders using their proper titles.	6 Greetings: Smile, look person in the eyes, extend right hand, offer greeting (if a new introduction: giving your name).	7 Conversations: When talking with another person, if you didn't hear clearly what they said say, "Pardon, Me?" or I'm sorry, I didn't hear you." Avoid "huh?"	8 Conversations: Don't walk between two people when they are talking. Go around them.
11 Mannerly Actions: If someone is walking toward you, step aside and give them room to pass.	12 Mannerly Actions: Never say anything to anyone that could hurt their feelings—such as teasing, name calling, or insulting another person.	13 Mannerly Actions: If someone makes a mistake never laugh or tease them; instead, try to make them feel better by showing acceptance and love	14 Courtesies: Frequently use words like: "Please," Thank you," "You're welcome," I'm sorry," "I was wrong," "Will you forgive me?" and "I forgive you."	15 Conversations: Learn to listen before you speak. Always listen with eye contact. Always respond when spoken to.
18 Conversations: Consider your words carefully before you speak. Watch your tone of voice. Is it harsh? Sarcastic? Or is it gentle? Eliminate all cursing, naughty talk.	19 Don't tell secrets in front of others. Avoid whispering and pointing fingers at other people. Don't spread mean words about others. That is gossip or possibly slander and it can deeply hurt others.	20 Mannerly Actions: When a group of people is working on a task together, be sure to do your fair share of work (with a cheerful attitude). Don't leave it for someone else to do.	21 Mannerly Actions: Show proper respect and good stewardship toward other people's property as well as your own.	22 Mannerly Actions: Whenever you are out enjoying God's creation of nature, show respect for it; leave it as you found it, or better.
25 Mannerly Actions: When you borrow something, be sure to return it promptly and make sure it is in as good a shape or better than when you received it.	26 Mannerly Actions: If you break something that belonged to someone else, admit it promptly. Replace the item or give them the money to replace it.	27 Respect other people's time: Be punctual, do not waste time by being disruptive in class or dawdling, or neglecting to do your part of a task.	28 Fair-play: Take turns cheerfully. Let others be first. Follow the rules. Play your best. Don't make fun of others who don't play well. If you lose, always congratulate the winner(s).	29 Live each day knowing that Jesus is with you, watching each action, knowing each thought, and hearing each spoken word. Seek to bring Him pleasure in all that you do.



Ice Cream Cone Birthday

September 22



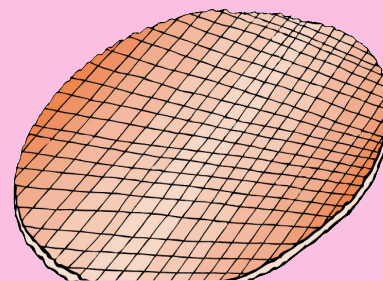
Italo Marchiony emigrated from Italy in the late 1800s and soon thereafter went into business at New York, NY with a pushcart dispensing lemon ice. Success soon led to a small fleet of pushcarts, and the inventive Marchiony was inspired to develop a cone, first made of paper, later of pastry, to hold the tasty delicacy. On Sept 22, 1903, his application for a patent for his new mold was filed.



Make Your Own Cones*

You will need a non-stick cookie sheet and a cone-shaped mold (available at a bakery supply stores) to make these cones. If they end up with a hole in the bottom, plug the hole with a mini-marshmallow.

- 3/4 cup sugar
- 1 large egg
- 2 tablespoons butter, melted and cooled
- 1 teaspoon vanilla extract
- 1/4 cup milk
- 1/2 cup all-purpose flour, sifted



Preheat oven to 300 F. In medium mixing bowl, beat the sugar into the egg until it is thickened and pale yellow. Beat in the butter, vanilla, and milk. Gently stir in the flour. Grease a large non-stick cookie sheet and spread 1.5 tablespoons of the batter into a 6 inch circle using a thin, flexible spatula. Bake for 15 minutes or until lightly browned. Remove each cookie from the sheet and wrap around a cone shaped mold, sealing the point. The cookies harden as they cool so work as quickly as you can.

Recipe from MakelceCream.com

<http://shop.store.yahoo.com/sendicecream/ovbakicecrea.html>



Icecream In A Bag

sandwich-size and gallon-size
Zip-Loc bags.
1/2 cup whole milk
1/4 teaspoon vanilla
2 T rock salt
ice cubes

Directions: Put milk and vanilla in sandwich-sized bag and seal. Put rock salt in gallon-sized bag and fill 3/4 full with ice cubes. Place sandwich bag with the other ingredients on top of the ice in the gallon-sized bag. Seal bag. Shake and roll bag for about 15-20 minutes or, until frozen.

Icecream Facts

Check out these websites:

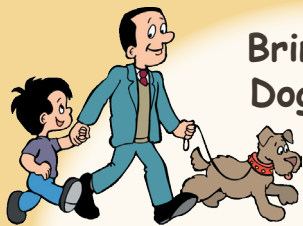
National Geographic
<http://magma.nationalgeographic.com/ngexplorer/0304/articles/mainarticle.html>

IceCream
<http://www.arches.uga.edu/~mnj/blue/>



NATIONAL September 18-24 DOG WEEK

To promote the relationship of dogs to mankind and emphasize the need for the proper care and treatment of dogs. Annually, the last full week in September.



Bring Your Dog To School

Designate the first or last hour of a school day as dog visitation hour. Or if your school allows have a dog visit for the day.

Give A Dog A Bone....

Provide your four-legged visitors with some yummy home-made treats. Visit [SeeFido.com](http://www.seefido.com) for lots of easy to make recipes.



Pet Care

Invite a Veterinarian to speak on how to care for a dog. He/she might also teach students how to read a dogs body language.

Volunteer at a Animal Shelter

Make arrangements with your local animal shelter to volunteer for a day. The staff and the animals as well as the animals will love the extra hands!

http://www.seefido.com/html/dog_biscuits_snack_recipes.htm

FAVORITE POOCHES

Have your class survey your school to find out what kinds of dogs are students' favorites. Tally the results and create graphs.

Research Presidential dogs. What President's had dogs, how many, and what kind.

Use the internet to discover what kinds of dogs are favored in various countries.

Read *My Life In Dog Years* by Gary Paulsen. Heartwarming stories of his canine companions.





OCTOBER

Book It! Reading Incentive Program.

Reading promotional program by Pizza Hut. www.bookitprogram.com

- The BOOK IT! Program is a free reading incentive program for grades K-6.
- The program months are October through March each year.
- Begin by setting monthly reading goals for each child in your class.
- As soon as the monthly reading goal has been met, present the child with a pizza award certificate.
- The child takes the certificate to a Pizza Hut restaurant, where he or she is congratulated by the manager or service team and given a **free, one-topping Personal Pan Pizza**. On the first visit, the child also receives a **BOOK IT! card with clip** and a **sticker** for the card. There is no purchase necessary and the pizza can be taken to go.
- On each subsequent visit, the child is again congratulated and given another Personal Pan Pizza and a sticker to recognize reading achievement.
- If the child meets the reading goals all six months of the program, he or she is rewarded at the restaurant with a **BOOK IT! All-Star Reader Award**.



BLACK POETRY DAY

October 17

The time to celebrate past and present authors like Langston Hughes, Phillis Wheatley and Paul Laurence Dunbar. The birth of Black Poetry Day came as an anniversary of the first published African-American poet, Jupiter Hammon, who was born into slavery in 1711 on Long Island. With the birth of the Harlem Renaissance, Black Poetry has strived to become what it is today.



Famous Black Poets

Maya Angelou
 Sterling A. Brown
 Lucille Clifton
 Toi Derricotte
 Paul Laurence Dunbar
 Jessie Redmon Fauset
 Angelina W. Grimke
 Jupiter Hammon
 Langston Hughes
 Claude McKay
 Anne Spencer
 Ntozake Shange
 Natasha Trethewey
 Margaret Walker
 Phillis Wheatley

Adapted from <http://www.phila.k12.pa.us/ll/curriculumsupport/aastudies/afr-lsns-merr-black.html>

Lessons for Grades 5 to 8: Black Poetry in Motion: Teaching African and African American History and 21st Century

Select several age appropriate poems from these famous black poets.

Read the poems aloud using expression and feeling. Use the following questions to help students discuss and respond to the poetry.

Who is speaking in this poem?
 To whom are they speaking?
 What is the occasion of the poem?
 What is the mood of the poem?
 What devices are used?
 (i.e. repetition, rhyming words, etc.)
 What is the purpose of the poem?
 What is the theme of the poem?
 How is the theme developed?
 Is the language formal or informal?
 Have you ever felt the same way as the poet?
 (Explain your answer.)



October is National Popcorn Poppin' Month, a time for popcorn lovers to celebrate the annual harvest of one of America's oldest, tastiest and most beloved snacks. Share the fun with your students and school with these "**Chart-Topping**" activities. Visit <http://www.popcorn.org/> for lots of ideas and lessonplans.

Healthy Snacking

It's hard to believe a snack food that tastes so good can actually be good for you!

- Popcorn is a whole grain food which makes it a high-quality carbohydrate source that is not only low in calories, but a good source of fiber.
- Popcorn is low in calories -- only 31-55 calories in one cup of unbuttered, and when lightly buttered, one cup still only has 133 calories.
- Popcorn has no artificial additives or preservatives, and is sugar-free.
- Popcorn contains energy-producing carbohydrates.
- Popcorn is ideal for between meal snacking since it satisfies and doesn't spoil an appetite.
- Popcorn inspires creativity. While there's no doubt hot buttered popcorn is pleasing to any palate, popcorn also can be enjoyed when combined with seasonings, spices and other foods like raisins, fruit and cheese providing a nutritious, delicious snack.



