

The Jefferson Performing Arts Society

Presents



Making the Grade



A Study Companion

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Table of Contents

Teacher Notes	3
Louisiana Common Core	4
Christmas Traditions from Around the World	5
Lesson Plans	
RAFT Writing Assignment	30
Christmas Around the World	35
Name poems	42
Heart rate	45
Exploring Calories in Nutrition and Fitness	47
Additional Resources	67



Teacher Notes

The Jefferson Performing Arts Society is kicking off a new dance program called Making the Grade (MTG.) MTG will enable students to be catalysts for change within their families, improving fitness and proactive approaches to healthcare through dance. MTG will build physical fitness, community and family support for physical activity and healthy eating.

Improved Physical Health

Dancing is a highly physical activity, an aerobic form of exercise. Kids who take dance regularly should expect to see a significant improvement in their overall physical health.

Improved Self-Esteem

If children take dance regularly, they begin to get a better sense of their bodies. As they become more comfortable in their own skin, their confidence and self-esteem also improve.

Educational Benefits

Becoming a skilled dancer requires practice, discipline and focus, skills that can be useful in other areas of a child's life. Students who regularly participate in dance lessons perform better academically than their nonparticipating peers; students who have a background in dance tend to achieve significantly higher SAT scores and do better in math and science competitions.

FEATURING THE CHOREOGRAPHY OF Brittney Williams, James Anthony Chapman and Nanette Ledet

Supported in part by funding from the Brees Dream Foundation and the J. Edgar Monroe Foundation

Enjoy!



Louisiana

Educational Content Standards and Benchmarks

The arts facilitate interconnection. They provide tangible, concrete opportunities for students and teachers to explore academic concepts. The arts are even more critical now with the introduction of Louisiana Common Core. Common Core is replacing the system of Grade Level Expectations and Standards and Benchmarks previously used to measure student achievement. Here is some background information on Louisiana Common Core:

COMMON CORE STATE STANDARDS

Academic standards define the knowledge and skills that students are expected to learn in a subject in each grade. Louisiana defines academic standards for core subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health.

In 2010, Louisiana adopted Common Core State Standards in English language arts and math. The Common Core State Standards define what students need to learn in reading, writing and math in each grade to stay on track for college and careers.

Louisiana is aligning state assessments and end-of-course tests to the new academic standards, phasing in additional common core test items each year until completely measuring students' achievement of the Common Core State Standards in English language arts and math in 2014-2015. Please visit this site for more information:

<http://www.louisianabelieves.com/academics/common-core-state-standards>

For more information on the implementation of the Common Core in Louisiana, (the article and the comments that follow it) both positive and negative, please refer to: <http://thehayride.com/2013/06/nieland-why-louisiana-schools-need-the-common-core/>

All Common Core connections were retrieved from:

<http://www.corestandards.org/ELA-Literacy>



Making the Grade



Evidence to support the benefits of exercise for the brain has been mounting in the academic fields related to the subject—in molecular science, in cognitive science, in behavioral science, in systems neuroscience, and in psychology—

- Exercise increases the blood vessels created throughout the body and brain. The more blood vessels you have, the more oxygen your brain gets, making it stronger. Not only does exercise significantly cut our risk for dementia, Alzheimer's, stroke and heart attack, it also "improves a whole host of abilities prized in the classroom and at work." BRAIN RULES, Dr. John Medina
- Aerobic activity also stimulates the release of neuronal growth factors (molecules that help neurons survive and thrive), promotes synaptic plasticity and long-term potentiation (dynamic modifications of the connections between neurons), and stimulates the growth of new neurons in the hippocampus (a brain region primarily involved in learning and memory). BE SMART, EXERCISE YOUR HEART: EXERCISE, Hillman, Charles H., Kirk I. Erickson, and Arthur F. Kramer *Nature Reviews Neuroscience* 9:58–64.
- A study published in the **Journal of Sport & Exercise Psychology** looked at the relationship between physical fitness and academic performance in 259 third and fifth graders. Aerobic exercise (as well as BMI) was related to achievement in reading and math: "What we agree on at this point is that there's a strong association between aerobic fitness and performance on standardized testing, grades, and other measures of cognitive performance," says Darla Castelli, a researcher in the department of kinesiology and community health at the University of Illinois-Urbana-Champaign.
- Physical activity and physical fitness have been directly correlated with improved academic performance...A cross-sectional study involving eight thousand schoolchildren found that academic ratings were significantly correlated with exercise levels and with performance on physical fitness tests. AN INVESTIGATION OF THE EFFECTS OF DAILY PHYSICAL ACTIVITY ON THE HEALTH OF PRIMARY SCHOOL STUDENTS IN SOUTH AUSTRALIA, Dwyer, Terry, Wayne E. Coonan, Donald R. Leitch, Basil S. Hetzel, and Peter A. Baghurst. *International Journal of Epidemiology*.



Making the Grade



Improving Health and Education

Physical activity and physical fitness have been directly correlated with improved academic performance. A cross-sectional survey of school-aged children in Iceland revealed that, combined, body mass index and physical activity explain up to 24 percent of variance in academic achievement (Sigfusdottir 2007). Another cross-sectional study involving eight thousand school children found that academic ratings were significantly correlated with exercise levels and with performance on physical fitness tests (Dwyer 2001). A cross-sectional study conducted in 2002 by the California Department of Education demonstrated a strong association between physical fitness and academic performance (CDE 2005). Using the Fitnessgram, a six-faceted measure of overall fitness, and students' grades on the SAT-9 state standardized test, nearly one million students in grades five, seven, and nine were evaluated. Investigators consistently found that those students with higher levels of fitness scored higher on the SAT-9. There was a positive linear relationship between the number of fitness standards achieved and standardized test scores. This result held for boys and girls in both math and reading, but it was most pronounced in math. A smaller follow-up study (Castelli 2007) replicated this finding.

Sigfusdottir, Inga D., Alfgeir Kristjansson, and John P. Allegrante. 2007. Health behaviour and academic achievement in Icelandic school children. *Health Education Research* 22:70–80.

California Department of Education. 2005. *California physical fitness test: A study of the relationship between physical fitness and academic achievement in California using 2004 test results*.

Castelli, Darla M., Charles H. Hillman, Sarah M. Buck, and Heather E. Erwin. 2007. Physical fitness and academic achievement in third- and fifth-grade students. *Journal of Sport and Exercise Psychology* 29:239–52.

The Family Institute at Northwestern University reports,

- An IBM poll of 1500 corporate CEOs identified creativity as the number one "leadership competency" of the future. (Creativity: the production of something original and useful; a key aspect of problem-solving.) Since 1990, the creativity of American youth has been declining. For children between kindergarten and sixth grade, the decline is the most pronounced.



Making the Grade



Right now, an overwhelming majority of kids don't have a safe place to play within walking distance of their home or access to the arts in school. Public playspaces that do exist are often in disrepair. The arts and recess at school are on the chopping block across the country. No public school in Jefferson Parish offers dance during the school day. Children need the arts, exercise and play to grow into healthy adults, much as they need food, shelter, and love. Without these things, kids fail to develop necessary skills like problem-solving, creativity, and perseverance.

Safe, attractive accessible places for activity are critical to ensure kids get enough exercise.

Dance at Home

Kids and their families can do their own thing just by turning on some music and dancing around the house. Or turn a night on the town into a dance party by finding a festival with a good dance band.

Kids and their families can also "sweat to the oldies" or sashay around the living room with dance videos that they can rent from the local library. So crank up the volume and shake a leg. Once kids and their families start dancing, they might not want to stop!

Benefits Abound

Like other moderate, low-impact, weight bearing activities, such as brisk walking, cycling or aerobics, dancing can help:

- strengthen bones and muscles without hurting joints
- tone the entire body
- improve posture and balance
- increase stamina and flexibility
- reduce stress and tension
- build confidence
- provide opportunities to meet people, and

- ward off illnesses like diabetes, high blood pressure, heart disease, osteoporosis, and depression



Song Information

"Santa Baby" was originally recorded by Eartha Kitt with Henri René and his orchestra in New York City on October 6, 1953. It was released by RCA Victor Records as catalog number 20-5502 (in the USA) and by EMI on the His Master's Voice label as catalog number B 10728. The song was a huge hit for Kitt, and she later said that it was one of her favorite songs to record; she reprised it in the 1954 film *New Faces*. Kitt also reprised the original song in a 1963 re-recording for Kapp Records, with a more uptempo arrangement (Madonna's popular rendition for the 1987 charity album *A Very Special Christmas* was based on this latter version. The song is heard in the films *Driving Miss Daisy* (1989), *Elf* (2003), and *Boynnton Beach Club* (2005).

"My Favorite Things" by OutKast is a cover of John Coltrane's "My Favorite Things" released in 1961. The Outkast version takes some creative liberties, altering and inverting the original chords and adding a fantastic bass line, creating an entirely new dimension to the song. OutKast included musicians André Lauren Benjamin (better known by his stage name André 3000 (formerly known as Dré) and fellow rapper Big Boi.

"One Night in Cell City" is from the album by the same name and is the first album by KlabLab. It debuted on iTunes Aug. 21, 2012 and was produced by Doug Allen, a professional musician and producer who's a former member of Nural and has produced albums for bands including The Relay Company and Normal Like You. Allen wrote the album with KlabLab co-founder Dave Haberman, a musician and educator. KlabLab launched in April, 2012 with Allen and Haberman conducting a Sound of Knowledge tour in California schools. During the seven-week tour, the KlabLab team visited 86 classrooms in 10 schools, where they collaborated with 32 teachers and more than 3,000 students to create educational songs about the content they were studying.

The seven-song album features educational songs related to astronomy, geology, biology and physics. "One Night in Cell City" is educational, but it's also cool music that's fun to listen to. These songs sound like music you hear on the radio -- they're catchy enough that kids, parents and teachers can all enjoy learning while they sing along."

"Haitian Christmas": You can never miss Christmas season in Haiti. On the radios, people started listening to Christmas songs or Chante Nwel usually around November 3 which is "La Toussaint" every year until Christmas day. Haiti celebrates Christmas with lots of decorations, special foods, the exchange of gifts among families and friends. In other words, the Haitians celebrate Christmas much like the people in other Latin American islands and countries. Music is a big part of Haitian Christmas festivities, and this music includes all types of songs and musical instruments.

"Christmas in Brazil"/Samba is from the music of Casa Samba. Casa Samba is a New Orleans-based, authentic Brazilian Escola de Samba (samba school). Mayor Sidney Barthelemy proclaimed Casa Samba as the first samba school in New Orleans on July 21, 1993. Director,

Curtis Pierre, and Brazilian master drummer, Jorge “Alabe” Bezerra, lead the group with the assistance of Carol Barber. Casa Samba’s primary goal is to present audiences with an authentic Brazilian Carnival and folk arts experience. Casa Samba uses vocals and drumming to capture the spirit of Carnival in Brazil, as well as presenting a history of the African influence of its culture, music and dance, Just as “second line is to New Orleans, so is samba to Brazil.” The and dance is authentically faithful to Brazilian tradition.

