



HOLIDAY TRADITIONS Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your HOLIDAY TRADITIONS box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: MINI TAMALES PIES
& WINTER FESTIVALS AROUND THE WORLD
Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **read and watch** videos about winter festivals around the world.
- Students will **use information** from books and videos to **complete** a table of winter holiday festivals.
- Students will **discuss** the similarities and differences of celebrations that are held in the winter months.
- Students will **research** a winter holiday from a country of their choice.
- Students will **locate** their chosen country on a map.
- Students will **teach** others about the winter holiday traditions they have researched.
- Students will **read and practice** with **Featured Culinary Skill** - Oven Safety.
- Students will **make and share** Mini Tamale Pies.



WINTER FESTIVALS AROUND THE WORLD

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - “Winter Holiday Information Table” (included – see page 25)
 - Atlas or world map
 - Books (see list in resources below)
 - Videos (see list in resources below)
 - Access to the internet for research
- **Watch**
 - View videos in the resource section to choose ones appropriate for your students.

Lesson: Winter Festivals Around the World

- **Introduction:**
 - **Ask**
 - What winter festivals or holidays do you know?
 - **Watch** this fun and silly video for a taste of Winter Festivals:
 - Wilson and Ditch “ We Love the Winter Holidays” (2:54)
<https://www.youtube.com/watch?v=d0Ww8vfkUXo&list=PLegLDQFKs-QMK87QPRvlzoTPTIPWZsxCs>
 - **Tell** the students that today they are going to:
 - **use** a table to **sort** information learned from books, websites, and videos
 - **choose** a country they are interested in
 - **research** winter festivals in that country
 - **teach** others about the food and celebrations of that country
- **Background Information: Winter Holiday Festival Fact Sort**
 - **Collect** books and/or **prepare** videos for watching.
 - **Show** students the “Winter Holiday Information Table” (included – see page 25), and describe how to use it.
 - **Collect** information about different winter festivals:
 - **Read** books (see list in resources below)
 - **Watch** videos (see list in resources below)
 - **Search**
 - <https://www.pitara.com/non-fiction-for-kids/festivals-for-kids/winter-festivals-around-the-world/>
 - <https://kids.nationalgeographic.com/explore/winter-celebrations/>



- <https://www.skyscanner.com/tips-and-inspiration/best-winter-festivals-around-the-world>
- <https://rootsrated.com/stories/12-weird-wild-winter-festivals-around-the-world>
- <https://www.britannica.com/list/7-winter-solstice-celebrations-from-around-the-world>
- **Pause** reading or watching often to **fill** information into the table.
- **Provide** an atlas or world map to **locate** the different countries.
- **Review** the information in the table, **support** students to **help** one another to **gather** as much information as possible.
- Discuss the information learned about the variety of festivals.
- **Ask**:
 - What similarities and differences do you notice about these festivals?
 - When do most of the festival take place? What months? Time of day?
 - What festivals seem like the most fun to you? Why?
 - Which festivals are totally new to you? What surprised you most?
 - How did having the information in a table help you to answer these questions?
- Activity Instructions: Learn and Teach About A Winter Festival Food
 - **Read** the “Tamale Traditions” History Fun Bite on the Mini Tamale Pies recipe guide.
 - **Discuss** the information that is included:
 - which country
 - which holiday
 - which food and how it is prepared
 - **Ask** the students what information is not included that might be interesting?
 - A map
 - How the table is decorated
 - How many people come to a *tamalada*?
 - Are there any other special customs besides eating?
 - **Tell** the students that now it is their turn to **choose** a country, winter festival, and food to **research**.
 - **Explain** that they can use the “Tamale Traditions” History Fun Bite as an example of one way to share the information they learn or:
 - find and make a recipe from a winter festival
 - create a travel video explaining what the festival is, how it is celebrated in that country, and what foods are prepared and eaten
 - compose a poem, song, or rap to explain the festival
 - **Provide** students with resources to **learn** about the festival of their choice.
 - **Have** students **share** what they learned with their friends and family.



Extension:

- **Explore** why different cultures use different calendars to measure time for their festivals.
- **Interview** a friend, family member, neighbor, etc. about what winter festivals they celebrate.
- **Attend** a winter festival different from one that you celebrate.



COOKING MINI TAMALES

Kitchen Prep

- Read the MINI TAMALES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill – Oven Safety.**
- Discuss kitchen safety. Specifically, KNIFE safety (Visit Raddishkids.com/pages/safety).

Prepare the MINI TAMALES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to stir, shred, mince, and sprinkle.
- When the MINI TAMALES are ready, eat, taste and share!
- While your friends and family are eating, teach them about a winter festival, the food served, and other interesting facts that you learned.