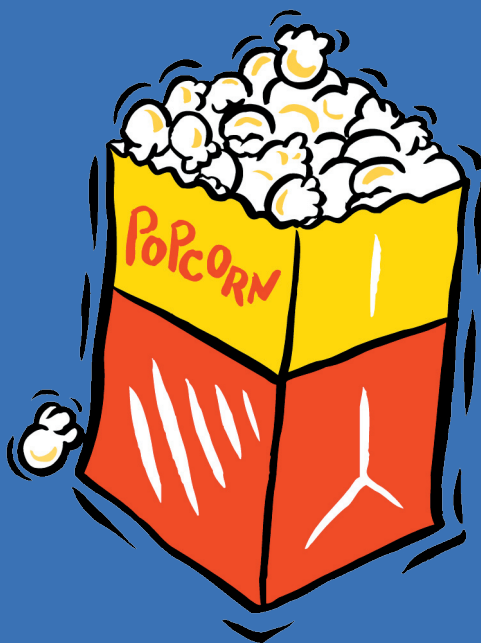
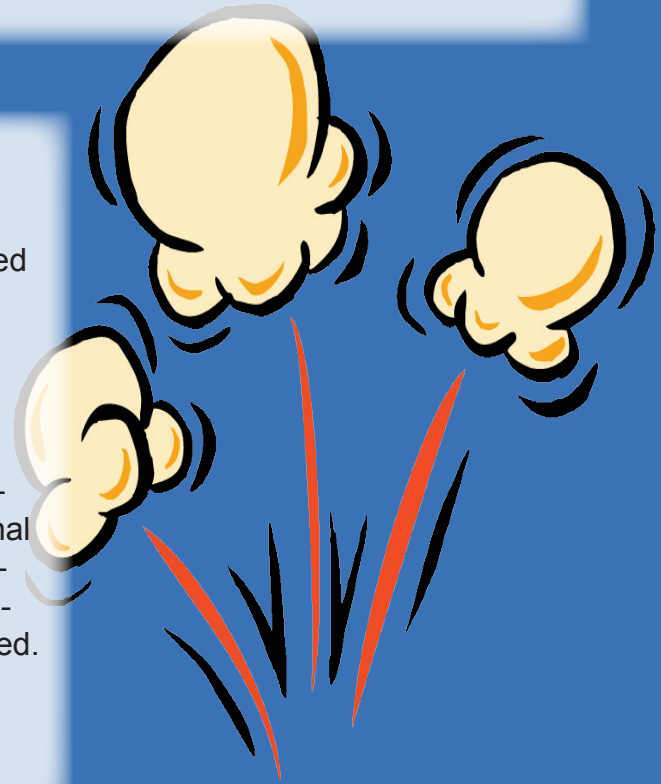
Favorite Flavor

Make several different kinds of popcorn or have each of your students bring in their favorite batch of popcorn. Then have your students conduct a taste test and graph the results.

Seasoned Popcorn

- 2 batches air-popped popcorn
- 1 cup oil (canola, soybean or grape seed work well)
- 3/4 cup nutritional yeast flakes
- Salt
- Dill Weed

Follow directions on air-popper for popping popcorn. Combine oil and nutritional yeast flakes in a microwaves safe measuring cup. Microwave for 1 to 1^{1/2} minutes. Stir until yeast and oil is well mixed. Drizzle over popcorn, sprinkle with salt and dill. Mix and repeat process until popcorn is well coated. Eat and Enjoy!



"Better-Than-Carmel" Popcorn

- 1/2 cup unpopped popcorn
- 1/2 cup tahini
- 1/2 cup molasses
- 1/4 tsp salt.

Follow directions on air-popper for popping popcorn. Heat remaining ingredients in microwave until drizzly. Pour over popcorn. Place on a Pam-sprayed cookie sheet and bake at 200° for 1 1/2 hours. Cool and enjoy!

FAVORITE FLAVOR

Directions: Provide a variety of popcorn flavors for classmates to taste test. Then ask them what their favorite flavor is. Use the frequency table below to gather data. Display results of your survey in a bar graph.

Favorite Type of Popcorn Tasted	Number of Votes
1. butter & salt	

N
U
M
B
E
R

O
F

V
O
T
E
S

TYPE OF POPCORN TASTED



Our Debt to the Indians

"I will praise thee, O Lord, among the people; and I will sing praises unto thee among the nations." Psalm 108:3.

If the Indians had not been in the eastern part of what is now the United States, most likely there would have been no Thanksgiving celebration in 1621. Unless the white settlers had been befriended by the red men, they might have starved or frozen to death. The Pilgrims had not prepared for a severe winter and they had not brought enough seed for planting or enough extra food to tide them over until harvest.

Friendly Indians showed the new settlers how to hunt and kill the wild game and how to use the wild plants for food. They furnished the white men corn to eat and seed for planting. They taught them to fertilize their corn by putting one or two fish in every hill and when to plant so as to avoid the late frost. Soon the settlers planted twenty acres of this new grain and also some acres of barley and peas.

One Indian had learned a bit of English and proved helpful as an interpreter. He taught the colonists how to shoot fish with bows and arrows and how to tread eels out of the mud. There was great rejoicing when, in late October, the immigrants could carry great baskets piled high with ears of corn from their fields into the winter storehouses.

Governor Bradford and all the white men knew that it was the providence of God that had brought them help. They wanted to express their gratitude to God and to their Indians friends by having a Thanksgiving festival lasting three days. And they thought it most fitting to ask the Indians to come to this feast.

For a while, the 18 able-bodied men of the settlement wondered how they could feed Chief Massasoit and the 90 men he had brought with him, but the kind chief saw their predicament and sent his braves into the forest. They came back with five deer and a large number of turkeys.

The settlers feasted and sang songs with their new friends. Captain Miles Standish showed the chief how the soldiers drill. In turn, Massasoit had his companions demonstrate their marksmanship with bows and arrows. The great chief had a ride in the white man's boat and admired the way it could be guided. We see the hand of God in the early history of our country. Let us praise Him "among the nations."

Courtesy of Lois Christian Randolph's, *Target Heaven*, Washington, D.C.: Review and Herald Publishing Association, 1973.



Thank You, Ovenbird

By Eileen E. & Jay H. Lantry

"Be thankful in all circumstances. This is what God wants of you, in your life in Christ Jesus." I
Thessalonians 5:18 (TEV)

Thankfulness, gratitude, sincere appreciation not only for the good things of life but for all the experiences that come to you—that's God's will for you. How well do you measure up? When you face disappointment, frustration, difficult people and situations, are you still thankful?

The ovenbird of Argentina passes the gratitude test with very high marks. This extraordinary craftsman builds a globe-shaped nest of mud reinforced with roots and fibers. The finished product is about twice the size of a football. The arched front entrance leads to a smooth, curved passageway that ends in a circular room neatly lined with feathers and grass. As a tiny builder works with only his beak as a tool, he often trills a cheerful, ringing song.

While riding his horse on the vast Argentina plains, a farmer came upon a tree stump with a half-completed ovenbird nest. The mud looked damp. He noticed a fluttering on one side and stopped to investigate. The little mason's feet were caught in a long tough piece of grass intended for reinforcement in the structure. The bird dangled helplessly. Weak from constant struggling to free itself, it hung upside down, completely exhausted.

Taking out his knife, the farmer carefully cut the grass entwined around the bird's legs. He laid it on top of its nest. Wondering whether the bird would die, but hoping it would recover, he lingered a moment watching.

Slowly it struggled to its feet, rested a bit, looking straight at the man and his horse two feet away. Then without fear it pointed its beak heavenward and began to sing. For several minutes it poured out its "Thank You" to God and the man who saved its life. When the lovely song ended it flew into the grass.

Make today a thankful day by expressing your gratitude for whatever happens to you. Your hardest experience may prove to be your greatest blessing. If God's little ovenbird can say thank you, surely you who also belong to Jesus can please His by your expressions of joy and thankfulness. He's listening for your praise.

Courtesy of Stop, Look and Listen, Review and Herald Publishing Association, Washington, D. C., 1976.

ACTIVITIES:

1. Find a picture of the ovenbird. Find information about the ovenbird. Some of the questions you might ask are: What is its habitat? What enemies does it have? How many eggs does it have in the nest at one time?



Simple Prayers for Thanksgiving

Savoring the good

I have many things to be thankful for, God, and sometimes I remember them and other times I forget. When something large or small goes wrong, it fills my mind and I forget those things for which—when I remember—I am thankful. Help me to remember the good things, God: to name them, to savor them and to be thankful to you.

Avery Brooke, *Plain Prayers for a Complicated World*

God's help

You take the pen, and lines dance. You take the flute, and the notes shimmer. You take the brush, and the colors sing. So all things have meaning and beauty in that space beyond time where you are. How, then, can I hold back anything from you

Dag Hammarskjold, *Markings*

The meadow

Lord, will he remember the meadow? He was just a boy that afternoon when we walked along the mountain path. Will he remember the bird that flew along at our side, the ant we stopped to watch, the bridge we stood on to observe the clear water trickling over the rocks?

Suddenly we stopped. It was breathtaking—a meadow in the middle of nowhere. His hand slipped into mine, and we bowed our heads in prayer: "Thank you, God, for a beautiful meadow." We talked about life that day and agreed that in the midst of the hassle there will always be a meadow if we walk on.

He is a teenager now. Will he remember to go on up the path and be renewed by the serenity of the meadow?

Virginia Thompson, *Help Me, Lord*

All these wondrous things

How many times today will you stop to say, "Thank you, God, for the blessedness of sleep when we have run down, like a clock that needs rewinding, peaceful sleep to prepare us for yet another day, and to commune with You, in deep and blissful slumber; for our faith in you, who watches over mortals, and for your faith in us, guiding our steps even as we seek so many things—immortality, blessed love, the fleeting something we call happiness—and find them all in you?"

How many times today will you stop to say, "Thank you, God, for all these wondrous things?"

Les Kaufman



Thanks "Zingers"

By Croft M. Pentz

If we pause to think, we'll have cause to thank.

God's highest gift should awaken man's deepest gratitude.

If you are not thankful for what you got, it is doubtful if you'll be thankful for what you will get.

Thanksgiving is a duty before it's a feeling.

God is found in two places—one of his dwellings is heaven; and the other is in the meek and thankful heart.

Thanksgiving is memory of the heart.

He who forgets the language of gratitude is not likely to be on speaking terms with God.

Hem you blessings with gratitude lest they unravel.

It is better to appreciate things you don't have than to have things you don't appreciate.

Those blessings are sweetest that are won with prayers and worn with thanks.

Gratitude shouldn't be an occasional incident but a continuous attitude.

An ungrateful person is like a hog under a tree eating acorns, but never looking up to see where they came from.

A thankful heart is not only the greatest virtue but the parent of all other virtues.

We are objects of God's grace; let Him be the object of our gratitude.

"Thank you" may be written in small letters but is a capital idea.

A thankful heart enjoys blessings twice—when they're received and when they're remembered.

If you wish your merit to be know, acknowledge that of others.

If you can't be thankful for what you receive, be thankful for what you escape.

Think sometimes of all that you have instead of wishing for what you don't.

If Christians praised God more, the world would doubt Him less.

Courtesy of The Complete Book of Zingers, Tyndale House Publishing, Inc., Wheaton, IL, 1990.



TWELVE DAYS OF CHRISTMAS

What in the world do leaping lords, French hens, swimming swans, and, especially, the partridge that won't come out of the pear tree have to do with Christmas?

Today, I found out! From 1558 until 1829, Roman Catholics in England were not permitted to practice their faith openly.

Someone during that era wrote this carol as a catechism song for young Catholics, with two levels of meaning: the surface meaning, plus a hidden meaning known only to members of their church. Each element in the carol is a code word for a religious reality that the children would remember.

The partridge in a pear tree was Jesus Christ.

Two turtledoves were the Old and New Testaments.

Three French hens stood for faith, hope and love.

The four calling birds were the four gospels of Matthew, Mark, Luke and John.

The five golden rings recalled the Torah or Law, the first five books of the Old Testament.

The six geese a-laying stood for the six days of creation.