Christmas Traditions from Adround the World





Christmas In Brazil

Brazil in South America is a former Portuguese colony. But now it is a free sovereign country, but many Christmas customs have their roots in the colonial past. [Christmas](#) in Brazil will always have a nativity scene or Presepio.

The word origins from the Hebrew word "presepio" which means the bed of straw upon which Jesus first slept in Bethlehem. The Presepio is common in Bahia, Sergipe, Rio Grande do Norte, Paraíba, Maranhao, Ceara, Pernambuco, Piaui and Alagoas. Today a nativity scene during Christmas season is found in most of the Brazilian homes and stores.

The people of Northern Brazil enjoy an adaptation of the folk play Los Pastores or "The Shepherds." In the Brazilian account, there are shepherdesses rather than shepherds and a gypsy who attempts to kidnap the baby Jesus. Christmas in Brazil has Papai Noel (Father Noel). He brings the gifts. According to legend, he lives in Greenland. When he arrives in Brazil, he usually wears silk clothing, as it is too hot. An enormous Christmas dinner, unusual in the hot summertime, includes turkey, ham, colored rice, and wonderful vegetable and fruit dishes.

Devout Catholics attend Midnight Mass or Missa do Galo (a galo is a rooster). The mass has this name because the rooster announces the coming day and the Missa do Galo finishes at 1 AM on Christmas morning. On December 25th, Catholics go to church, but the masses are mostly late afternoon, because people enjoy sleeping late after the dinner (Ceia de Natal) or going to the beach. If you want more of such interesting accounts, do stay connected to Christmas Carnivals.

RETRIEVED FROM: <http://www.christmascarnivals.com/aroundtheworld/brazil.html>

Christmas in Haiti

Christmas in Haiti sees all sections of the society being involved in this festival. The Christmas cards are ubiquitous in Haiti, as it is in the rest of Caribbean islands. The cards are purchased weeks in advance and sometimes they are hand made too for friends and family.

The Christmas tree has great importance in the celebration of Christmas in Haiti. The Haitians cut pine branches to serve as Christmas trees or they go to the market and get freshly cut trees brought from the mountains just a few days before Christmas. The trees are decorated with lights and bright ornaments. At the base of the Christmas tree they add a big nativity scene which occupies a large part of the living room. The nativity scene depicts the birth of baby Jesus in a cave manger, with Mary, Joseph, baby Jesus, the three wise men, and sculptured stable animals. The realistic touch is given by the hay which is strewn around in the stable. An endearing tradition of Christmas in Haiti is that on Christmas Eve, the children place their cleaned up shoes filled with straw, on the porch or under the Christmas tree for Papa Noel (Santa Claus). Santa Claus removes the hay to fill up the shoes with presents. Christmas day is spent feasting, visiting friends and family and for small children playing with the new toys brought by Papa Noel.

All houses in the neighborhood are decorated with lights. People also go to midnight mass. Singing of Christmas carols is common. Children of practically all ages drink anisette on Christmas Eve. Anisette is a mild alcoholic beverage prepared by soaking "anise" leaves in rum and sweetening it with sugar. After midnight mass people have the meals of the "reveillon". Visit Christmas Carnivals for more.

RETRIEVED FROM: <http://www.christmascarnivals.com/aroundtheworld/haiti.html>

Christmas in Central, South and West Africa

Preparation for Christmas in the Congo begins when some group is designated to prepare the annual Christmas pageant.

Christmas day begins with groups of carolers walking to and fro through the village, along the roadway, by the houses of the missionaries, singing the lovely carols known the world around. Often people may be awakened by a group of carolers beginning to converge on the house of worship. They return home to make final preparation as to the clothes one must wear and also as to his offering for the Christmas service.

The most important part of their Christmas worship service is the love offering, this is the gift in honor of Jesus. Then at about 8 or 9 o'clock everyone makes their way to the celebration of the birthday of Jesus.

Everyone who attends the service goes forward to lay down their gift upon the raised platform near the Communion table. Not one person will attend the service without giving a gift.

Now people have Christmas dinners after the service, preparing tables out in front of their home and inviting many of their intimate friends to share.

Christmas in South Africa is a summer holiday. In December, the southern summer brings glorious days of sunshine that carry an irresistible invitation to the beaches, the rivers, and the shaded mountain slopes. Then the South African holiday season reaches its height. Schools are closed, and camping is the order of the day. In South Africa there is no snow, but it has many flowers, many beautiful varieties of cultivated and wild flowers being in their full pride.

In the cities and towns carolers make their rounds on Christmas Eve. Church services are held on Christmas morning. Christmas Eve celebrations in larger centers include "Carols by Candlelight" and special screen and floor shows.

Homes are decorated with pine branches, and all have the decorated Christmas fir in a corner, with presents for the children around. At bedtime on Christmas Eve, children may also hang up their stockings for presents from Father Christmas.

Many South Africans have a Christmas dinner in the open-air lunch. For many more, it is the traditional dinner of either turkey, roast beef, mince pies, or suckling pig, yellow rice with raisins, vegetables, and plum pudding, crackers, paper hats, and all. In the afternoon, families go out into the country and usually there are games or bathing in the warm sunshine, and then home in the cool of the evening. Boxing Day is also a proclaimed public holiday usually spent in the open air. It falls on December 26 and is a day of real relaxation.

In Ghana, on Africa's west coast, most churches herald the coming of Christmas by decorating the church and homes beginning with the first week in Advent, four weeks before Christmas. This season happens to coincide with the cocoa harvest, so it is a time of wealth. Everyone returns home from wherever they might be such as farms or mines.

On the eve of Christmas, children march up and down the streets singing Christmas Carols and shouting "Christ is coming, Christ is coming! He is near!" in their language. In the evening, people flock to churches which have been decorated with Christmas evergreens or palm trees massed with candles. Hymns are sung and Nativity plays are presented.

On Christmas Day, children and older people, representing the angels in the fields outside Bethlehem, go from house to house singing. Another church service is held where they dress in their native attire or Western costumes. Later on there is a feast of rice and yam paste called **fufu** with stew or okra soup, porridge and meats. Families eat together or with close neighbors, and presents are given.

On the west coast of Africa, in Liberia, most homes have an oil palm for a Christmas tree, which is decorated with bells. On Christmas morning, people are woken up by carols. Presents such as cotton cloth, soap, sweets, pencils, and books are exchanged. Also in the morning a church service is held in which the Christmas scene is enacted and hymns and carols are sung. Dinner is eaten outdoors with everyone sitting in a circle to share the meal of rice, beef and biscuits. Games are played in the afternoon, and at night fireworks light up the sky.

RETRIEVED FROM: <http://www.santas.net/africanchristmas.htm>

Did You Know?

Poinsettia plants are named after Joel R. Poinsett, an American minister to Mexico, who brought the red-and-green plant from Mexico to America in 1828.

RETRIEVED FROM: <http://www.history.com/topics/christmas-traditions-worldwide>

Christmas Traditions in Ghana, West Africa

"Afishapa"

Christmas in Ghana has always been for us one of the most important and joyous religious festivals. It lasts for many days in all parts of the country. It is the time for beautiful Christmas music on the streets, on radio, television, and everywhere. As a religious celebration the churches start preparing many months before December 25th. The preparations are so intense that one really feels as if the whole country is actually preparing for the birth of the baby Jesus. Christmas in Ghana is the time when relatives and friends visit each other from town to town and from village to village in all regions of the country regardless of their Religious Persuasion. One may see people in cars, buses, and Lorries brightly decorated with Christmas themes traveling all over the place with the usual Ghanaian Joy. Many people try to at least get home by Christmas Eve to visit the Ancestral home and to visit with families and friends.

The traditional Christmas Eve Dinner consists either of a specially cooked rice and goat or chicken stew or soup and is eaten before the Annual Christmas Worship Service and all friends and relatives as well as strangers are invited. The food consumed at the Christmas Day dinners may include rice, chicken, goat, lamb, and fruits of various kinds. There may be mangoes, oranges, pawpaw or cashew fruits. The families always brightly decorate the houses with beautiful paper ornaments specially made for the occasion. A tree in the center of the courtyard is also decorated. It may be a mango tree or a guava tree or a cashew tree. Usually the children and the young people in each family do this. Not only homes but also schools and neighborhoods are brightly decorated with colorful crepe paper while we look forward to the Christmas Eve Services at the various churches.

After the service there is usually a joyous procession through the streets led by local bands and Christmas Revelers which is joined by all. The dancing in the streets may continue till the wee hours of the morning. The gala mood continues night after night for a long time. On Christmas Day everyone returns to the church in his or her finest new clothes and the churches are generally full. At the church we hear again the story of the first Christmas in all the ethnic languages along with the singing of traditional carols in our own ethnic languages reminding us of the meaning of the blessed birth of the baby Jesus. After the Christmas service young people receive special gifts such as special imported chocolate, special cookies, and special crackers. They are told that the gifts come from Father Christmas, (a carry over from the colonial days). The young may also receive new clothes and perhaps new shoes or a diary or a book. Meanwhile, throughout the celebration, everyone is greeted with the special Akan greeting word, "Afishapa," meaning Merry Christmas and Happy New Year.

RETRIEVED FROM: <http://www.portharbor.com/santa/xsatrad.php#Ghana>

What Is Choro Music?

Choro (pronounced SHOH-roh) is best described in American terms as "the New Orleans jazz of Brazil." It is a complex popular musical form based on improvisation, and like New Orleans jazz, blues, or ragtime, grew from a formalized musical structure and many worldly influences. But to the people of South America, choro is Brazil. It is life.

The word *choro* in Portuguese literally means "to cry," which seems like an ironic name for music that is often so joyous and celebratory. Actually the term refers to the lilting or "weeping" qualities of the solo instrument, usually a flute or clarinet (Think of the way Benny Goodman could "wail"). This music, also called *chorinho* (this term refers to the individual pieces of music), came of age in the early 20th century in the cafés of Rio de Janeiro and other large cities in Brazil. The traditions that nurtured the choro in Rio in the late 1800s are pretty much the same ones that brought about the *danzón* in Cuba, the *beguine* in Martinique, and ragtime in the United States; countries were developing their own popular musics and began to mix elements from other cultures including European polka and African rhythms. As flutist Paula Robison explains, "... the choro tradition in Brazil is very much like the blues in America. In Brazil, choro was the combination of the African tradition mixed with the Portuguese; the beautiful singing lines of the Portuguese melody combined with the life-giving heartbeat of Africa."



Musically choro is based on what we know as samba-style or bossa nova rhythms and played on a guitar or other fretted stringed instrument, plus flute or clarinet and percussion. Structurally it is the Brazilian music that is closest to European classical music (it borrows the form of the Chopin waltz and the counterpoint of the high Baroque period), yet retains a personality that is all Brazilian. Within its exacting structure, choro is known for the large leaps in its melody and its dizzying speeds, surprising changes of harmony and improvised sound. This is extremely virtuosic music that is played to sound very natural and spontaneous.

