**Grand Grandparent Poems**

*Create a display for National Grandparents Day with this well-versed activity!*

**Skill:** Writing an acrostic poem

**Estimated Lesson Time:** 30 minutes

**Teacher Preparation:**
1. Duplicate a copy of page 5 for each student.
2. Provide an 8-inch construction-paper square for each student.

**Materials:**
1 copy of page 5 per student
one 8-inch construction-paper square per student
scissors
crayons
glue
large sheet of bulletin-board paper (optional)

**Teacher Reference:**
National Grandparents Day is celebrated each year in September. The idea for this holiday started in 1973 with Marian McQuade of West Virginia. Ms. McQuade wrote a letter to her governor asking him to recognize a special day for grandparents. The governor approved of her idea and established Grandparents Day for his state. The senator of West Virginia became interested in the project and proposed a bill to set aside a day to honor all grandparents nationwide. In 1978 the U.S. Senate passed his bill, declaring National Grandparents Day to be observed on the first Sunday after Labor Day.

**Writing an acrostic poem**
**Introducing The Lesson:**

Share the background information on page 3. Tell students that they will be using a special type of poetry to create poems in honor of Grandparents Day. Introduce or review the concept of an acrostic poem, in which the first letter of every line spells out a vertical message. Practice an example of an acrostic with your class; then have each student complete one individually for Grandparents Day.

**Steps:**

1. Write the word “students” on the board. Ask your children to brainstorm words or phrases that begin with each letter of the word. Record the responses on the board.

2. Distribute a copy of page 5 to each student. Instruct each student to create an acrostic poem using the letters in the word “Grandparents.”

3. After students have completed their poems, instruct them to cut on the dotted lines.

4. Have each student glue his poem to the center of his construction-paper square.

5. Have students use crayons to decorate their squares.

6. If desired, arrange the squares on a large sheet of bulletin-board paper to make a patchwork quilt.

7. Display the quilt in the classroom. Refer to the extension ideas on page 6 for suggestions on using the poems and quilt for additional Grandparents Day activities.
Grand Grandparents Poetry

Create an acrostic poem with the letters of the word below.
Cut on the dotted lines.
Then follow your teacher’s directions to complete the project.
How To Extend The Lesson:

• Before each student glues her acrostic poem to the construction-paper square, duplicate a class set of each poem. Have each student compile the set of poems into a book. Help each student address an envelope to send the book to her grandparents for a special keepsake of Grandparents Day.

• Take an individual picture of each student standing by the completed quilt. Have each student glue his picture to a card to send to his grandparents.

• Host a Grandparents Day celebration in your classroom. Invite grandparents to join you in the classroom for a party in their honor. (If a student’s grandparents are unable to attend, ask community volunteers to serve as “adopted” grandparents for the event.) Have each student read her poem to the class; then serve punch and cookies. For a final activity, provide several of the books listed below for grandparents to read to their grandchildren.

— The Berenstain Bears And The Week At Grandma’s by Stan & Jan Berenstain (Random House Books For Young Readers, 1986)
— Could Be Worse! by James Stevenson (Greenwillow Books, 1977)
— A Day’s Work by Eve Bunting (Houghton Mifflin Company, 1994)
— Grandaddy’s Highway by Harriett Diller (Boyds Mills Press, Inc.; 1993)
— Grandpa’s Face by Eloise Greenfield (Philomel Books, 1996)
— Grandmama’s Joy by Eloise Greenfield (Philomel Books, 1980)
— Grandpa’s House by Harvey Stevenson (Hyperion Books For Children, 1994)
— Gus And Grandpa by Claudia Mills (Farrar, Straus & Giroux, Inc.; 1996)
— Tanya’s Reunion by Valerie Flournoy (Dial Books For Young Readers, 1995)
— There’s Nothing To Do! by James Stevenson (Greenwillow Books, 1986)
— When I Am Old With You by Angela Johnson (Orchard Books, 1993)
Native American Games

Celebrate a tribute to the first Americans with fun and games—Native American style!

Skill: Learning about Native American games

Estimated Lesson Time: 30 minutes

Teacher Preparation:
1. Duplicate page 9 for each student.
2. Gather the materials listed below.

Materials:
1 copy of page 9 per student
1 craft stick per student
red crayons
a large United States map (optional)

Background Information:
The first observance of Indian American Day was in 1916, on the second Saturday in May. Although each state now recognizes Native American Day, its observance date varies from state to state. The most common day of observance, however, is the fourth Friday in September.

Before the time of Columbus and other European explorers, the Native Americans had settled throughout North America. There were four main regions of settlement. If possible show your students these regions on a United States map.

- The Woodland tribes lived in the area between the Mississippi River and the east coast, bordering the Atlantic Ocean. The natural resources of the area led them to become farmers, woodsmen, and hunters.
- The Plains tribes lived in the area between the Rocky Mountains and the Mississippi River. The natural resources of the area led them to become farmers, fishermen, hunters, and gatherers.
- The Desert tribes lived in what is now the southwestern region of the United States. The natural resources of the area led them to become villagers, farmers, and nomadic hunters.
- The Northwest Coastal tribes lived in the area between the Pacific Ocean and the Rocky Mountains. The natural resources of the area led them to become fishermen, hunters, and gatherers.
Introducing The Lesson:
Share the Background Information on page 7 with your students. Tell students that in honor of Native American Day, they will play games that were popular with many different Native American tribes.

Steps:
1. Ask students to think about the types of materials that Native American children might have used in their games. Would their games require the use of dice, spinners, cards, or timers? Ask students to think about the materials that were available for creating and playing games. Reinforce that Native American games included materials that were readily available. Game pieces were made from things easily found in nature, such as sticks, nuts, shells, and stones. Although some Native American games required skill and logic, many were simple games of chance.

2. Tell students that they will play games similar to flipping a coin to determine heads or tails. Since Native Americans did not have coins, they used sticks that were specially designed as game pieces. A stick was smoothed and flattened; then each side of the stick was painted or carved to differentiate the two sides.

3. Distribute a craft stick, a red crayon, and a copy of page 9 to each student. Read the information together as a class; then have each student color her stick according to the instructions.

4. Place students in groups of four to play the games described on page 9.

5. Challenge students to complete the Bonus Box activity.