Seven swans a-swimming represented the sevenfold gifts of the Holy Spirit: prophesy, serving, teaching, exhortation, contribution, leadership and mercy.

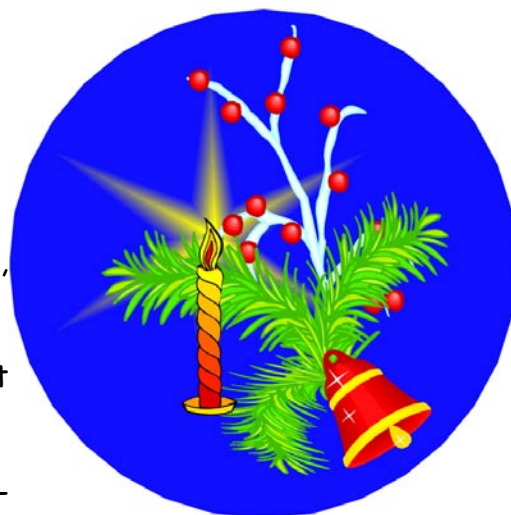
The eight maids a-milking were the eight beatitudes.

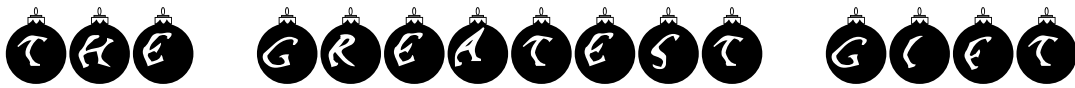
Nine ladies dancing were the nine fruits of the Holy Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control.

The ten lords a-leaping were the Ten Commandments.

The eleven pipers piping stood for the eleven faithful disciples.

The twelve drummers drumming symbolized the twelve points of belief in the Apostles' Creed.





- First Child: Last Christmas was a lucky one, in getting gifts for me. Most everything that I did want, was 'neath the Christmas tree. And in the center of it all, there stood a bike, all mine. Oh! Did you ever hear before, of anything so fine?
- Second Child: The greatest gift I ever had was just a while ago. A birthday gift from mom and dad, the grandest watch I know.
- Third Child: The greatest gift I ever had was a real ten-dollar bill. I got because I passed at school, I wish I had it still.
- Fourth Child: The greatest gift I ever had was a Bible all my own. And that's by far the greatest gift, that I have ever known.
- Fifth Child: The greatest gift I ever had, was a pair of skates and skis. I've never had, since I was born, such wond'rous gifts as these.
- Sixth Child: Each year it seems we're given gifts, both presents great and small. But I can think of one tonight, that's greater than them all. The gift that God to earth did give, His only son divine, was greater far than all the gifts that ever will be mine.

- C is for **Christ**, He leads the list.
- H Is for the **Home** where Jesus may come.
- R for the **Rush** when Christmas folks push.
- I for the **Inn** where Joseph had been.
- S for the **Sheep** the Shepherds keep.
- T for the **Toys** for girls and boys.
- M is for **Me** so full of glee.
- A for **Angels** bright, that sang at night.
- S for the **Star** that led from afar.



The Angels' Assignment

A short play for primary grades
by Kay Gibson

Scene 1

Teacher: That was awful. Do you three ever practice?

Angel 1: We practice every day. I cannot hit those high notes.

Angel 2: We are off-key. We just can't harmonize.

Angel 3: Maybe we should give up.

Teacher: I have been teaching you three personally for three months, ever since you were kicked out of the angelic choir. I'm about ready to give up on you. You have not improved at all. (Teacher exits.)

Angel 1: What are we going to do?

Angel 2: They will never let us back in the choir now.

Angel 3: What will happen to us now?

(Curtain down)



Scene 2

Angel 3: Guess what our assignment is. (She carries a small scroll.)

Angel 1: What? Tell us.

Angel 3: You'll never believe this.

Angel 2: Come on, tell us. What have we been chosen to do?

Angel 1: Of course it was a miracle. All things are possible through Him. (Looks at baby.)

Angel 3: Telling the world about the birth of Jesus was the best job we could have ever had.

All: (Sing: "Joy to the World.")



AWAY IN THE MANGER

A Play for the middle grades
By Debbie G. Nettles

Characters

Joseph, Mary, three shepherds, angel (*who carries the star*), Three Wise Men, innkeeper, King Herod, the servant, men in the court square (any number of them), other angels (as many as desired)

Setting:

All characters are on stage when curtain opens except Joseph, Mary, the Wise Men and the Star. A child steps out in front of closed curtain and says:

The children here today
A story for you now will play.
It tells about a little child
So very tender, good and mild.

Wise men will come from lands afar
Led here by a shining star.
You'll see the gifts that they will bring
And hear the song the angels sing.

Good shepherds too will come tonight
To see the very wondrous sight.
They'll listen as the angels sing,
"Hosanna to the New Born King!"



The curtain opens. Joseph, Mary and donkey appear at the center of the stage within sight of the inn.

Joseph: Here we are at last, Mary, in Bethlehem. The journey has been hard for you but we had to come.

Mary: I know, Joseph.

Joseph: Yes, as I told you, the king ordered every family to come here to be counted and pay their taxes.

Mary: (putting her hand on the donkey) Our good little donkey made the journey easy for me and helped us to arrive safely.

Joseph: (*gestures toward inn*) See? Over there is the inn.

Mary: I do hope we can be sheltered there. I am very weary. (*They walk a few steps toward it. Joseph leads the donkey, and then stops.*)

Joseph: Rest here awhile, Mary. I will go ahead and see about a room for us. (*He goes to the inn, the innkeeper meets him at door.*) Please, sir, can you let me and my wife, Mary, have a room for the night?

Innkeeper: Gladly would I care for you, my friend, but there is not an empty room in the house.

Joseph: But my wife is very weary. She cannot go any further. It is too cold for her to spend the night outside.

Innkeeper: I am sorry, but there is not a place for one more person. Even the court yard is full.

Joseph: (*sadly*) But is there not some place, however humble, where she can lie down?

Innkeeper: The only place I can think of is the old stable back of the inn, where cattle are kept. You could have some hay for a bed. It is a poor place, to be sure, but it will at least be warm.

Joseph: It will have to do. My wife cannot sleep out in the cold tonight.

Innkeeper: I will send a servant to take you to it. (*Goes inside and a servant comes out.*)

Joseph: (*to servant*) Let us go to Mary with the good news. (*They go to her.*) Mary, the only shelter we can find is a stable back of the inn. (*Hesitates*) Cattle are kept in it.

Mary: I shall not mind, Joseph. I like the smell of clean hay. The cattle and our good little donkey will keep us company.

Joseph: (*turns to servant*) And now will you show us the place, kind sir?

Servant: Gladly, sir. It is a poor place but it will be better than sleeping on the hill-side. (*Mary, Joseph, and the donkey start toward stable with servant.*) Here it is, sir. (*Servant points to stable and then goes back to the inn. Mary starts to enter stable.*)

Joseph: (*turns to face audience as he is about to enter the stable; looks around for a second, then speaks impressively*) How still and peaceful it is here! Bethlehem is very beautiful tonight! (*As he speaks the lights begin to dim while the chorus behind the stage sings softly one verse of "O Little Town of Bethlehem" as the curtain goes down.*)

(*Silent Night is played or sung off stage while the manger scene is being arranged. Mary*



and Joseph kneel by the cradle. As the curtain rises, the group on stage sings "Little Baby Jesus," by Matti C. Leatherwood and Ethel Williams.) At the close of the song, Mary speaks:

Mary: You are tired, Joseph. You must lie down and sleep. See! The baby is sleeping. I think He likes his manger bed. (*Joseph lies down, Mary watches the baby, tenderly, while attention is drawn to either side of stage.*)

First Shepherd: The Wise Men say a great leader of our nation is soon to come.

Second Shepherd: It seems a long time that we have waited for the Promised One.

Third Shepherd: But in God's good time He will come. (*Listens*) What is that?

Second Shepherd: It sounds like music.

Third Shepherd: It is music!



(Angels stand and sing softly, "Glory to God in the highest, and, on earth peace, good will toward man," over and over. Shepherds fall on their knees and look up reverently at the angels. To the soft music of the song, the angel speaks:)

Angel: Do not be afraid. We have come to tell you good news. There is born this day, a baby. He will bring joy to you and to all men everywhere. You will find him in Bethlehem, lying in a manger.

(Shepherds rise and look at each other, confused.)

Third Shepherd: Did the angel say in **Bethlehem**?

First Shepherd: Yes. They said we would find the baby in a manger. Come, let us go to Bethlehem and find Him.

(It is effective for one shepherd to carry a toy sheep. Angels sing softly, until shepherds reach stable. First shepherd presents lamb and says:)

Here is a little lamb,
so warm and soft and white.
All that we had to give,
We brought Thee on this night.

All Shepherds: (*Fall on knees and sing*) Glory to God in the highest, and, on earth peace, good will toward men. (*Rise and stand at right of stable. A star appears above the king's palace on opposite side of stage. Wise Men have come out and are looking at it.*)

First Wise Man: What does this new star mean?

Second Wise Man: It can mean but one thing. A new King has been born. He must have been sent from God, since a star has told us the glad tidings. Let us go and find Him.

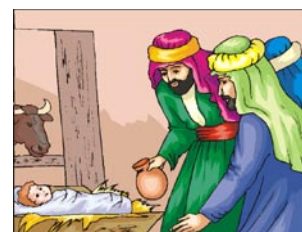
Second Wise Man: Surely a King would be found in a palace!

Third Wise Man: I will have servants prepare food for the journey, and bring camels for us to ride. And we must find gifts to take to the new King.

(Curtain briefly. Curtain rises again on palace scene. First Wise Man speaks to King Herod.)

First Wise Man: Where is the baby King, your Majesty?

King Herod: I do not know anything about a new baby King.
(Turns to members of his court.)
Have any of you heard or read about a new King?



Court Members: No. We know nothing of it.

One Court Member: Yes, I do remember. I read in an old book that some day a new King would be born in Bethlehem.

King Herod: Perhaps you will find him there. (The star moves on, the Wise Men follow. When it comes to the manger it stops.)

First Wise Men: The star! The star! See, it has come to rest. (They hurry to the manger, arranged so the scene is visible.)

(Extending gift) I bring a gift of gold, dear Lord, on Thy birth-night. It shines bright, like the star that led us by its light.

Second Wise Man: My gift is Frankincense, as fragrant as can be, I traveled many miles to bring it here for Thee.

Third Wise Man: The myrrh I bring, dear Lord, is very sweet and mild. Accept it with my love. It is for you, the Blessed Child.

All Wise Men: (Fall on knees and sing) Glory to God in the highest, and, on earth peace, good will toward men.

Wise men, in a moment, arise and stand by the side of the manger scene. Entire group on stage sings "Away in a Manger."

The Angels Sing

Name _____

Date _____

Angels sang as they announced the birth of Jesus. This was a happy occasion for them because angels like to bring joy. Find the answers for the puzzle in Luke 2 and write them on the lines.