Choro was developed as an almost purely instrumental rather than vocal style because of the musicians' sheer love for playing. All-night jam sessions, called *sauras* or *rodas de choro*, became very common from the 1920s to the 1940s, and at these gatherings the players formed an almost spiritual connection with their music. To be accepted at the *sauras* one needed to be a good enough instrumentalist as well as understand the musical "code words"—the language of improvisation.

One of the most important and prolific composers of choro was Pixinguinha, whose "Segura Ele" ("Grab him!") we hear played this week by the Robison-Lubambo-Baptista Trio. Pixinguinha, one of the greatest flute players and improvisers of his time, has been called "the Bach of choro" by musicologists because of the near perfection of his harmonic structure, his virtuosity and the complexity in his music. He was at the height of his performing career through the 1920s, '30s and '40s. In 1922 Pixinguinha went to Paris with his group, the first Brazilian group to be contracted to perform abroad, and developed a devoted following in France as well as his native Brazil. Another choro master was Jacob do Bandolim (his name translated from the Portuguese is "Jacob of the Mandolin"—he was born Jacob Pick Bittencourt), one of the greatest mandolinists in Brazil. He performed and recorded his music in the '40s and '50s, and was a popular figure on Brazilian radio.

Choro began to fall out of fashion in the mid-1950s, and by the '60s it was difficult to hear this music anywhere in Brazil. But in the '70s a rebirth occurred, and a new generation of choro musicians emerged. This revival has continued, in an effort to preserve the music that "is Brazil" to those who hear it and play it both in that country and lucky for us, on the radio!

RETRIEVED FROM: http://saintpaulsunday.publicradio.org/features/0109_choro/



The History of Christmas

Christ, Claus and the evolution of our most popular holiday

12 days of Christmas

It is said that the traditional Christmas carol "The Twelve Days of Christmas" was written as a secret teaching tool to instruct children in the meaning of the Christian faith. From 1558 to 1829 Roman Catholics in England were, apparently, forbidden from openly practicing their religion. So, this carol was devised to get the message across without upsetting the Protestants. Here is the broken code, thanks to this contribution from Guyneitha.

Passage

**My true love
Me
Partridge in a pear tree
Two Turtle Doves
Three French hens
Four calling birds
Five gold rings
Six geese a-laying
Seven swans a-
swimming
Eight maids a-milking
Nine ladies dancing
Ten lords a-leaping
Eleven pipers piping
Twelve drummers
drumming**

Hidden definition

**God
The Christian
Jesus
The old and new testaments
Faith, hope and love
The four gospels
The first five books of the Bible
The six days of creation
The seven gifts of the Holy Spirit
The beatitudes
The nine fruits of the Holy Spirit
The ten commandments
The eleven faithful disciples
The twelve points of the apostle
creed**

Christmas gifts - origins & trivia

The custom of giving gifts to relatives and friends on a special day in winter probably began in ancient Rome and northern Europe. In these regions, people gave each other small presents as part of their year-end celebrations.

In the United States and England, children hang stockings on their bedpost or near a fireplace on Christmas Eve, hoping that it will be filled with treats while they sleep. In Scandinavia, similar-minded children leave their shoes on the hearth. This tradition can be traced to legends about Saint Nicholas. One legend tells of three poor sisters who could not marry because they had no money for a dowry. To save them from being sold by their father, St. Nick left each of the three sisters gifts of gold coins. One went down the chimney and landed in a pair of shoes that had been left on the hearth. Another went into a window and into a pair of stockings left hanging by the fire to dry.



No one was really in the habit of exchanging elaborate gifts until late in the 1800s. The Santa Claus stories of giving gifts to good children, combined with an amazing retailing phenomenon that has grown since the turn of the century, has made gift giving a central focus of the Christmas tradition.

Christmas carols - origins & trivia

The early Christmas music compositions are regarded as chants and hymns. The original carols referred to a circle dance which did not have any singing - that came later. As the church struggled against the influences of pagan customs, the singing of carols was barred from sacred services. However, outside the church, Nativity carols were written and became popular. Nearly all were simple folk songs created by people from the countryside.

Saint Francis of Assisi is credited with bringing carols into the formal worship of the church during a Christmas Midnight Mass in a cave in Greccio, in the province of Umbria in 1223. It's said that the music sung that night was more akin to what we know as carols than to hymns. Carols enjoyed further development and popularity when they were used in the mystery plays of the Middle Ages.



Wandering minstrels traveled from hamlet to castle, performing carols in the distant past. In later years, villages had their own bands of waits.

Waits were originally watchmen who patrolled the streets and byways of the old walled cities keeping guard against fire and singing out the hours of the night. During the holiday season, they would include some carols for the people along the way, although some folks complained that they would rather get a good nights sleep than have somebody singing under their window. Eventually the term was used to describe groups of musicians who sang and played for

various civic events during the Christmas season.

Today, a look at a small-town newspaper lists dozens of caroling events, not just on Christmas Eve, but throughout the holiday.

RETRIEVED FROM: <http://www.thehistoryofchristmas.com/trivia/carols.htm>

'Xmas' - origins & trivia

Xmas is an abbreviation for Christmas. It is derived from the word ΧΡΙΣΤΟΣ, transliterated as Christos, which is Greek for Christ. Greek is the language in which the whole New Testament was written.

Originally, Xmas was an abbreviation where the X represents the Greek letter chi, which is the first letter of Christ's name. However, because of the modern interpretations of the letter X, many people are unaware of this and assume that this abbreviation is meant to drop Christ from Christmas.

RETRIEVED FROM: <http://www.thehistoryofchristmas.com/trivia/xmas.htm>

Christmas trees - origins & trivia

Long before the advent of Christianity, plants and trees that remained green all year had a special meaning for people in the winter. Just as people today decorate their homes during the festive season with pine, spruce, and fir trees, ancient peoples hung evergreen boughs over their doors and windows. In many countries it was believed that evergreens would keep away witches, ghosts, evil spirits, and illness.



In the Northern hemisphere, the shortest day and longest night of the year falls on December 21 or December 22 and is called the winter solstice. Many ancient people believed that the sun was a god and that winter came every year because the sun god had become sick and weak. They celebrated the solstice because it meant that at last the sun god would begin to get well. Evergreen boughs reminded them of all the green plants that would grow again when the sun god was strong and summer would return.

The ancient Egyptians worshipped a god called Ra, who had the head of a hawk and wore the sun as a blazing disk in his crown. At the solstice, when Ra began to recover from the illness, the Egyptians filled their homes with green palm rushes which symbolized for them the triumph of life over death.

Early Romans marked the solstice with a feast called the Saturnalia in honor of Saturn, the god of agriculture. The Romans knew that the solstice meant that soon farms and orchards would be green and fruitful. To mark the occasion, they decorated their homes and temples with evergreen boughs.

In Northern Europe the mysterious Druids, the priests of the ancient Celts, also decorated their temples with evergreen boughs as a symbol of everlasting life. The fierce Vikings in Scandinavia thought that evergreens were the special plant of the sun god, Balder.

Germany is credited with starting the Christmas tree tradition as we now know it in the 16th century when devout Christians brought decorated trees into their homes. Some built Christmas pyramids of wood and decorated them with evergreens and candles if wood was scarce. It is a widely held belief that Martin Luther, the 16th-century Protestant reformer, first added lighted candles to a tree. Walking toward his home one winter evening, composing a sermon, he was awed by the brilliance of stars twinkling amidst evergreens. To recapture the scene for his family, he erected a tree in the main room and wired its branches with lighted candles.

Most 19th-century Americans found Christmas trees an oddity. The first record of one being on display was in the 1830s by the German settlers of Pennsylvania, although trees had been a tradition in many German homes much earlier. The Pennsylvania German settlements had community trees as early as 1747. But, as late as the 1840s Christmas trees were seen as pagan symbols and not accepted by most Americans.

It is not surprising that, like many other festive Christmas customs, the tree was adopted so late in America. To the New England Puritans, Christmas was sacred. The pilgrims's second governor, William Bradford, wrote that he tried hard to stamp out "pagan mockery" of the observance, penalizing any frivolity. The influential Oliver Cromwell preached against "the heathen traditions" of Christmas carols, decorated trees, and any joyful expression that desecrated "that sacred event." In 1659, the General Court of Massachusetts enacted a law making any observance of December 25 (other than a church service) a penal offense; people were fined for hanging decorations. That stern solemnity continued until the 19th century, when the influx of German and Irish immigrants undermined the Puritan legacy.

In 1846, the popular royals, Queen Victoria and her German Prince, Albert, were sketched in the Illustrated London News standing with their children around a Christmas tree. Unlike the previous royal family, Victoria was very popular with her subjects, and what was done at court immediately became fashionable—not only in Britain, but with fashion-conscious East Coast American Society. The Christmas tree had arrived.

By the 1890s Christmas ornaments were arriving from Germany and Christmas tree popularity was on the rise around the U.S. It was noted that Europeans used small trees about four feet in height, while Americans liked their Christmas trees to reach from floor to ceiling.

The early 20th century saw Americans decorating their trees mainly with homemade ornaments, while the German-American sect continued to use apples, nuts, and marzipan cookies. Popcorn joined in after being dyed bright colors and interlaced with berries and nuts. Electricity brought about Christmas lights, making it possible for [Christmas trees](#) to glow for days on end. With this, Christmas trees began to appear in town squares across the country and having a Christmas tree in the home became an American tradition.

Christmas tree trivia

- Christmas trees have been sold commercially in the United States since about 1850.
- In 1979, the National Christmas Tree was not lighted except for the top ornament. This was done in honor of the American hostages in Iran.
- Between 1887-1933 a fishing schooner called the Christmas Ship would tie up at the Clark Street bridge and sell spruce trees from Michigan to Chicagoans.
- The tallest living Christmas tree is believed to be the 122-foot, 91-year-old Douglas fir in the town of Woodinville,



Washington.

- The Rockefeller Center Christmas tree tradition began in 1933.
- Franklin Pierce, the 14th president, brought the Christmas tree tradition to the White House.
- In 1923, President Calvin Coolidge started the National Christmas Tree Lighting Ceremony now held every year on the White House lawn.
- Since 1966, the National Christmas Tree Association has given a Christmas tree to the President and first family.
- Most Christmas trees are cut weeks before they get to a retail outlet.
- In 1912, the first community Christmas tree in the United States was erected in New York City.
- Christmas trees generally take 6-8 years to mature.
- Christmas trees are grown in all 50 states including Hawaii and Alaska.
- 100,000 people are employed in the Christmas tree industry.
- 98 percent of all Christmas trees are grown on farms.
- More than 1,000,000 acres of land have been planted with Christmas trees.
- 77 million Christmas trees are planted each year.
- On average, over 2,000 Christmas trees are planted per acre.
- You should never burn your Christmas tree in the fireplace. It can contribute to creosote buildup.
- Other types of trees such as cherry and hawthorns were used as Christmas trees in the past.
- Thomas Edison's assistants came up with the idea of electric lights for Christmas trees.
- In 1963, the National Christmas Tree was not lit until December 22nd because of a national 30-day period of mourning following the assassination of President Kennedy.
- Teddy Roosevelt banned the Christmas tree from the White House for environmental reasons.
- In the first week, a tree in your home will consume as much as a quart of water per day.
- Tinsel was once banned by the government. Tinsel contained lead at one time, now it's made of plastic.
- In 1984, the National Christmas Tree was lit on December 13th with temperatures in the 70s, making it one of the warmest tree lightings in history.
- 34 to 36 million Christmas trees are produced each year and 95 percent are shipped or sold directly from Christmas tree farms.
- California, Oregon, Michigan, Washington, Wisconsin, Pennsylvania, and North Carolina are the top Christmas tree producing states.
- The best selling trees are Scotch Pine, Douglas Fir, Fraser Fir, Balsam Fir, and White Pine.