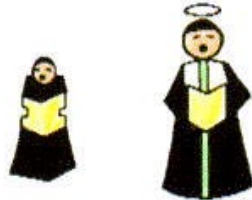
T _ _ _ _ _	2:1 Caesar Augustus decreed that all the world shall be . . .
H _ _ _ _ _	2:4 Joseph was from the _____ of David.
_ _ _ _ _ E _	2:5 What Mary was to Joseph.
_ _ _ A _ _	2:9 How the shepherds felt when they saw the angels' light.
_ N _	2:7 There was no room for Joseph and Mary in the . . .
G _ _ _ _ _	2:14 A word from the song the angels sang.
_ _ E _ _ _ _ _ _	2:8 The men who watched their flocks.
_ L _	2:10 How many people did the angels bring joy to?
S _ _	2:7 Mary's firstborn child was a ...
_ _ S _ _	2:21 The name of the Baby.
_ _ A _ _ _ _ _ _	2:12 The kind of clothes Jesus was wrapped in.
_ _ N _ _ _	2:12 Jesus's first bed.
_ _ _ _ _ G	2:13 A word from the song the angels sang.

The Angels Sing

Name _____ KEY _____

Date _____

Angels sang as they announced the birth of Jesus. This was a happy occasion for them because angels like to bring joy. Find the answers for the puzzle in Luke 2 and write them on the lines.



T A X E D	2:1 Caesar Augustus decreed that all the world shall be . . .
H O U S E	2:4 Joseph was from the _____ of David
E S P O U S E D	2:5 What Mary was to Joseph.
A F R A I D	2:9 How the shepherds felt when they saw the angels' light
I N N	2:7 There was no room for Joseph and Mary in the . . .
G L O R Y	2:14 A word from the song the angels sang.
S H E P H E R D S	2:8 The men who watched their flocks.
A L L	2:10 How many people did the angels bring joy to?
S O N	2:7 Mary's firstborn child was a ...
J E S U S	2:21 The name of the Baby.
S W A D D L I N G	2:12 The kind of clothes Jesus was wrapped in.
M A N G E R	2:12 Jesus's first bed.
P R A I S I N G	2:13 A word from the song the angels sang.

The Words of Christmas

Name _____ Date _____

Find the words listed below in the puzzle. Words can go diagonally, horizontally, vertically and backwards.

angel
gold
manger
donkey
swaddling
wisemen

Jesus
Bethlehem
Heavenly Host
myrrh
frankincense
taxed

gifts
journey
Christ
star
shepherds

Augustus
goodwill
Mary
flock
Gabriel

Joseph
birth
innkeeper
peace
stable

H	I	S	T	A	B	L	O	I	D	I	L	S	J	N	I	S	H	E	P	H	E	R
E	C	W	R	O	T	E	O	N	D	G	R	Y	S	H	U	O	A	X	E	D	F	R
M	D	A	H	E	A	V	E	N	L	Y	H	O	S	T	L	L	I	W	D	O	O	G
M	L	D	R	Y	N	J	C	K	C	O	L	F	S	R	A	C	B	T	O	H	M	A
A	S	D	L	O	G	E	H	E	B	A	B	U	T	I	Y	R	K	I	N	C	A	N
N	S	L	E	F	E	S	R	E	R	O	G	S	H	B	E	T	H	L	E	H	E	M
U	T	I	I	F	L	U	I	P	E	U	L	R	L	O	K	E	R	O	W	R	S	T
E	I	N	R	W	S	I	S	E	A	M	R	B	R	O	N	W	L	R	A	I	I	D
L	C	G	B	A	T	N	O	R	D	Y	E	N	R	U	O	J	B	S	U	S	E	J
S	O	K	A	P	A	E	C	E	M	R	J	N	E	U	D	E	G	I	F	T	S	O
R	I	C	G	K	B	A	H	P	E	A	C	E	I	S	D	R	E	H	P	E	H	S
E	D	I	L	A	L	U	R	A	W	M	A	N	G	E	R	A	R	D	B	T	P	E
S	T	W	I	S	E	M	E	N	V	X	S	A	L	V	A	T	I	O	N	A	N	P
F	R	A	N	K	I	N	C	E	N	S	E	S	I	D	E	X	A	T	C	S	T	H

Bonus: See if you can find two hidden words that are not on the list.

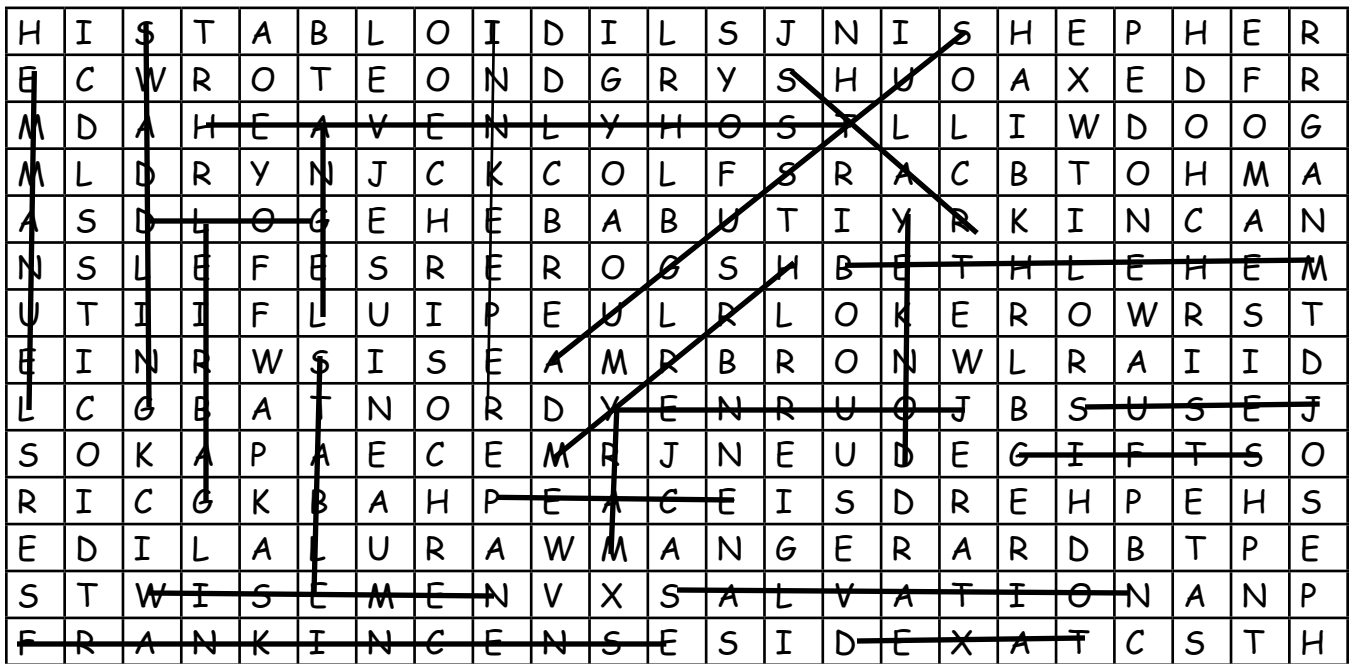


The Words of Christmas

Name _____ KEY _____ Date _____

Find the words listed below in the puzzle. Words can go diagonally, horizontally, vertically and backwards.

- | | | | | |
|-----------|---------------|-----------|----------|-----------|
| angel | Jesus | gifts | Augustus | Joseph |
| gold | Bethlehem | journey | goodwill | birth |
| manger | Heavenly Host | Christ | Mary | innkeeper |
| donkey | myrrh | star | flock | peace |
| swaddling | frankincense | shepherds | Gabriel | stable |
| wisemen | taxed | | | |



Bonus: See if you can find two hidden words that are not on the list.

_____ Emmanuel _____

_____ Salvation _____



A Christmas Quiz

Name _____ Date _____

How many facts do you know about the birth of Jesus? After reading Matthew 1 & 2 and Luke 1 & 2, take the quiz and see how many facts you can answer correctly. If the statement is true, write TRUE in the blank. If the statement is false, write FALSE in the blank.



- _____ The Bible says there were three wise men.
- _____ A prophet had foretold that Christ would be born in Bethlehem.
- _____ Christ was born in the days of Julius Caesar.
- _____ Matthew and Luke are the only Gospel writers to tell of the birth of Christ.
- _____ Jesus was not born before his cousin, John the Baptist.
- _____ Joseph was a direct descendant of King David.
- _____ It had been prophesied that the wise men would come to see Jesus.
- _____ The name Jesus means Savior.
- _____ The whole city of Jerusalem was troubled when it heard that Jesus was born.
- _____ An angel told the wise men not to return to King Herod.
- _____ The Bible says the wise men saw Mary and Jesus, but does not mention that they saw Joseph.
- _____ The Bible says the shepherds saw Mary and Jesus.
- _____ Nazareth is a city in Judea.
- _____ The word "sheep" is not mentioned in the Bible in connection with the Christmas story.

_____ One of the wise men said, "Thanks be unto God for His unspeakable gift."

_____ The wise men presented their gifts in this order: gold, frankincense, myrrh.

_____ Myrrh is a gummy substance, obtained from a shrub, and used in medicine and perfumes.

_____ The shepherds saw Jesus the very night He was born.

_____ The wise men came to see Jesus in the stable of Bethlehem.

_____ The Bible says the wise men came to see Jesus to present gifts to Him.



A Christmas Quiz

Name _____ KEY _____ Date _____



How many facts do you know about the birth of Jesus? After reading Matthew 1 & 2 and Luke 1 & 2, take the quiz and see how many facts you can answer correctly. If the statement is true, write TRUE in the blank. If the statement is false, write FALSE in the blank.

- False The Bible says there were three wise men.
- True A prophet had foretold that Christ would be born in Bethlehem.
- False Christ was born in the days of Julius Caesar.
- True Matthew and Luke are the only Gospel writers to tell of the birth of Christ.
- True Jesus was not born before his cousin, John the Baptist.
- True Joseph was a direct descendant of King David.
- False It had been prophesied that the wise men would come to see Jesus.
- True The name Jesus means Savior.
- True The whole city of Jerusalem was troubled when it heard that Jesus was born.
- False An angel told the wise men not to return to King Herod.
- True The Bible says the wise men saw Mary and Jesus, but does not mention that they saw Joseph.
- False The Bible says the shepherds saw Mary and Jesus, but does not mention that they saw Joseph.
- False Nazareth is a city in Judea.
- True The word "sheep" is not mentioned in the Bible in connection with the Christmas story.
- False One of the wise men said, "Thanks be unto God for His unspeakable gift."
- False The wise men presented their gifts in this order: gold, frankincense, myrrh. Myrrh is a gummy substance, obtained from a shrub, and used in medicine and perfumes.
- True The shepherds saw Jesus the very night He was born.
- False The wise men came to see Jesus in the stable of Bethlehem.
- False The Bible says the wise men came to see Jesus to present gifts to Him.