RETRIEVED FROM: <http://www.thehistoryofchristmas.com/trivia/trees.htm>

Fruitcake & other curious foods - origins & trivia

According to "The Joy of Cooking," by Irma Rombauer and Marion Becker, "Many people feel that these cakes improve greatly with age. When they are well saturated with alcoholic liquors, which raise the spirits and keep down mold, and are buried in powdered sugar in tightly closed tins, they have been enjoyed as long as 25 years after baking."



TURKEY

Meat has always featured at the centre of traditional Christmas feasts, although it is has not always been in the form of turkey. The act of serving a large roasted joint of meat at Christmas is believed to originate from ancient sacrificial rites to appease the gods and hopefully ensure a sufficient harvest in the following year. Popular meats used for early celebratory purposes were beef, mutton, pork, peacocks and swans. King James I can be thanked for the emergence of turkey as he introduced it during the seventeenth century for the important reason that it was far kinder to his delicate digestive system! Of course not everyone could afford it, and the poor had to make do with goose.

MINCE PIES

Mince pies, or Christmas pies as they were often known, have existed for centuries, although their shape and content have changed dramatically through the ages. In their original form mince pies were much larger, crib-shaped to represent the manger and packed full of meat, spices and fruit. Unfortunately, the mince pie tradition hasn't always been upheld as during his time in the mid-seventeenth century Cromwell decided they were far too indulgent and banned them. Eventually mince pies came back into existence after the Restoration. The sweet, rich and fruity pies that we are now accustomed to developed early in the twentieth century when the meat content was removed for good.

CHRISTMAS PUDDING

Christmas pudding, or plum/figgy pudding, is believed to originate from the medieval period when plum pottage was served during festivities. Plum pottage was a meat broth that had breadcrumbs and dried fruit added for thickening purposes, and was seasoned with wine and spices. This form of broth developed into a thicker pudding during the seventeenth century when pudding cloths were invented; the meat content was later removed and it became more as we know it today. The pudding became specifically associated with Christmas, rather than merely any festive occasions, when it was introduced to the Royal Christmas dinner table by Prince Albert.



CHRISTMAS CAKE

Christmas cake as we know it now - a rich fruit cake with marzipan and icing - was introduced as a custom by the Victorians. Prior to that period, cake was eaten during Christmas, but without the toppings. The idea of using marzipan is thought to be linked to the Tudor Marchpane an iced and decorated cake of marzipan that acted as the table centrepiece during banquets and festive occasions

credit - Rachel Newcomb

Eggnog

According to reports by Captain John Smith, the first eggnog made in the United States was consumed in his 1607 Jamestown settlement. Nog comes from the word grog, which refers to any drink made with rum.

RETRIEVED FROM: <http://www.thehistoryofchristmas.com/trivia/fruitcake.htm>

'Merry Christmas' around the world - origins & trivia

Andorra (AD) Bon Nadal

United Arab Emirates (AE) I'd miilad said oua sana saida
 Afghanistan (AF) De Christmas akhtar de bakhtawar au newai kal de mubarak sha
 Antigua and Barbuda (AG) Merry Christmas
 Anguilla (AI) Merry Christmas
 Albania (AL) Gézuar Krishlindjet
 Armenia (AM) Shnorhavor Sourp Dzunount
 Netherlands Antilles (AN) Bon Pasco, Bon Anja
 Angola (AO) Boas Festas
 Argentina (AR) ¡Feliz Navidad!
 American Samoa (AS) Ia Manuia Le Kilisimasi
 Austria (AT) Frohe Weihnachten
 Australia (AU) Happy Christmas
 Aruba (AW) Bon Pasco, Bon Anja
 Azerbaijan (AZ) Tezze Iliniz Yahsi Olsun
 Bosnia and Herzegovina (BA) Sretan Bozic
 Barbados (BB) Merry Christmas
 Bangladesh (BD) Shuvo Baro Din
 Belgium (BE) Zalig Kerstfeest
 Burkina Faso (BF) Joyeux Noel
 Bulgaria (BG) Vessela Koleda
 Bahrain (BH) Mboni Chrismen
 Burundi (BI) Noeli Nziza, Joyeux Noel,
 Benin (BJ) Joyeux Noel
 Bermuda (BM) Merry Christmas
 Brunei Darussalam (BN) Selamat Hari Natal
 Bolivia (BO) Feliz Navidad
 Brazil (BR) Feliz Natal
 Bahamas (BS) Happy Christmas
 Bhutan (BT) krist Yesu Ko Shuva Janma Utsav Ko Upalaxhma Hardik Shuva
 Bouvet Island (BV) remove
 Botswana (BW) Merry Christmas
 Belarus (BY) Winshuyu sa Svyatkami
 Belize (BZ) Merry Christmas
 Canada (CA) Merry Christmas, Joyeux Noel
 Cocos (Keeling) Islands (CC) Merry Christmas, Selamat Hari Natal
 Congo (CD) Joyeux Noel
 Central African Republic (CF) Joyeux Noel
 Congo (CG) Joyeux Noel
 Switzerland (CH) Fröhliche Wiehnacht, Joyeux Noel
 Cote D'ivoire (CI) Joyeux Noel
 Cook Islands (CK) Merry Christmas, Kia orana e kia manuia rava i teia Kiritime
 Chile (CL) Feliz Navidad
 Cameroon (CM) Merry Christmas, Joyeux Noel
 China (CN) Sheng Tan Kuai Loh
 Colombia (CO) Feliz Navidad para todos
 Costa Rica (CR) Feliz Navidad
 Cuba (CU) Feliz Navidad
 Cape Verde (CV) Boas Festas
 Christmas Island (CX) Merry Christmas
 Cyprus (CY) Eftihismena Christougenna, Noeliniz kutlu olsun ve yeni yili
 Czech Republic (CZ) Vesele Vanoce
 Germany (DE) Frohliche Weihnachten
 Djibouti (DJ) Joyeux Noel, Mboni Chrismen



Denmark (DK) Glædelig Jul
 Dominica (DM) Merry Christmas
 Dominican Republic (DO) Feliz Navidad
 Algeria (DZ) Mboni Chrismen
 Ecuador (EC) Feliz Navidad
 Estonia (EE) Haid Joule, Rôômsaid Jôule
 Egypt (EG) Mboni Chrismen
 Eritrea (ER) Melkam Yelidet Beaal, Poket Kristmet
 Spain (ES) Feliz Navidad
 Ethiopia (ET) Melkam Yelidet Beaal, Poket Kristmet, Merry Christmas
 Finland (FI) Hauskaa Joulua
 Fiji (FJ) Merry Christmas
 Falkland Islands (Malvinas) (FK) Merry Christmas
 Federated States of Mirconesia (FM) Merry Christmas
 Faroe Islands (FO) Gledhilig jol
 France (FR) Joyeux Noel
 Gabon (GA) Joyeux Noel
 United Kingdom (GB) Happy Christmas, Nadolig Llawen (Wales)
 Grenada (GD) Merry Christmas
 Georgia (GE) Gilotsavt Krist'es Shobas
 French Guiana (GF) Joyeux Noel
 Ghana (GH) Afishapa
 Gibraltar (GI) Merry Christmas, Feliz Navidad
 Greenland (GL) Glædelig Jul, Juullimi Ukiortaassamilu Pilluarit
 Gambia (GM) Merry Christmas
 Guinea (GN) Joyeux Noel
 Guadeloupe (GP) Joyeux Noel
 Equatorial Guinea (GQ) Joyeux Noel, Feliz Navidad
 Greece (GR) Eftihismena Christougenna
 Guatemala (GT) Feliz Navidad
 Guam (GU) Merry Christmas, Felis Pasqua
 Guinea-bissau (GW) Boas Festas
 Guyana (GY) Merry Christmas
 Hong Kong (HK) Sing dan fiy loc, Merry Christmas
 Honduras (HN) Feliz Navidad
 Haiti (HT) Jwaye Nwel
 Hungary (HU) Boldog Karácsonyt
 Indonesia (ID) Salamet Hari Natal
 Ireland (IE) Nollaig Shona dhuit
 Israel (IL) Mo'adim Lesimkha
 India (IN) Shub Christu Jayanti
 British Indian Ocean Territory (IO) Happy Christmas
 Iraq (IQ) Idah Saidan Wasanah Jadidah
 Islamic Republic of Iran (IR) Christmas Mobarrak
 Iceland (IS) Gleðileg Jól
 Italy (IT) Buon Natale
 Jamaica (JM) Merry Christmas
 Jordan (JO) Mboni Chrismen, Merry Christmas
 Japan (JP) Merii Kurisumasu
 Kenya (KE) Merry Christmas
 Kyrgyzstan (KG) Hristos Razdajetsja
 Kiribati (KI) Merry Christmas
 Comoros (KM) Joyeux Noel, Mboni Chrismen



Saint Kitts and Nevis (KN) Happy Christmas
 Korea (KP) Sung Tan Chuk Ha
 Republic of Korea (KR) Sungtan Chukha
 Kuwait (KW) Mboni Chrismen, Merry Christmas
 Cayman Islands (KY) Merry Christmas
 Kazakhstan (KZ) Hristos Razdajetsja, Rozdjestvom Hristovim
 Lebanon (LB) Milad Majeed
 Saint Lucia (LC) Happy Christmas
 Liechtenstein (LI) Frohliche Weihnachten
 Sri Lanka (LK) Subha nath thalak Vewa
 Liberia (LR) Happy Christmas
 Lesotho (LS) Happy Christmas
 Lithuania (LT) Laimingu Kaledu
 Luxembourg (LU) Schéi Krëschtdeeg
 Latvia (LV) Priecigus ziemassvetkus!
 Libyan Arab Jamahiriya (LY) Mboni Chrismen, Buon Natale, Happy Christmas
 Morocco (MA) Mboni Chrismen
 Monaco (MC) Festusu Natale
 Republic of Moldova (MD) Craciun fericit si un An Nou fericit!
 Madagascar (MG) Joyeux Noel, Arahaba tratry ny Krismasy
 Marshall islands (MH) Monono ilo raaneoan Nejin
 Macedonia (MK) Streken Bozhik
 Mali (ML) Joyeux Noel
 Macau (MO) Boas Festas, Sing dan fiy loc
 Northern Mariana Islands (MP) Filis Pasgua, Merry Christmas
 Martinique (MQ) Joyeux Noel, --
 Montserrat (MS) Merry Christmas
 Malta (MT) Il-Milied it-Tajjeb
 Mauritius (MU) Merry Christmas
 Malawi (MW) Merry Christmas, Moni Wa Chikondweleri Cha X'mas
 Mexico (MX) Feliz Navidad
 Malaysia (MY) Selamat Hari Krimas
 Mozambique (MZ) Boas Festas
 Namibia (NA) Geseende Kersfees
 New Caledonia (NC) Joyeux Noel
 Niger (NE) Joyeux Noel
 Norfolk Island (NF) Merry Christmas
 Nigeria (NG) Merry Christmas
 Nicaragua (NI) Feliz Navidad
 Netherlands (NL) Prettige Kerstdagen
 Norway (NO) Gledelig Jul
 Nepal (NP) krist Yesu Ko Shuva Janma Utsav Ko Upalaxhma Hardik Shuva
 New Zealand (NZ) Happy Christmas
 Oman (OM) Mboni Chrismen
 Panama (PA) Feliz Navidad
 Peru (PE) Feliz Navidad
 French Polynesia (PF) Joyeux Noel, La ora i te Noera
 Papua New Guinea (PG) Bikpela hamamas blong dispela
 Krismas
 Philippines (PH) Maligayang Pasko
 Pakistan (PK) Bara Din Mubarrak Ho
 Poland (PL) Wesolych Swiat
 St. Pierre and Miquelon (PM) Joyeux Noel



Pitcairn (PN) Merry Christmas
Puerto Rico (PR) Feliz Navidad, Felices Pascuas, Felicidades
Portugal (PT) Boas Festas
Palau (PW) Merry Christmas
Paraguay (PY) Feliz Navidad
Qatar (QA) Mboni Chrismen
Reunion (RE) Joyeux Noel
Romania (RO) Sarbatori vesele
Russian Federation (RU) Hristos Razdajetsja, Rozdjestvom Hristovim
Rwanda (RW) Noheli Nziza
Saudi Arabia (SA) Mboni Chrismen
Seychelles (SC) Happy Christmas, Joyeux Noel
Sudan (SD) Wilujeng Natal
Sweden (SE) God Jul
Singapore (SG) Sheng Tan Kuai Loh
St. Helena (SH) Happy Christmas
Slovenia (SI) Srecen Bozic
Svalbard and Jan Mayen Islands (SJ) Hristos Razdajetsja, Gledelig Jul
Slovakia (Slovak Republic) (SK) Vesele Vianoce
Sierra Leone (SL) Happy Christmas
San Marino (SM) Buon Natale
Senegal (SN) Joyeux Noel
Suriname (SR) Zalig Kersfeest, Wang swietie Kresnetie
Sao Tome and Principe (ST) Boas Festas
El Salvador (SV) Feliz Navidad
Syrian Arab Republic (SY) Mboni Chrismen
Swaziland (SZ) Happy Christmas
Turks and Caicos Islands (TC) Happy Christmas
Chad (TD) Joyeux Noel, Mboni Chrismen
Togo (TG) Joyeux Noel
Thailand (TH) Ewadee Pe-e Mai
Tokelau (TK) Merry Christmas
Tunisia (TN) Mboni Chrismen
Tonga (TO) Kilisimasi Fiefia
Turkey (TR) Mutlu Noeller
Trinidad and Tobago (TT) Happy Christmas
Taiwan (TW) Kung His Hsin Nien bing Chu Shen Tan
Tanzania (TZ) Krismas Njema Na Heri Za Mwaka Mpya, Happy Christmas
Ukraine (UA) Veseloho Vam Rizdva
Uganda (UG) Webale Krismasi
United States (US) Merry Christmas
Uruguay (UY) Feliz Navidad
Saint Vincent and The Grenadines (VC) Happy Christmas
Venezuela (VE) Feliz Navidad
Virgin islands (U.S.) (VI) Merry Christmas
Viet Nam (VN) Chuc mung Giang Sinh
Vanuatu (VU) Merry Christmas, Joyeux Noel
Wallis and Futuna Islands (WF) Joyeux Noel
Samoa (WS) Ia Manuia Le Kilisimasi
Yemen (YE) Mboni Chrismen
Mayotte (YT) Krismas Njema Na Heri Za Mwaka Mpya, Joyeux Noel
Yugoslavia (YU) Cestitamo Bozic
South Africa (ZA) Geseënde Kersfees, Happy Christmas

Zambia (ZM) Happy Christmas
Zimbabwe (ZW) Happy Christmas

RETRIEVED FROM: <http://www.thehistoryofchristmas.com/trivia/merry.htm>

RAFT Writing Assignment Lesson!

Review over the role, assignment, format, and topic.



Role	Elf, Reindeer, Santa, Mrs. Claus, Mouse
Audience	classmates
Format	Diary entry
Topic	Christmas Eve at the North Pole

Assign each group a different character, Santa, Mrs. Claus, elves, and the reindeer.

Each group will brainstorm the different types of jobs each person did at the North Pole.

Reindeer	
Mrs. Claus	
Elves	
Mouse	
Santa	

Next ask students to write a journal entry.

Writing Task:



Today is **Christmas Eve** at the North Pole. Every one is busy getting ready for the BIG night! Pretend you are one of the characters above. Explain what your day has been like. What have you been doing to help Santa get ready for his big delivery.

Edit the copies and publish them on charts.

Retrieved from: <http://www.vrml.k12.la.us/stacyb/raft/raft.htm>

Vermilion Parish: Christmas in the Classroom

Flip Camera Christmas Lesson for Writing Questions and Responding

- Christmas Question/Answer Fun! Have students write questions they would like to ask Santa, Mrs. Claus, Rudolph, the reindeer, or other Christmas Story Characters (Example: Polar Express Conductor, the little boy in the story, etc.)
- Then have students exchange papers to respond as that character.

Record students reading the questions and responses.



RETRIEVED FROM: <http://www.vrml.k12.la.us/holidays/Christmas/flipcamera/questions.htm>

Flip Camera Christmas Lesson for Writing Christmas Stories or Plays

- Retelling stories: Have students retell any Christmas story in their own words.
- Film them retelling the story.

OR

- Take any story and place it on [PowerPoint](#) or where story can view it. Have the students take the story and rewrite it. Then film the new version and the original version.

RETRIEVED FROM: <http://www.vrml.k12.la.us/holidays/Christmas/flipcamera/retell.htm>

English Language Arts Standards » Reading: Informational Text » Grade 4

Craft and Structure

- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Key Ideas and Details

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.

English Language Arts Standards » Reading: Informational Text » Grade 4

Craft and Structure

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Christmas Around the World



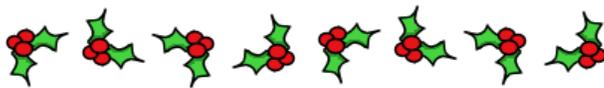
Subject(s):

- English/Language Arts, Social Studies, Geography
- Grades P-K through 2
- Time: Two Weeks
- Needed: Plane Tickets, internet, camera, flip camera, computer, projector, songs, books, internet resources (listed below)



LINKS

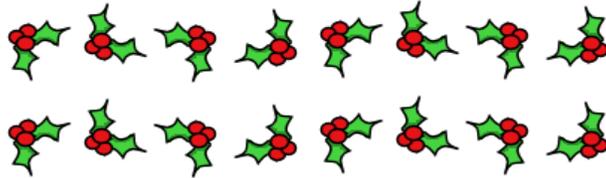
- [Christmas around the World - kids section:](http://www.allthingschristmas.com/northpole/aroundworld.html)
<http://www.allthingschristmas.com/northpole/aroundworld.html>
- [Vermilion Parish Schools:](http://www.vrml.k12.la.us/holidays/Christmas/christmas.htm)
<http://www.vrml.k12.la.us/holidays/Christmas/christmas.htm>
- [Christmas Around The World \(North Pole.com\):](http://www.the-north-pole.com/around/)
<http://www.the-north-pole.com/around/>





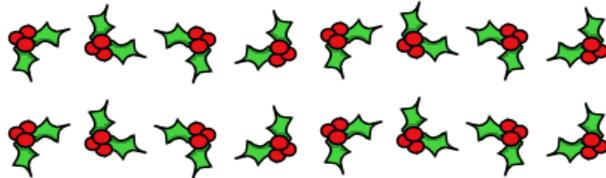
Day 1

- Discuss Christmas and it's traditions & customs.
- Begin the Around the world unit by giving students passports and suitcases.
- Then give them their boarding pass to the airplane. As the plane takes off hand out a small drink and peanuts.
- Tell the children we are traveling to Mexico to learn about their Christmas customs.
- Have a pinata with christmas candy for the children to get and sort out later in a math center.
- Read a Christmas story, Legend of the Poinsetta and discuss. Students will make a poinsetta.
- Have students tell about their Christmas tradition



Day 2

- Discuss Christmas traditions in England.
- Children will make a Christmas Cornucopia. (Like a reindeer - Rudolph)
- Students will learn some songs and drink warn wassail.

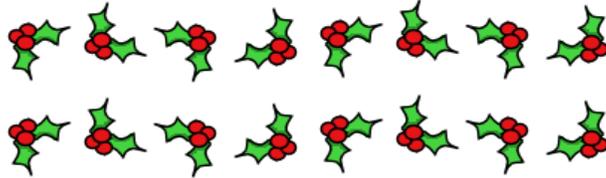


Day 3

- Describe Christmas traditions in France.
- Discuss Christmas story Babar And Father Christmas.
- Talk about door hangers and make the Noel door hanger with snowman.
- Eat a chocolate log. (cake)
- Discuss the tradition of the Yule log cake.
- Discuss the Christmas customs in Germany.
- Discuss Christkind the angel that visits each home with basket of presents.
- Make a hand print tree with green paint and decorate with

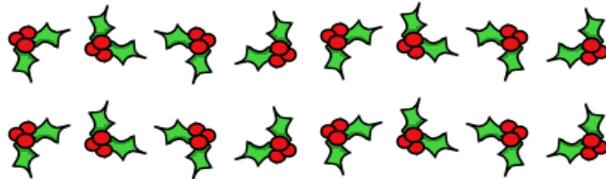


beads, buttons and other craft supplies.
•Review what has been taught so far this week.



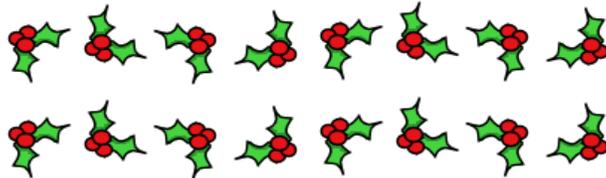
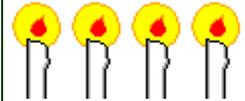
Day 4

- Describe Christmas traditions in Italy.
- Discuss La Befana and read The Legend of Old Befana.
- Have the children make cannolis with pastry shells and vanilla pudding.
- Make broom with red bow if time permits.