Name _____ Date _____

Write a Christmas sentence for each of the Christmas letters.



















Now write the sentences into a Christmas story.

The Most Memorable Christmas

Name _____

Date _____

Christmas is coming and you do not have money to purchase gifts. You wonder what your family and friends will think of you if they do not receive a gift. Then you remember the reason for celebrating Christmas - Jesus' birth - and you decide to make it the most memorable Christmas ever by giving gifts that keep the spirit of Christmas going throughout the year. List what these gifts are.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

How did your family and friends react to your Christmas gifts? How did it make you feel?

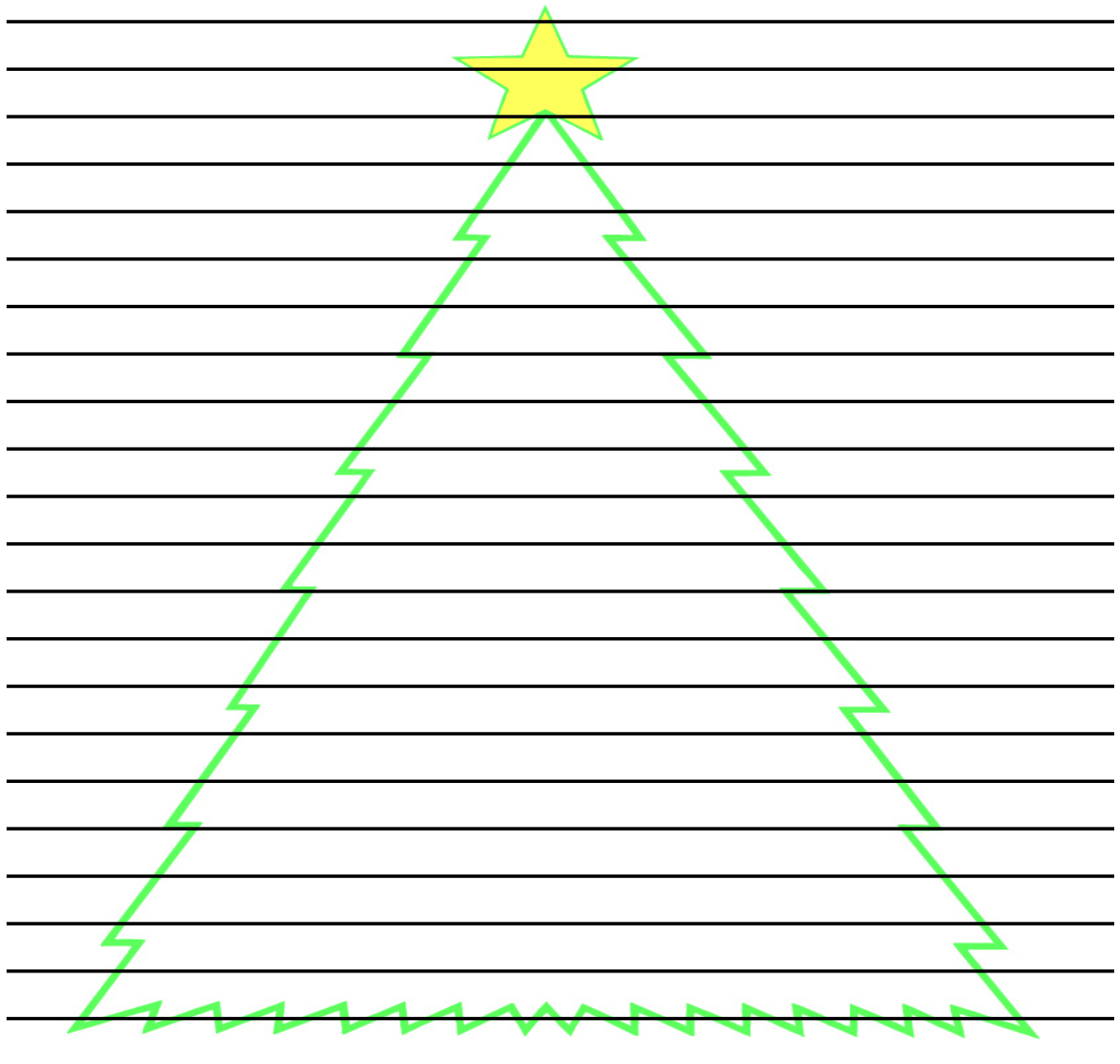


Christmas Traditions

Name _____

Date _____



Christmas is celebrated in different ways around the world. In Sweden, children make ornaments out of straw to remind them that Jesus lay in a manger of straw. In Mexico, children break open a piñata which is filled with candy and small toys. On the lines below, write about your family's traditions. What do you do on Christmas Day? Have fun and share the traditions with the class.



A Christmas Bulletin Board

Directions: Select samples of the students' writings and display them on the bulletin board.

Christmas Sampler

<p>My Visit to See Baby Jesus</p>		<p>The Memorable Christmas</p>
<p>Christmas Traditions</p>		<p>The Last Christmas Tree</p>

Stand Alone Star

This 3-dimensional star decoration is made from 2 paper stars that are interlaced. These stars stand by themselves on a table, and make a great patriotic or Christmas decoration.

Materials Needed

- 1 Printer (optional)
- 2 Card stock paper or oak-tag
- 3 Scissors
- 4 Crayons or markers
- 5 2 paper stars

Procedure:

1. Decorate the two stars on both sides and cut them out.
2. On one star make a slit from an inner corner to the center point
3. On the other star, make a slit from an outer corner to the center point.
4. Slip the two stars together through the slits you just made. For stability you may have to tape the stars a bit where they meet at the slit.

You now have a great three-dimensional star decoration that stands by itself on a table.



Activities to Honor the Presidents

Memorable Mobiles

Honor the presidents with a coin display to hang from the ceiling.

Materials:

- ⊙ A copy of the president pattern
- ⊙ a piece of 9X12 silver tooling foil
- ⊙ a dull pencil
- ⊙ Newspaper
- ⊙ String

Procedure:

1. Instruct students to place the pattern on top of the foil and trace the outline pressing hard to imprint the pattern design on the foil. Cover the desk with newspaper for protection.
2. To create a copper look for the penny, instruct students to color the foil with brown permanent marker using vertical strokes.
3. Cut out the circles and glue the two coins back to back with a fifteen inch piece of string between them.
4. Suspend the projects from the ceiling.

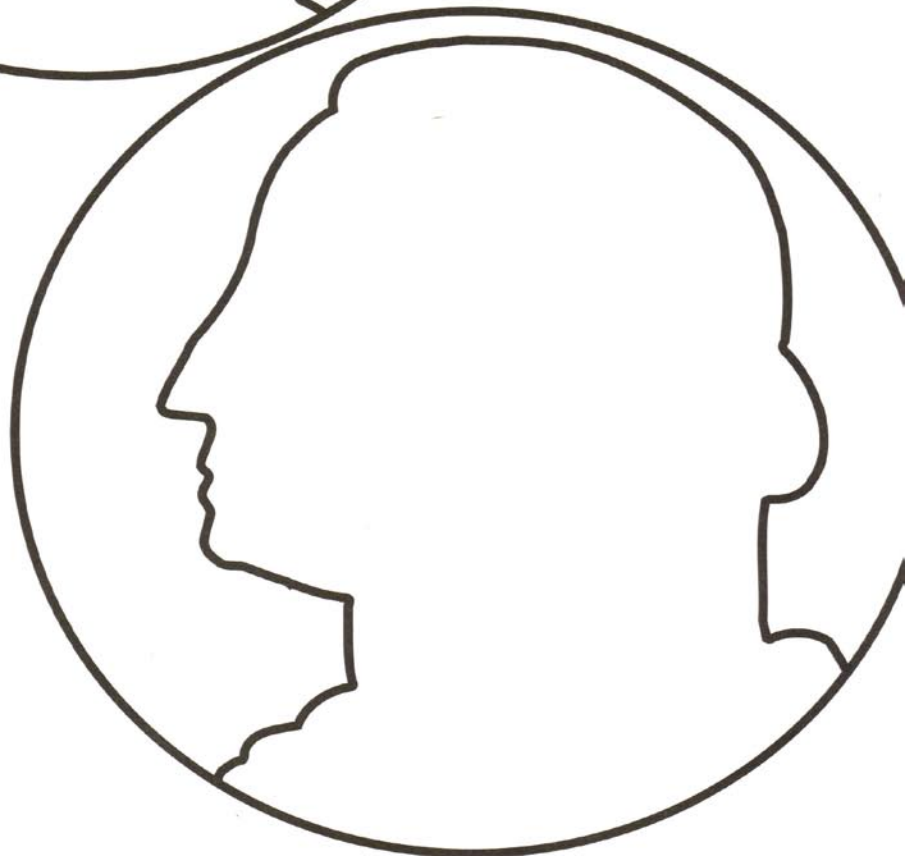
Presidential Party Hats

Help students create George Washington's three-cornered hat with the pattern on the following page. Have students trace the pattern three times on dark blue construction paper and then cut and staple the pieces as shown. Add a little shimmer to each tricorner with a star cutout sprinkled with glitter.