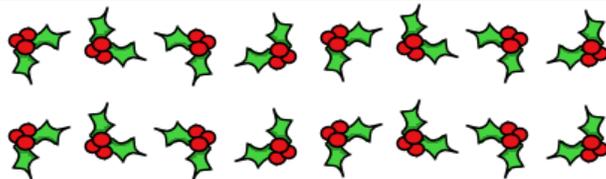
Day 5

- Discuss the Christmas traditions in Sweden.
- Discuss Saint Lucia and make crowns of candles and color the Christmas elf.
- Review all countries.



Day 6

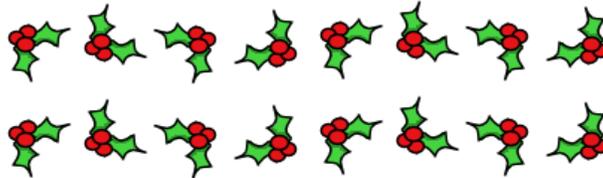
- Discuss Christmas traditions in Africa.
- Discuss how Christmas in South Africa is a summer holiday.
- Their Santa is called Father Christmas.
- Read A Kwanzaa Miracle and discuss then make the Kinara.
- Discuss and ask questions on what we have learned.





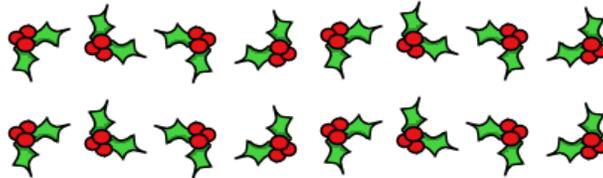
Day 7

- Discuss Christmas customs of the US and what we got from other countries.
- We will fly back to the United States and back to our rooms.
- Read Legend of the Candy Cane then make and glitter the candy cane or make a reindeer out of a candy cane for an ornament for the tree.
- Teacher observation.



Days 8-9

- The teacher will assign three students each a country.
- Each group of students will explain customs of what they do to celebrate.
- Each can have a job. (Example: One will be the speaker, one can hold the plane ticket and the other can point to that country on a map. (The teacher could use a projector to project a global map. The third student could point to the map on the white board.)
- As each group does their presentation, the teacher (or other students) will film their "report" to the class.
- Still photos should also be taken. The teacher help put each group's photo in a powerpoint with the information the students share about that country. (Place a clip art of each country with the group's picture and the name of the country.)
- An extension would be for parents to help with additional props, food, music for each country.





Day 10

- Review all countries and give the children their suitcase to take home.
- Watch PowerPoint
- [Watch Video of their reports of Christmas Around the World.](#)
- Students can drink hot chocolate and eat cookies for the movie.



RETRIEVED FROM:

http://www.vrml.k12.la.us/hhebert/plans/christmasworld/christmastemplate_letter/christmasaroundtheworldwreath.htm

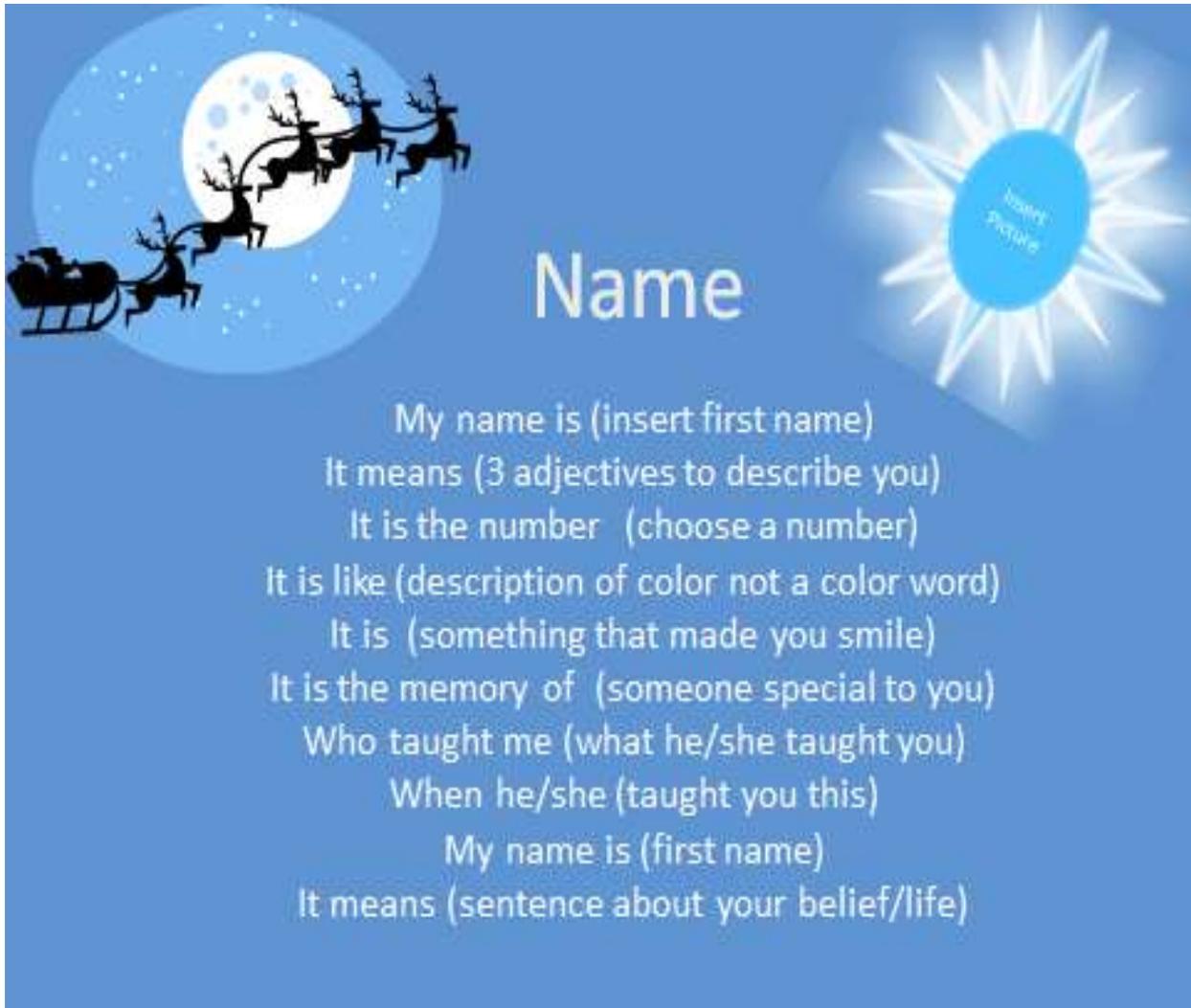
English Language Arts Standards » Reading: Informational Text » Grade 4

Key Ideas and Details

- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.



Name

My name is (insert first name)
It means (3 adjectives to describe you)
It is the number (choose a number)
It is like (description of color not a color word)
It is (something that made you smile)
It is the memory of (someone special to you)
Who taught me (what he/she taught you)
When he/she (taught you this)
My name is (first name)
It means (sentence about your belief/life)

RETRIEVED FROM: http://www.vrml.k12.la.us/curriculum/elem/3rd/art/poetry_temp3rd.htm



By _____

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English Language Arts Standards » Reading: Informational Text » Grade 4

Craft and Structure

- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

English Language Arts Standards » Reading: Informational Text » Grade 4

Craft and Structure

- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

Heart rate

LESSON BY:
Karel Sloane-Boekbinder

This lesson can be adapted for any grade level.

Third Grade **Exploring Heart rates**

Student Understandings: After being introduced to their resting heart rate students will further explore heart rate through a dance activity. Students will be able to explain science and health concepts to their peers. Students will apply and expand upon their knowledge by working at home with their families on concepts they have explored in class.

Vocabulary: Resting heart rate, carotid artery, pulse, target heart rate

Materials and Equipment:

Internet access

Target Heart Rate Calculator, <http://www.active.com/fitness/calculators/hearttrate>

Paper

Pencils

Favorite music

Begin by explaining a person's resting heart rate is the rate their heart beats when they are at rest (sitting, sleeping.) Explain that athletes, long distance runners and professional dancers all have low resting heart rates. A low resting heart rate means the heart is doing less work to pump blood through the body because that heart is in good shape. While students are sitting down, help students find their resting heart rate. To do this, ask student to first place two fingers (their index and middle fingers) on their ear lobe, then from there, trace their jaw bone half way to their chin and then slide half way down the muscle in their neck—this is their carotid artery. Explain what an artery is and that this is the largest artery in their body. Over a 15 second period, ask student to count how many times their heart beats. Using their pencil, ask students to write down this number. Now ask students to multiply this number by four—this is their resting heart rate.

Next, have students go on line to calculate their target heart rate using this calculator:

<http://www.active.com/fitness/calculators/hearttrate>

Now, explain students are going to explore how their heart rate changes when they exercise—they will dance for one minute. Play a favorite piece of music and ask the class to dance. At the end of one minute, ask students to again find their carotid artery. Over a 15 second period, ask student to count how many times their heart beats. Using their pencil, ask students to write down this number. Now ask students to multiply this number by four—this is the rate their heart beats when they exercise.

To expand this lesson, play different types of music with different tempos and have students calculate their heart rate when they dance to the different types of music.

Mathematics Standards » Grade 3

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Exploring Calories in Nutrition and Fitness

LESSON BY:
Karel Sloane-Boekbinder

These lessons can be adapted for any grade level.

Arts Benchmarks:	
Engaging in individual and group activities	DA-CE-M5
Understand and visually express relationships among dance arts, other arts, and disciplines outside the arts	DA-CE-M6

English Language Arts Benchmarks:	
Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes	ELA-1-M1
Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions	ELA-4-M2
Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts	ELA-1-M4
Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: Sequencing events and steps in a process summarizing and paraphrasing information	ELA-7-M1
Write multiparagraph compositions on student- or teacher-selected topics organized with the following: an established central idea organizational patterns (e.g.: comparison/contrast, order of importance, chronological order) appropriate to the top elaboration (e.g., fact, examples, and/or specific details)	ELA-2-M1
Use standard English punctuation.	ELA-3-M2

Fifth Grade

Exploring Calories in Nutrition and Fitness

Student Understandings: After being introduced to calories through http://kidshealth.org/kid/stay_healthy/food/labels.html, students will further explore these units of energy through hands-on experiments, individual and group activities, work they do at home with their families and the development of personal writings. Students will be able to explain science and health concepts to their peers. Students will apply and expand upon their knowledge by working at home with their families on concepts they have explored in class.