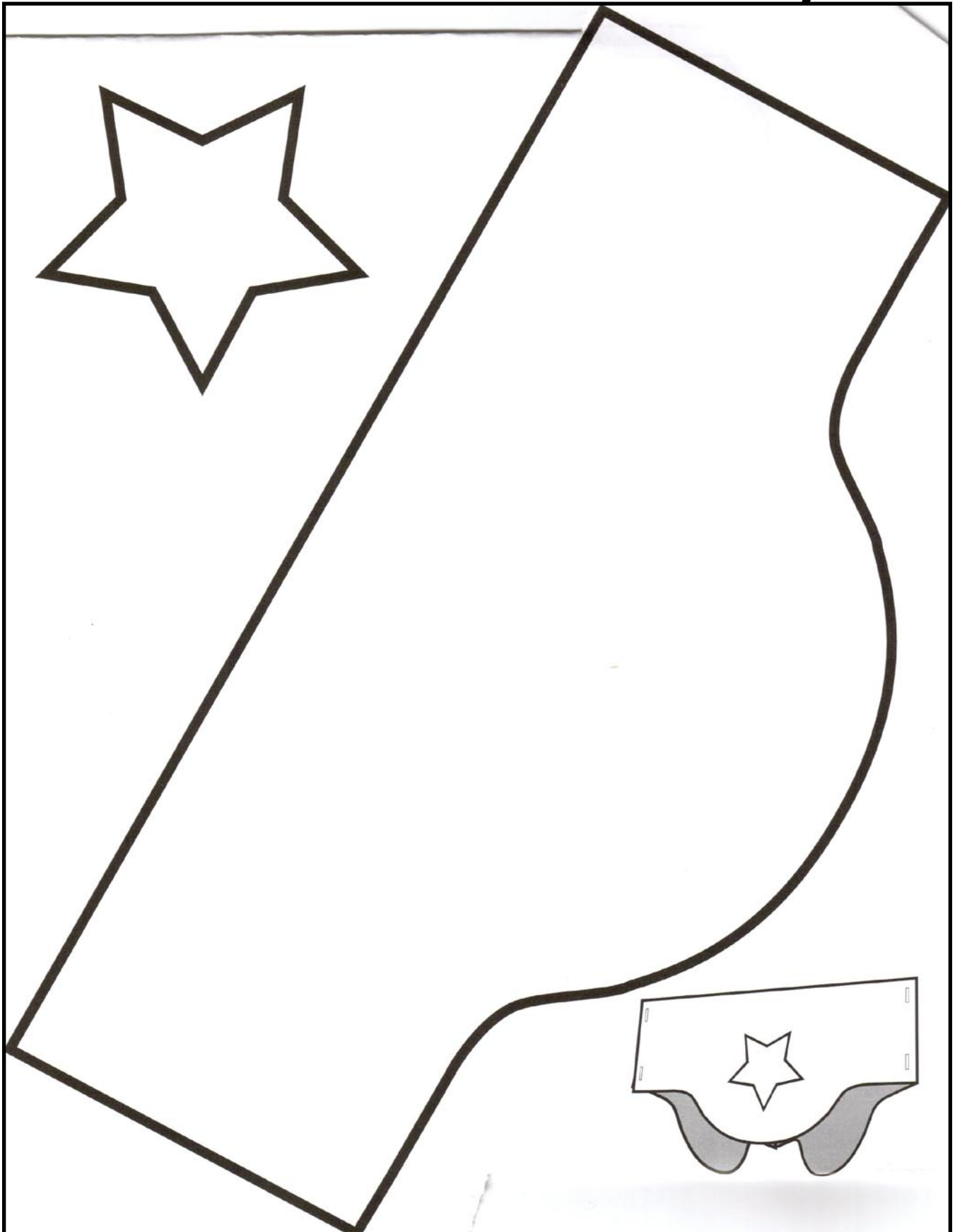
Courtesy of The Education Center, February-A Month of Ideas to Support Your Curriculum; 2002



Patterns for Memorable Mobiles



Pattern for Presidential Party Hat



Lincoln's Log Cabin

An Easy to Make Log Cabin to Celebrate President's Day

Materials:

1. Construction paper (white and at least one other color)
2. White glue or a glue stick
3. Scissors
4. Craft sticks (popsicle sticks)
5. Crayons
6. A shiny penny

Procedure:

1. Glue craft sticks to the paper to make the side of the cabin.
2. Cut a triangular roof for the cabin and glue it to the paper.
3. Cut a rectangular door and square window. The window should be bigger than a penny.
4. Glue the door and window to the cabin.
5. Glue a penny, Lincoln side up, to the window.
6. Draw a door knob and a background. You may want to add a chimney, trees, and other details that the students think of.
7. Label the picture, Abraham Lincoln's Log Cabin.



Abraham Lincoln's Log Cabin

Courtesy of www.EnchantedLearning.com



Patriotic Pinwheel

This craft uses a push pin, so it is not suitable for younger children.

Materials needed:

1. 2 pieces of construction paper
2. Scissors
3. A hole punch
4. A push pin
5. A pencil with an eraser
6. Markers or crayons

Procedure:

1. Start by making two square pieces of paper
2. Fold the two pieces of paper into a triangle.
3. Fold the triangle in half
4. Unfold the paper
5. Decorate one side of each sheet of paper
6. Put the undecorated sides of the paper together.
7. Make four cuts along the fold lines - about halfway to the center.
8. Punch four holes in the pinwheel, one at each corner.
9. Gently gather each of the four points with a hole to the center, be careful not to crease the paper.
10. Push a pin through the four punch holes through the center of the pinwheel to attach the pinwheel to the side of a pencil's eraser.

Courtesy of www.enchantedlearning.com



All About Martin Luther Jr.



Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. He later lived in Selma, Alabama. Both his father and grandfather were ministers. His mother was a school teacher. Martin Luther King Jr.'s mother taught him how to read before he went to school. He had a brother named Alfred and a sister named Christine.

Martin Luther King Jr. was an excellent student in school. He was allowed to skip grades both in elementary school and high school. He enjoyed reading, singing, riding a bicycle and playing football and baseball. Martin entered Morehouse College in Atlanta, Georgia when he was only 15 years old.

Martin experienced racism very early in life. He decided to do something to make the world a better place. As a minister, he traveled to different cities in the United States where he preached about the evils of racism. He used non-violent methods to help end segregation in the United States of America.

Martin Luther King Jr. gave his famous "I Have a Dream" speech on August 28, 1963 at the Lincoln Memorial in Washington DC.

Martin Luther King Jr. was the Nobel Peace Prize winner in 1964. In 1967, Dr King started the "Poor People's Campaign" in order to help people living in poverty.

He was shot to death on April 4, 1968.



About Dr. Martin Luther King and Me

Name: _____ Date _____

Fill in the following chart about Martin Luther King Jr. and about yourself.

	Martin Luther King Jr.	Me
Date of Birth		
Place of Birth		
Brothers and Sisters		
Activities Enjoyed		
Father's Occupation		
Mother's Occupation		
Places Traveled		
Goal		



African-American Inventors

A Sampling of African-American Inventors and Their Inventions

DREW, CHARLES RICHARD

The idea of a blood bank was pioneered by Dr. Charles Richard Drew. Dr. Drew was an American medical doctor and surgeon who started the idea of a blood bank and a system for the long term preservation of blood plasma. He found that plasma kept longer than whole blood. His ideas revolutionized the medical profession and saved many, many lives. Dr. Drew set up and operated the blood plasma bank at the Presbyterian Hospital in New York City, NY. Drew's project was the model for the Red Cross' system of blood banks, of which he became the first director.

CARVER, GEORGE WASHINGTON

George Washington Carver was an American scientist, educator, humanitarian, and former slave. Carver developed hundreds of products frompeanuts, sweet potatoes, pecans, and soybeans. His discoveries greatly improved the agricultural output and the health of Southern farmers. Before this, the only main crop in the South was cotton. The products that Carver invented included a rubber substitute, adhesives, foodstuffs, dyes, pigments, and many other products.

CRUM, GEORGE

The potato chip was invented in 1853 by George Crum. Crum was a Native American/African American chef at the Moon Lake Lodge resort in Saratoga Springs, New York, USA. French fries were popular at the restaurant and one day a diner complained that the fries were too thick. Although Crum made a thinner batch, the customer was still unsatisfied. Crum finally made fries that were too thin to eat with a fork, hoping to annoy the extremely fussy customer. The customer, surprisingly enough, was happy - and potato chips were invented.

DORTICUS, CLATONIA JOAQUIN

Clatonia Joaquin Dorticus was an African-American inventor who received many patents. He invented an apparatus for applying dyes to the sides of the soles and heels of shoes, a machine for embossing (contouring the paper of) photographs, a device that helped develop photographs, and a leak stopper for hoses

DOWNING, PHILIP B.

The street letter drop mailbox with a hinged door that closed to protect the mail was invented by Philip B. Downing. Downing, an African-American inventor, patented his new device on October 27, 1891.



MORGAN, GARRETT

The gas mask was invented by Garrett Morgan, an African-American inventor. Morgan used his gas mask to rescue miners who were trapped underground in a noxious mine. Soon after, Morgan was asked to produce gas masks for the US Army.

GOODE, SARAH S.

Sarah E. Goode was a businesswoman and inventor. Goode invented the folding cabinet bed, a space-saver that folded up against the wall into a cabinet. When folded up, it could be used as a desk, complete with compartments for stationery and writing supplies. Goode owned a furniture store in Chicago, Illinois, and invented the bed for people living in small apartments. Goode's patent was the first one obtained by an African-American woman inventor.

LATIMER, LEWIS H.

Lewis Howard Latimer was an African-American inventor who was a member of Edison's research team, which was called "Edison's Pioneers." Latimer improved the newly-invented incandescent light bulb by inventing a carbon filament which he patented in 1881.

McCoy, ELIJAH

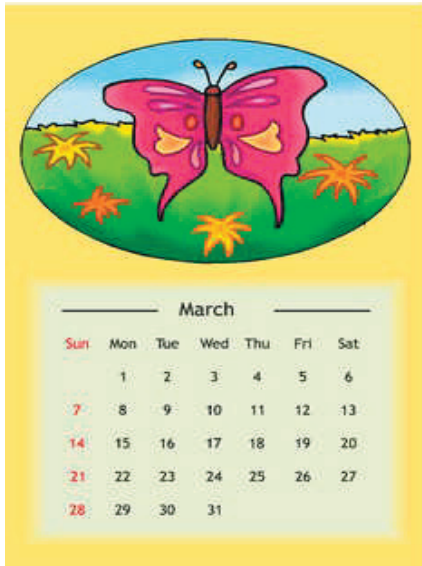
Elijah McCoy was a mechanical engineer and inventor. McCoy's high-quality industrial inventions especially his steam engine lubricator were the basis for the expression "the real McCoy," meaning the real, authentic, or high-quality thing.

Courtesy of www.enchantedlearning.com



The Month of March





Special Holidays in the month of March

March 1-31



American Red Cross Month

Always observed during the entire month of March. Sponsored by the American Red Cross. Contact local Red Cross chapters for information.

E-mail: info@usa.redcross.org

March 1-31



Music in Our Schools Month

To communicate the importance of music in the learning experience. Sponsored by MENC: The National Association for Music Education, 1806 Robert Fulton Dr. Reston, VA 20191 Phone (800) 336-3768 Fax (703) 860-1531 E-mail elizabeth@menc.org

March 1-31



National Women's History Month

Proclaimed by Congress and many governors and state legislatures as a month to celebrate the rich and inspiring heritage of women's contributions to the United States. Information from National Women's History Project, 7738 Bell Rd. Windsor, CA 95492 Phone (707) 838-6000 Fax (707) 838-478 E-mail NWHP@aol.com

March 1-31



National Nutrition Month

To improve the importance of healthful eating and physical activity habits all year long. Sponsored by the American Diabetic Association, 216 W. Jackson Blvd., Chicago, IL 60006 Phone (312) 889-0040 Fax (312) 899-4739 E-mail: lfishma@eatright.org

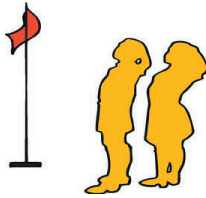
March 1-31



Youth Art Month

Observed during March each year to emphasize the importance of art activities for children and to encourage schools and youth groups to support their art programs. Sponsored by the Council for Art Education/ Youth Art Month, 1280 Main St., P.O. Box 479, Hanson, MA 02341
Phone (781) 293-4100 Fax (781) 294-0808

March 3



Adoption of the U.S. National Anthem

On this day in 1931, "The Star Spangled Banner" was adopted as the national anthem. It was written in 1796 by Francis Scott Key.