Vocabulary: Calorie, Joule, Newton, International Standard of Units, Calorimeters

Materials and Equipment:

Get Your Nutrition Facts Straight, http://kidshealth.org/kid/stay_healthy/food/labels.html

Definition Answer Key (for teacher only)

Pencils

Event Map Note Taking literacy exercise

“Where I’m From” literacy exercise

Internet access

A list of foods and their caloric content

Safety equipment (goggles, heat-proof gloves—for teacher and students)

Scale that can measure in grams

5 ceramic planters or stainless steel bowls (for teacher only)

Apple slices (for teacher only—to burn)

Beans (for teacher only—to burn)

Apple slices (for teacher only—to burn)

Potato slices (for teacher only—to burn)

French Fries (for teacher only—to burn)

Bread (for teacher only—to burn)

Kitchen lighter (for teacher only)

Thermometer that can measure Celsius (for teacher only)

Scissors (for teacher only)

5 Metal cans (for teacher only)

Paper clips Scissors (for teacher only)

Ring Stand (for teacher only)

Water (for teacher only)

WEEK 1

Nutritional	Physical
Read <i>Get Your Nutrition Facts Straight</i> , http://kidshealth.org/kid/stay_healthy/food/labels.html (10 minutes)	Lead a sociometric exercise to help students conceptualize the caloric content in the types of foods they eat on a regular basis; students compare their eating habits to explore what they have in common with their peers and how they are different. Explain this exercise is a way for the students to get to know each other better and explore their similarities and differences. To lead this exercise, first set up a large open space in the room. This space should be large enough so that it spans the length of the room. Now ask students to imagine this large space is a line with different points on it. Explain that this line and these points represent different aspects of who they are and what they may have in

common with their classmates. Next, using the imaginary line in the large space, ask a series of questions. After each question, designate a space on the line to represent an answer, and ask the students to stand on the point in the line that represents their answer. Ask the following series of questions: 1) How much fruit do they eat a day?: 1 kind or less (ie: an apple, a banana, a pear, etc.—this includes drinking fruit juices, too) 1 to 3 different kinds, 3 to five different kinds; 2) How many vegetables do they eat a day?: 1 kind or less (ie: a bowl of greens—collards, turnip greens, etc., a baked potato, a salad, etc.—this also includes drinking vegetable juices, too) 1 to 3 different kinds, 3 to five different kinds; 3) How many kinds of grains do they eat a day?: 1 kind or less (ie: a piece of bread, a bowl of cereal, rice, etc.) 1 to 3 different kinds, 3 to five different kinds; and 4) How much protein do they eat a day?: 1 kind or less (ie: a piece of cheese, a piece of meat, some beans, etc.) 1 to 3 different kinds, 3 to five different kinds. For each answer, give students time to stand in the spot that best represents them. As an example, for the question “How much fruit do they eat a day?” designate one end of the line to represent 1 kind or less, the middle of the line to represent 1 to 3 different kinds and the other end of the line to represent 3 to 5 different kinds. After asking each question and giving students the opportunity to stand on the line to represent their answer, ask students to take a moment to notice where other people are standing on the line. After students have a moment to notice where they are standing in relation to others, before moving on, ask them additional questions, such as: “Using this line, where is the largest group of people standing?” These additional questions will help them to make further assessments about how they are different and how they are similar to their classmates. (15 minutes).

Ask students to return to their seats. Lead a reflection about this session’s activities.

	Preview what will happen during the next session. (10 minutes).
<p>Review vocabulary Calorie, Joule, Newton and International Standard of Units. To review, read each word aloud and ask students to respond with a definition; record correct responses where all students can view them, such as on a dry-erase board, flip chart or promethean board that is visible to the whole class. If students are unable to offer correct responses, read aloud the definitions from the Answer Key and record the responses on a dry-erase board, flip chart or promethean board that is visible to the whole class. Next, read information on Isaac Newton and how his research involved apples (20 minutes).</p>	

WEEK 2

Nutritional	Physical
<p>Review vocabulary Calorie, Joule, Newton and International Standard of Units. To review, read each word aloud and ask students to respond with a definition; record correct responses where all students can view them, such as on a dry-erase board, flip chart or promethean board that is visible to the whole class. If students are unable to offer correct responses, read aloud the definitions from the Answer Key and record the responses on a dry-erase board, flip chart or promethean board that is visible to the whole class. (5 minutes).</p>	<p>Lead a sociometric exercise to help students test their knowledge of foods and conceptualize the caloric content in foods. Explain this exercise is like the one they did last week and is a way for the students to get to know more about the types of foods they eat and explore similarities and differences between foods. To lead this exercise, first set up a large open space in the room. This space should be large enough so that it spans the length of the room. Now ask students to imagine this large space is a line with different points on it. Explain that this line and these points represent true, false or "I don't know." Next, using the imaginary line in the large space, ask a series of questions. After each question, designate a space on the line to represent an answer, and ask the students to stand on the point in the line that represents their answer. Ask the following series of questions: 1) An apple has as many calories as a</p>

	<p>bottle of apple juice, true or false; 2) French fries have as many calories as a baked potato; 3) A piece of bread has as many calories as a cup of rice; and 4) A bowl of red beans has as many calories as a piece of chicken. For each answer, give students time to stand in the spot that best represents what they think. As an example, for the question “An apple has as many calories as a bottle of apple juice, true or false” designate one end of the line to represent “true,” the middle of the line to represent “I don’t know” and the other end of the line to represent false. After asking each question and giving students the opportunity to stand on the line to represent their answer, ask students to take a moment to notice where other people are standing on the line. After students have a moment to notice where they are standing in relation to others, before moving on, ask them additional questions, such as: “Using this line, where is the largest group of people standing?” These additional questions will help them to make further assessments about what they know about the calories in different kinds of foods. (10 minutes).</p> <p>Ask students to return to their seats. Lead a reflection about this session’s activities. Preview what will happen during the next session. (10 minutes).</p>
<p>View Imagination Station video on-line. The video gives a general idea of the caloric content of two foods, cereal and cheese puffs, by burning them and observing the size of the flame that is generated.</p> <p>http://www.youtube.com/watch?v=UDgeaAMdYIY (5 minutes)</p>	

WEEK 3

Nutritional	Physical
<p>Lead experiment with a calorimeter for the class. (30 minutes)</p> <p>Following the experiment and discussion, go on line to review information about scatter plots with the class: http://mste.illinois.edu/courses/ci330ms/youtsey/scatterinfo.html</p>	<p>Create a living scatter plot. This is similar to the sociometric exercises students have been doing for the past two weeks. Explain this exercise is like the one they did last week and is a way for the students to compare the types of foods that were burned and explore similarities and differences between foods. To lead this exercise, first set up a large open space in the room. This space should be large enough so that it spans the length of the room. Now ask students to imagine this large space is a line with different points on it. Explain that this line and these points represent coordinate points for each of the questions on the EVENT MAP. Now divide the class of students up into 5 groups: 1) apple slices, 2) red beans, 3) potato slices, 4) French fries and 5) bread. Next, using the imaginary line in the large space, ask a series of questions. After each question, designate a space on the line to represent an answer, and ask the students to stand on the point in the line that</p>

	<p>represents their answer. Ask the following series of questions: 1) How long did each kind of food burn?; 2) Which kind of food(s) burned brightest?; 3) What were the changes in water temperature after the food was burned? ; and 4) How many calories did each kind of food have?. For each answer, give students time to stand in the spot that best represents what kind of food they are. As an example, for the question “How long did each kind of food burn?” designate one end of the line to represent 1 minute or less, the middle of the line to represent 1-3 minutes and the other end of the line to represent more than 3 minutes. After asking each question and giving students the opportunity to stand on the line to represent their answer, ask students to take a moment to notice where other people are standing on the line. After students have a moment to notice where they are standing in relation to others, before moving on, ask them additional questions, such as: “Using this line, where is the largest group of people standing?”</p>
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	<p>These additional questions will help them to make further assessments about what they know about the calories in different kinds of foods, and, how these calories are burned by the body (food=fuel.) (10 minutes).</p> <p>Ask students to return to their seats. Lead a reflection about this session's activities. Preview what will happen during the next session. (10 minutes).</p>
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WEEK 4

Nutritional	Physical
<p>Introduce the on-line calorie calculator and explain students will be calculating the calories they have burned for that day: http://www.healthstatus.com/calculate/cbc (15 minutes.)</p>	<p>Lead a sociometric exercise so students can compare the number of calories they burn in a day. Explain this exercise is like the ones they have done for the last two weeks and is a way for the students to get to know more about the kinds of activities they do and differences between foods. To lead this exercise, first set up a large open space in the room. This space should be large enough so that it spans the length of the room. Now ask students to imagine this large space is a line with different points on it. Explain that this line and these points represent different aspects of who they are and what they may have in common with their classmates. Next, using the imaginary line in the large space, ask a series of questions. After each question, designate a space on the line to represent an answer, and ask the students to stand on the point in the line that represents their answer. Ask the following series of questions: 1) How many people sleep between 420 minutes and 480 minutes a night?; 2) How many people talk on the phone at least 120 minutes a day?; 3) How many people will play outside today?: 20</p>

	<p>minutes or less, 20 minutes to 60 minutes, more than 60 minutes; and 4) How many people will read today?: 60 minutes or less, 60 minutes to 120 minutes, more than 120 minutes. As in past weeks, for each answer, give students time to stand in the spot that best represents them. As an example, for the question “How many people will play outside today?” designate one end of the line to represent 20 minutes or less, the middle of the line to represent 20 to 60 minutes and the other end of the line to represent more than 60 minutes. After asking each question and giving students the opportunity to stand on the line to represent their answer, ask students to take a moment to notice where other people are standing on the line. After students have a moment to notice where they are standing in relation to others, before moving on, ask them additional questions, such as: “Using this line, where is the largest group of people standing?” These additional questions will help them to make further assessments about how they are different and how they are similar to their classmates. (10 minutes).</p> <p>Ask students to return to their seats. Lead a reflection about this session’s activities. Preview what will happen during the next session. (10 minutes).</p>
<p>Using a computer, android or other personal devise, ask students to calculate the calories they will have burned for that day: http://www.healthstatus.com/calculate/cbc Students calculate the calories they have burned by:</p> <ul style="list-style-type: none"> • Entering their weight in the on-line field • Entering the number of minutes for any of the activities they do in the on-line fields (including sleeping, talking on the phone or any activity they will do that day; activities are entered in minutes, so assist students as needed to calculate activities that take several hours, like sleeping, i.e. 1 hour = 60 	

<p>minutes X number of hours for activity)</p> <ul style="list-style-type: none">• Clicking on calculate at the bottom of the form for their personal report (15 minutes.)	
<p>Ask students to introduce the on-line calorie calculator to their families when they get home; ask students to have their family members calculate the calories they have burned for that day: http://www.healthstatus.com/calculate/cbc</p>	

Get Your Nutrition Facts Straight

Nutrition Facts	
Serving Size 2 crackers (14 g)	
Servings Per Container About 21	
Amount Per Serving	
Calories 60	Calories from Fat 15
% Daily Value*	
Total Fat 1.5g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 70mg	3%
Total Carbohydrate 10g	3%
Dietary Fiber Less than 1g	3%
Sugars 0g	
Protein 2g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

The Nutrition Facts food label gives you information about which **nutrients** (say: **nu**-tree-ents) are in the food. Your body needs the right combination of nutrients, such as **vitamins**, to work properly and grow.