March 5-9



National School Breakfast Week

Sponsored by the American School Food Service Association, 700 S. Washington St.; Suite 300, Alexandria, VA 22314. Phone (800) 877-8822. Fax (703) 739-3915 E-mail asfsa@asfsa.org

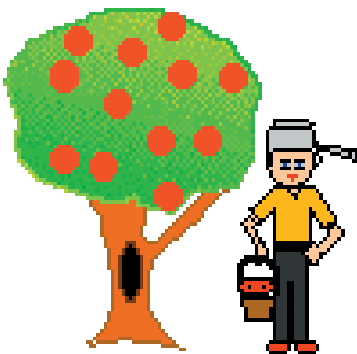
March 5-9



Newspaper in Education Week

To promote the ongoing use of newspapers as a learning and teaching tool. Sponsored by the Newspaper Association of America Foundation, International Reading Association and National Council for the Social Studies. Information available from Newspaper Association of America Foundation, 1921 Gallows Rd. Suite 600, Vienna, VA 22182. Phone (703) 902-1730 Fax (703) 902-1735. E-mail abboj@naa.org.

March 11



John Chapman, better known as Johnny Appleseed, was a planter of orchards and a friend of wild animals. Born 1774; died March 11, 1847.

March 14



Absolutely Incredible Kid Day

A day for adults to convey their appreciation of children by sending a letter to a special child in their lives, celebrated on the third Thursday of March every year. Information from Campfire Boys & Girls, 406 Madison Ave. Kansas City, MO 64112. Phone (816) 756-1950 Fax (816) 756-2650 E-mail Kidday@yahoo.com. Web site: www.campfire.org.

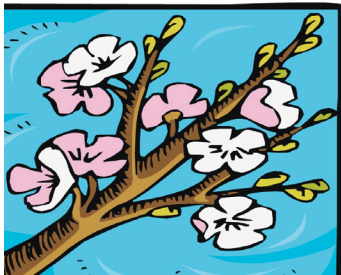
March 18-20 Mar. 20



National Agriculture Week & Day

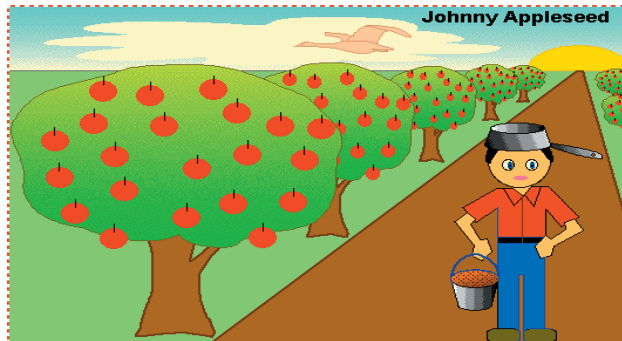
Students learn about America's largest industry as part of the National Agriculture Day and Week program—"America's Largest Classroom" on Agriculture". Join classrooms around the nation. Sponsored by Agriculture Council of America, 11020 King St. Suite 205, Overland Park, KS 66210. Phone (913) 491-1895 E-mail info@agday.org. Web site: www.agday.org.

March 20



Vernal equinox occurs at 8:14 A.M. Eastern Standard Time.

Johnny Appleseed Day



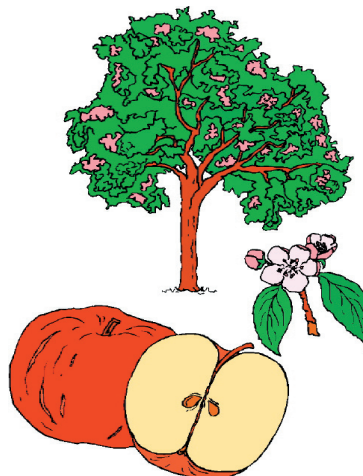
Johnny Appleseed was a legendary American who planted and supplied apple trees to much of the United States of America. Many people think that Johnny Appleseed was a fictional character, but he was a real person.

Johnny was a skilled nurseryman who grew trees and supplied apple seeds to the pioneers in the midwestern U.S.A. Appleseed gave away and sold many trees. He owned many nurseries in Ohio, Pennsylvania, Kentucky, Illinois, and Indiana, where he grew his beloved apple trees. Although he was a very successful man, Appleseed lived a simple life. It is said that as Johnny traveled, he wore his cooking pot on his head as a hat!

Johnny Appleseed was born in Leominster, Massachusetts, on September 26, 1774. His real name was John Chapman, but he was called Johnny Appleseed because of his love for growing apple trees.

Johnny died at the age of 70; he is buried in Fort Wayne, Indiana. He had spent 50 years growing apple trees and traveling to spread his precious trees around his country.

Courtesy of: <http://www.Enchantedlearnign.com>



Activities for Johnny Appleseed Day

Johnny Appleseed Day Research Activity

Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier



Students research, then create a holiday for a special person.

Objectives:

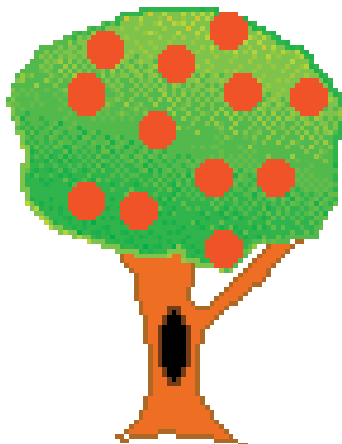
Students will learn about Johnny Appleseed (John Chapman) and other people who do not have a day named after them, but should due to their contribution to society. Students will be able to identify and plan a "holiday" for their chosen person.

Materials:

- Reference books, library books, Internet
- Paper and pencil
- Props for planning their "holiday"

Plan:

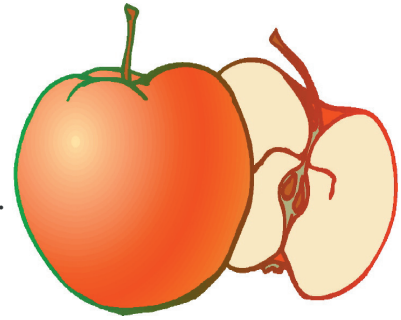
1. Acquaint students with the "Johnny Appleseed" story.
2. Students can then research or decide whom they would like to have a holiday named after and why. How have they contributed to society? This might be a grandma who volunteers for the Red Cross, or someone from history.
3. Students will then plan the holiday. It can be as elaborate or simple as the students want to make it. This can be an individual project or group project.



Apple Fractions

Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier



Students learn about fractions using different apple varieties.

Objectives:

Children will discover the basic concept of fractions.

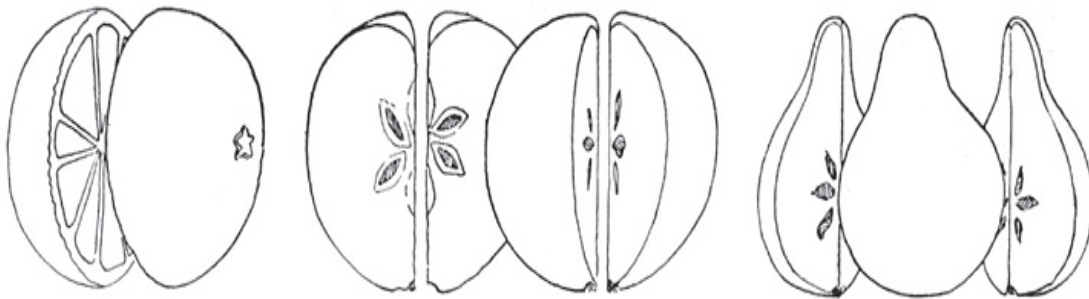
Materials:

- 3-4 different types of apples (Golden Delicious, Red Delicious, Gala, Washington, etc.) Make sure the apples are a different color or shade. If available, pick the apples at an orchard.
- Bags or boxes to hold the apples

Plan:

1. Students will sort the apples according to color.
2. Add the total apples and write the numbers on board representing each variety of apples. Ex. Gala (10), Red Delicious (9), etc.
3. Proceed to show fractions.

Students can sort according to size, specific shapes, etc. Students can separate in each distinguishable group. Students can even cut into equal sections to show fractions with adult supervision. Continue to review fractions. Basic addition and subtraction of fractions can be introduced.



Apple Commercials

Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier

Students learn about apples, then make a commercial.

Objectives:

- Students will try to "sell" the reason we should eat apples.
- Students will make a commercial.

Materials:

- Reference books
- Apple Web sites
- Poster board
- Video camera
- Props as needed

Plan:

Students will be divided into groups of 2 or 3 students. They will research and discover interesting facts about apples (nutritional content, fat count, etc). Then they will plan a commercial. The commercial can be video taped, or presented "live" in class. The students can use any medium or props necessary to sell their product. The students can assume that their audience has never heard of an apple.



Apple Facts - Student Created Bulletin Board

Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier

A bulletin board activity that shows what students know about apples.

Objectives:

Students will learn scientific evidence that makes apples a healthy food.



Materials:

- Construction paper
- Markers
- Scientific facts about apples (reference books, web sites)

Plan:

A large apple core will be in the center of the bulletin board. The core will have apple "bites" coming off of the core. On each "bite" the student will write an interesting scientific fact about apples. For example, it has 80 calories. Students can find other facts from reference books or the Internet.



Cooking: Apple Crescents

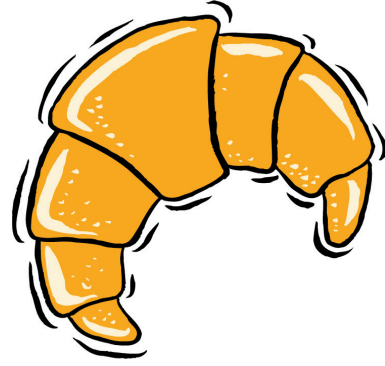
Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier

Students follow recipe for apple crescents.

Objectives:

Students will practice their measuring skills, follow directions and practice practical application of those skills.



Materials:

- Sliced apples
- Crescent rolls
- Cinnamon
- Sugar
- Water
- Butter
- Muffin pans and muffin liners
- Pan
- Tabletop cooking coil
- Oven access

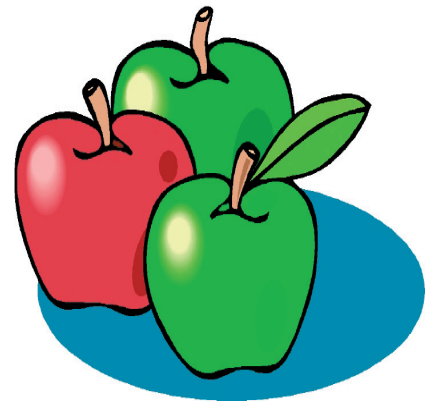


Plan:

Divide students into groups of 3 or 4. Each student shall follow the recipe for "mini-apple crescents".

- 5-6 apples slices
- 1 tsp. Cinnamon
- 1 tsp. Sugar
- 1 tsp. butter
- Crescent rolls

1. Place butter in pan. Add cinnamon, sugar and apples. Stir while cooking until apples appear tender.
2. Unwrap crescent rolls. Place muffin liners in muffin pan.
3. Place the crescent roll in muffin liner. Do not fold.
4. Spoon apples into roll; then bring up crescent roll corners and crimp.
5. Prick with fork twice. Cook in 300 degree oven for about 15 min. Check to make sure the rolls don't get too brown.
6. Remove from oven, cool and eat!



Apple Graphing

Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier

Students will make graphs about apple preferences.

Objectives:

Student will practice or learn the basic skills for graphing. The student will also practice making decisions on a personal level.

Materials:

- Cut apples...Gala, Red Delicious, Golden Delicious, etc.
- Graph paper
- Styrofoam cups

Plan:

1. Have students take 3 or 4 separate styrofoam cups with samples of different apples. Make sure each cup as to its contents.
2. Children will then rate on a scale of 1 to 5 their personal thoughts on each apple. (5 being the highest rating).
3. They can make a line graph or a bar graph.

Apple Words

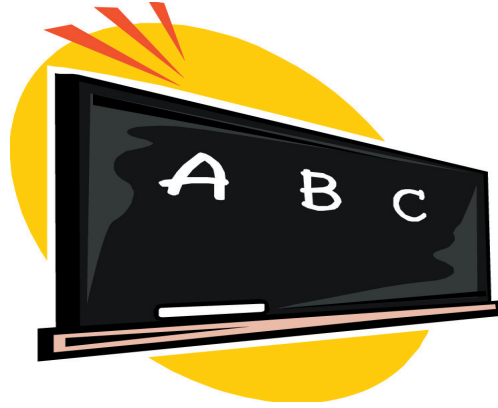
Grade Level(s): 1-2, 3-5

Submitted by: Tamara Allgaier

Students use letters to make words.

Objectives:

Students will be able to think of words and spell them correctly based on rules of the game.



Materials:

- Chalkboard/whiteboard/overhead
- Paper and pencils

Plan:

1. Write A P P L E O R C H A R D on the board.
2. Have students write words under the letters (on their own paper). These can be words only related apples, cooking, orchards, or general words. Each word must be real, spelled correctly and there should be at least two words per letter.
3. Time them according to your group's ages, etc.

Courtesy of <http://atozteacherstuff.com>





Spring Craft

Handprint lily

Supplies needed:

- Construction paper
- Scissors
- Tape or glue
- Pencil
- Green pipe cleaners (or straws)
- Stapler



Trace a child's hand on construction paper.
Cut the tracing out.



Curl each of the fingers
around a pencil.



Using the palm of the handprint, form a
cone (with the fingers curling outwards).
Glue or tape the cone together.

Staple the flower to a pipe cleaner or a
drinking straw.



Draw some leaves on green construction paper,
then cut them out.



Staple or tape the leaves to the straw.
Make a few of these flowers for
a beautiful bouquet.



Spring Inspirational to share



Farmers' Helpers

Theme: No matter how small you are, God has given you a talent that will help others.

Did you know that many farmers prepare for certain birds to do work on their farm? The swallows and martins help keep the fly population that swarm around water areas and barns to a minimum. So farmers prepare water areas so that these birds can gather mud for their nests.

Swallows and martins are social birds. They build their nests beside each other just like people build homes in our towns and cities. You can see different kinds of swallows in these groups called colonies.

Soon you will see either swallows or martins in your area this spring. You will see them build their nests with clumps of mud. Remember how helpful they are in keeping the flies to a reasonable limit.

You may be young, but you can think of something you can do for the good of all in either your class or family.

Find an article about swallows or martins. Draw a picture of the bird. Make a card and write a special thought or verse inside. Then share the card with a friend.

Remember human beings are social. God the father, Jesus, and the Holy Spirit are social. They enjoy us and we should enjoy them.

Previously published in the
Teacher Bulletin; March 1992





Poem

Dandelions

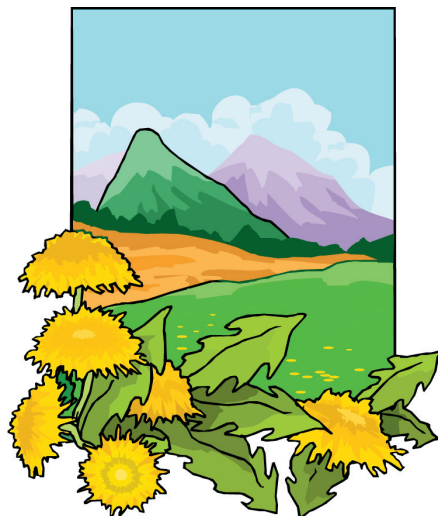
by Frances E. W. Harper

Welcome children of the Spring,
In your garbs of green and gold,
Lifting up your sun-crowned heads.
On the verdant plain and world.

As a bright and joyous troop
From the breast of earth ye came
Fair and lovely are your cheeks,
With sun-kisses all aflame.

In the dusty streets and lanes,
Where the lowly children play,
There as gentle friends ye smile,
Making brighter life's highway

Dewdrops and the morning sun,
Weave your garments fair and bright,
And we welcome you today





SPRING

By Tamara Hillman

Chinook winds blow at winter's end,
spring rushes to the thresh hold
of muddy lanes and patchy snow,
of trees budding grand and bold
Crocus and tulips push through soil,
bluebells and buttercups flourish,
plowed fields await fresh plantings
spring sunshine soon will nourish



Fleeting rainstorms kiss the face
of each flower in God's design,
rainbows appear, then fade away,
leaving promise of glory divine
Pitter-pat rhythms play on tin roofs,
cozy afghans cover our laps,
stretching cats recline on chair backs
as fireplace crackles and snaps
Sunbeams streak through cloudy skies,
migrating geese fly above,
hints of fair weather changes bringing spring,
the season we love



Spring Crossword Puzzle

Name: _____ Date: _____

Solve the following crossword puzzle.

1						2				3			
		4						5					
						2							6
4													
											7		
		5											
						6							
7													
9													



Clues to the Spring crossword puzzle:

ACROSS	DOWN
<p>1. Any of various insects of the order Lepidoptera, characteristically having slender bodies, knobbed antennae, and four broad, usually colorful wings.</p> <p>2. An expanse of ground, such as a lawn, covered with grass or similar plants.</p> <p>3. Any of the class Aves of warm-blooded, egg-laying, feathered vertebrates with forelimbs modified to form wings.</p> <p>4. The flower of a plant.</p> <p>5. The round or oval female reproductive body of various animals, including birds, reptiles, amphibians, fishes, and insects, consisting usually of an embryo surrounded by nutrient material and a protective covering.</p> <p>6. An arc of spectral colors, usually identified as red, orange, yellow, green, blue, indigo, and violet, that appears in the sky opposite the sun as a result of the refractive dispersion of sunlight in drops of rain or mist.</p> <p>7. Any of several bulbous plants of the genus <i>Tulipa</i>, native chiefly to Asia and widely cultivated for their showy, variously colored flowers.</p> <p>8. A small pool of water, especially rainwater.</p> <p>9. A device for protection from the weather consisting of a collapsible, usually circular canopy mounted on a central rod.</p>	<p>1. A game played with a bat and ball by two opposing teams of nine players, each team playing alternately in the field and at bat, the players at bat having to run a course of four bases laid out in a diamond pattern in order to score.</p> <p>2. Any of numerous tailless, aquatic, semi-aquatic, or terrestrial amphibians of the order Anura and especially of the family Ranidae, characteristically having a smooth moist skin, webbed feet, and long hind legs adapted for leaping.</p> <p>3. Any of several winged, hairy-bodied, usually stinging insects of the superfamily Apoidea in the order Hymenoptera, including both solitary and social species and characterized by sucking and chewing mouthparts for gathering nectar and pollen.</p> <p>4. The reproductive structure of some seed-bearing plants, characteristically having either specialized male or female organs or both male and female organs, such as stamens and a pistil, enclosed in an outer envelope of petals and sepals.</p> <p>5. Any of various bulbous plants of the genus <i>Narcissus</i>, especially <i>N. pseudonarcissus</i>, having showy, usually yellow flowers with a trumpet-shaped central corona.</p> <p>6. Any of various long-eared, short-tailed, burrowing mammals of the family Leporidae, as the commonly domesticated Old World species <i>Oryctolagus cuniculus</i> or the cottontail.</p> <p>7. A brief fall of precipitation, such as rain, hail, or sleet.</p> <p>8. A light framework covered with cloth, plastic, or paper, designed to be flown in the wind at the end of a long string.</p>



Answer key:

¹ b	u	t	t	e	r	² f	l	y			³ b	i	r	d	
a						r					e				
s		⁴ f				o		⁵ d			e				
e		l				² g	r	a	s	s				⁶ r	
⁴ b	l	o	o	m				f						a	
a		w						f			⁷ s			b	
l		⁵ e	g	g				o			h			b	
l		r						d			o			i	
						⁶ r	a	i	n	b	o	w		t	
⁷ t	u	l	i	p				l				e			
											r				
						⁸ k									
						i			⁸ p	u	d	d	l	e	s
						t									
⁹ u	m	b	r	e	l	l	a								



Flower Wordsearch Puzzle

Find the words in the matrix, then read the extra letters to find a secret message.

Y	T	Y	P	P	R	A
P	E	S	R	I	E	S
P	U	I	O	O	B	T
P	Q	A	P	C	T	P
P	U	D	E	A	H	E
	O	L	R	R	F	T
	B	O	I	N	N	A
	L	G	W	A	T	L
	S	I	I	T	E	H
	T	R	N	I	L	A
	E	A	K	O	O	D
	M	M	L	N	I	W
		E	E	R	V	
			D	B		
			U			

aster
bloom
blossom
bouquet
bud
carnation
dahlia
daisy
heather
iris

marigold
orchid
petal
periwinkle
poppy
rose
stem
tulip
violet
zinnia

Secret Message:



ANSWER KEY:

Flower Word search Puzzle

Find the words in the matrix, then read the extra letters to find a secret message.

The word search puzzle is shaped like a flower. The petals contain a grid of letters. The stem contains a list of words and a secret message.

Flower Petal Word Search Matrix:

Y	T	Y	P	P	A
P	E	S	O	R	S
P	U	I	M	O	T
O	Q	A	H	P	E
P	U	D	Y	R	C
B	O	L	Z	R	A
L	B	O	O	N	R
O	S	G	R	A	T
S	S	I	C	T	I
O	T	R	H	I	O
M	E	A	I	N	N
	M	M	D	R	V
		E	D	B	
			U		

Words found in the puzzle:

- aster
- bloom
- blossom
- bouquet
- bud
- carnation
- dahlia
- daisy
- heather
- iris
- marigold
- orchid
- petal
- periwinkle
- poppy
- rose
- stem
- tulip
- violet
- zinnia

Secret Message:
pretty flower