The Nutrition Facts food label is printed somewhere on the outside of packaged food, and you usually don't have to look hard to find it. Fresh food that doesn't come prepackaged sometimes has nutrition facts, too.

Most nutrients are measured in **grams**, also written as **g**. Some nutrients are measured in **milligrams**, or **mg**. Milligrams are very tiny — there are 1,000 milligrams in 1 gram.

Other information on the label is given in **percentages**. Food contains fat, protein, carbohydrates, and fiber. Food also contains vitamins, such as A and C, and minerals, such as calcium and iron. Nutrition specialists know how much of each one kids and adults should get every day to have a healthy diet. The percent daily value on a food label tells you how this food can help someone meet these daily goals.

On food labels, they base the percentages on a 2,000-calorie adult diet. So looking at the label above for two crackers, a grownup would see that they provide less than 1 gram of fiber, only 3% of the person's daily needs. So that means he or she would have to eat other foods to get 100% of the fiber needed each day. Similarly, the person would see that the crackers provide nothing toward the daily goals for vitamin A, vitamin C, calcium, or iron.

Comparing Labels

Food labels aren't ideal for kids because they're calculated based on what adults need to eat. A kid's diet might be more or less than 2,000 calories, based on your age, whether you are a boy or girl, and how active you are. Likewise, kids may need more or less of certain food components and nutrients, such as calcium and iron.

But kids can still get important information from food labels. They can get a general idea about what the food contains, how much is in a serving, and how many calories are in a serving.

Kids also can use labels to compare two foods. Which one has more fiber? Which one has more fat? Which one has more calories per serving?

The ingredient list is another important part of the label. Ingredients are listed in order so you get an idea of how much of each ingredient is in the food. When something is listed first, second, or third,

you know that this food probably contains a lot of it. The food will contain smaller amounts of the ingredients mentioned at the end of the list.

With that in mind, check ingredient lists to see where sugar appears. Limit foods that mention sugar in the first few ingredients. That means it's a very sugary food. Sugar has different names, so it might also be called high fructose corn syrup, corn syrup, sucrose, or glucose.

Serving Size

The nutrition label always lists a serving size, which is an amount of food, such as 1 cup of cereal, two cookies, or five pretzels. The nutrition label tells you how many nutrients are in that amount of food. Serving sizes also help people understand how much they're eating. If you ate 10 pretzels, that would be two servings.

Servings per Container or Package

The label also tells you how many servings are contained in that package of food. If there are 15 servings in a box of cookies and each serving is two cookies, you have enough for all 30 kids in your class to have one cookie each. Math comes in handy with food labels!

Calories and Calories From Fat

The number of calories in a single serving of the food is listed on the left of the label. This number tells you the amount of energy in the food. The calories in a food can come from fat, protein, or carbohydrate. People pay attention to calories because if you eat more calories than your body uses, you might gain weight.

Another important part of the label is the number of calories that come from fat. People check this because it's good to limit fat intake to about 30% or less of the calories they eat.

RETRIEVED FROM: http://kidshealth.org/kid/stay_healthy/food/labels.html

Exploring Calories in Nutrition and Fitness

Definitions: Answer Key

Main Entry: **cal·o·rie**

Variant(s): also **cal·o·ry** /^l_{kaɪ-} (ə-) rē/

Function: *noun*

Inflected Form(s): *plural -ries*

Etymology: from French *calorie* "a unit of heat," from Latin *calor* "heat," from *calēre* "to be hot" -- related to CAULDRON, NONCHALANT

1 : a unit of heat: **a** : the heat energy required to raise the temperature of one gram of water one degree Celsius and equal to about 4.19 joules -- called also *small calorie* **b** : the amount of energy required to raise the temperature of one kilogram of water one degree Celsius and equal to 1000 small calories -- used especially to indicate the value of foods in the production of heat and energy; called also *large calorie, kilocalorie*

2 : an amount of food having an energy-producing value of one large calorie

RETRIEVED FROM Merriam-Webster Student Dictionary: <http://www.wordcentral.com/cgi-bin/student?book=Student&va=calorie>

Joule is the unit of energy used by the International Standard of Units (SI). It is defined as the amount of work done on a body by a one Newton force that moves the body over a distance of one meter. Wait a minute ... is it a unit of energy or a unit of work?

Actually, it is a unit of both because the two are interrelated. Energy is just the ability of a body to do work.

RETRIEVED FROM: <http://www.universetoday.com/61490/what-is-a-joule/#ixzz2NdIm92rw>

A **newton** (N) is a SI unit of force. A force that acts upon an object can cause the acceleration of the object. The object has its mass, and the acceleration is measured by how fast the speed of the object changes per unit of time. Now, **one newton** (1N) is defined as force **F** that accelerates an object with mass of one kilogram (1kg) one meter per second each second (1m/sec²).

RETRIEVED FROM : <http://www.aqua-calc.com/what-is/force/newton>

WHO IS NEWTON/THE APPLE STORY?

Isaac Newton was born on 4 January 1643 in Woolsthorpe, Lincolnshire. His father was a prosperous farmer, who died three months before Newton was born. His mother remarried and Newton was left in the care of his grandparents. In 1661, he went to Cambridge University where he became interested in mathematics, optics, physics and astronomy. In October 1665, a plague epidemic forced the university to close and Newton returned to Woolsthorpe. The two years he spent there were an extremely fruitful time during which he began to think about gravity. He also devoted time to optics and mathematics, working out his ideas about 'fluxions' (calculus).

Newton's connection to apples is written about in the biography of Newton entitled *Memoirs of Sir Isaac Newton's Life* written by William Stukeley, an archaeologist and one of Newton's first biographers, and published in 1752. Newton told the apple story to Stukeley, who relayed it as such:

"After dinner, the weather being warm, we went into the garden and drank tea, under the shade of some apple trees...he told me, he was just in the same situation, as when formerly, the notion of gravitation came into his mind. It was occasion'd by the fall of an apple, as he sat in contemplative mood. Why should that apple always descend perpendicularly to the ground, thought he to himself..."

RETRIEVED FROM:

http://www.bbc.co.uk/history/historic_figures/newton_isaac.shtml

<http://www.newscientist.com/blogs/culturelab/2010/01/newtons-apple-the-real-story.html>

Week 3 Exploring Calories in Nutrition and Fitness

Experiment

Begin by reading the following passage aloud to the class:

To determine the number of calories in different foods, food labs rely on conversion factors first assembled more than 100 years ago by the agricultural chemist Wilbur O. Atwater, who literally **did** burn things like beef and corn in a device called the "bomb calorimeter."

Pull up web-site where all students can view it, such as on a promethean board that is visible to the whole class; read the following passage:

While today's calorimeters look a lot more sophisticated (click on web link to pull up images of modern calorimeter: <http://www.fire-testing.com/html/instruments/iso1716.htm>), Atwater's was more or less a fireproof container surrounded by water and hooked up to a thermometer. He used it, along with a larger device capable of measuring the heat output of an active person, to figure out how much usable energy different foods possess. The idea is that burning, say, a hamburger shows the **total** energy that hamburger contains, but it doesn't account for what the human body cannot absorb, nor the energy that will be used in the digestive process to break down the hamburger. So Atwater derived a set of tables that specify the practical energy values of different foods, distinguishing, for example, among different sources of protein. The most recent update to the conversion tables was published by the U.S. Department of Agriculture in 1973.

SUPPLIES

Safety equipment (goggles, heat-proof gloves)
5 ceramic planters or stainless steel bowls (or other fireproof containers)
Scale that can measure in grams
Apple slices (to burn)
Red beans (to burn)
Potato slices (to burn)
French Fries (to burn)
Bread (to burn)
Thermometer that can measure Celsius
Kitchen lighter
Scissors
5 Metal cans
Paper clips (10, straightened out)
Scissors
Ring Stand
Water, room temperature (at least 1,000 milliliters)

INSTRUCTIONS

1. Mount the first metal can. Using the scissors, punch four holes evenly in the can. The holes should be located a few centimeters from the top of the can and should be just big enough to push the straightened paper clips through. Push two of the straightened paperclips through the holes (so that each clip is going through two holes, with the edges hanging outside of the can), then use the overhanging ends of the paperclips to hang the metal can from the ring stand.

2. Add 200 milliliters of room temperature water to the can. Ask a student to come up and use the thermometer to measure the water temperature in the can to verify it is room temperature.
3. Ask another student to come up and weigh the apple slices.
4. Place a ceramic planter or a stainless steel bowl (or other fireproof container) directly underneath the metal can that is suspended from the ring stand.
5. Place the apple slices in the fireproof container.
6. Use the kitchen lighter to ignite the food. Time how long it takes the apple slices to burn.
7. Immediately after the apple slices have burned completely, have a students come up and use the thermometer to measure the water temperature in the can.
8. Have another student come up and measure the weight of the burned apple slices.
9. Ask students to answer the first four questions in the first column of their EVENT MAP.
10. Ask students to calculate the number of calories per gram for the apple slices. To determine this, multiply the temperature change of the water (final temperature minus initial temperature) by the volume of the water (in milliliters). Then divide this by the mass of apple slices that were burned (initial weight of apple slices minus the weight of the burned food). This will give calories per gram for the food.
11. Ask students to answer the final question in the first column of their EVENT MAP.
12. Repeat steps 1-11 for each item of food: Red beans, Potato slices, French Fries, and Bread.
13. As with the Imagination Station video students watched the previous week, discuss the findings.

Event Map: Exploring Calories in Nutrition and Fitness

Name _____

EVENT One	EVENT Two	EVENT Three	EVENT Four	EVENT Five
What type of food was burned?				
How long did it burn?				
How bright did it burn?				
What was the change in water temperature?				

How many calories did it have?				

Mathematics Standards » Grade 3

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.



ADDITIONAL RESOURCES

<http://www.bainbridgeclass.com/christmasaroundtheworld.htm>

<http://shared.confessionsofahomeschooler.com/holidays/ChristmasAroundTheWorld.pdf>

http://www.vrml.k12.la.us/smbodin/Digesting/digchr_2006/digest2006.htm

<http://www.vrml.k12.la.us/holidays/Christmas/dearsanta/santa.asp>

http://www.vrml.k12.la.us/holidays/Christmas/polarexpress/polarexpress_vppage.asp

http://www.vrml.k12.la.us/holidays/Christmas/Rudolph/rud_bodin/rudolph_elem_interactive.htm

<http://www.holidays.net/christmas/voices.htm>

<http://www.whychristmas.com/cultures/>

<http://www.the-north-pole.com/around/>

<http://www.history.com/topics/christmas-traditions-worldwide>

<http://www.santatelevision.com/christmas/>

<http://www.theholidayspot.com/christmas/worldxmas/>

<http://www.travelchannel.com/interests/holidays/photos/christmas-around-the-world>

<http://www.todayifoundout.com/index.php/2010/12/christmas-traditions-from-around-the-world-infographic/>

<http://spoonful.com/christmas>