RESOURCES

- **Books**
 - [Kids Around the World Celebrate!: The Best Feasts and Festival from Many Lands](#) by Lynda Jones
 - [Lucia, Saint of Light](#) by Katherine Bolger
 - [The Baker's Dozen: A Saint Nicholas Tale](#) by Aaron Shepard
 - [Seven Candles for Kwanzaa](#) by Andrea Davis Pinkney
 - [Light the Lights! A Story About Celebrating Hanukkah and Christmas](#) by Margaret Moorman
 - [The Scholastic Big Book Of Holidays Around the Year](#) by Susan Dillon
 - [The Shortest Day: Celebrating the Winter Solstice](#) by Wendy Pfeffer
 - [My First Kwanzaa](#) by Karen Katz
 - [The Night of Las Posadas](#) by Tomie De Paola
 - [Diwali Rose](#) by Vashanti Rahaman
 - [The Best Eid Ever](#) by Asma Mobin-Uddin
 - [Bringing in the New Year](#) by Grace Lin
 - [Llama Llama Holiday Drama](#) by Anna Dewdney
 - [Lights of Winter: Winter Celebrations Around the World](#) by Heather Conrad
 - [Diwali A Cultural Adventure](#) by Sana Hoda Sood
 - [Oskar and the Eight Blessings](#) by Richard Simon and Tanya Simon
 - [The Legend of St Nicholas](#) by Dandi Daley Mackall
 - [Lucia Morning in Sweden](#) by Ewa Rydiker
 - [The night Before New Year's](#) by Natasha Wing
 - [Hurray for Three King's Day](#) by Lori Marie Carlson



- On Mardi Gras Day by Fatima Shaik and Floyd Cooper
- **Websites**
 - <https://www.betterhealth.vic.gov.au/health/healthyliving/food-and-celebrations>
 - <https://worldstrides.com/blog/2015/12/december-holidays-around-the-world/>
 - <https://www.learningliftoff.com/9-winter-holidays-around-the-world/>
 - <https://www.pitara.com/non-fiction-for-kids/festivals-for-kids/winter-festivals-around-the-world/>
 - <https://kids.nationalgeographic.com/explore/winter-celebrations/>
 - <https://www.skyscanner.com/tips-and-inspiration/best-winter-festivals-around-the-world>
 - <https://rootsrated.com/stories/12-weird-wild-winter-festivals-around-the-world>
 - <https://www.britannica.com/list/7-winter-solstice-celebrations-from-around-the-world>
- **Videos**
 - Winter Celebrations (3:37) <https://www.youtube.com/watch?v=zdehrOwsK-Y>
 - Holidays Around the World (5:20) <https://www.youtube.com/watch?v=ux2QpVYPMIs>
 - Winter Holidays Around the World That Definitely Demand a Celebration (12:34) <https://www.youtube.com/watch?v=7s2fZ6VOBV0>
 - Why do Holidays Fall Around The Winter Solstice? (3:10) <https://www.youtube.com/watch?v=6EFsZVA2HdQ>
 - Wilson and Ditch “ We Love the Winter Holidays” (2:54) <https://www.youtube.com/watch?v=d0Ww8vfkUXo&list=PLegLDQFKs-QMK87QPRvlzoTPTIPWZsxCs>



Lesson #2: CRISPY POTATO LATKES
& HISTORY AND SCIENCE BEHIND HANUKKAH TRADITIONS
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **read** the “Lots of Latkes” History Fun Bite on the Crispy Potato Latkes recipe guide.
- Students will **give their opinions** of why they think Hanukkah is called a Festival of Lights.
- Students will **learn** a brief history of Hanukkah through stories, videos, and direct instruction.
- Younger students will **read/listen** to one or more stories about Hanukkah.
- Younger students will **learn** what a *menorah* (muh-nohr-uh) and a *shammash* are and how to light the candles on one.
- Younger students will **engage** in an activity about sources of light, **explore** with different sources, and **discuss** their benefits and weaknesses.
- Younger students will **write/dictate** their ideas about the importance of light.
- Older students will **learn** what a dreidel is and what the symbols on it mean.
- Older students will **experiment** with spinning and learn the physical principles of *conservation of angular momentum, precession, and friction*.
- Older students will **create** a science experiment, **predict, record, and share** their results.
- Students will **read** and **practice** with Featured Culinary Skill - Using a Box Grater.
- Students will **make** and **share** Crispy Potato Latkes.



HISTORY AND SCIENCE BEHIND HANUKKAH TRADITIONS

YOUNGER STUDENTS

Notes for the Teacher:

- The idea of this lesson is to teach the history behind the story of Hanukkah with a focus on tradition over religion and with the idea that many cultures have celebrations at this time of year that center on the idea of light.
- Borrow, buy or make a menorah to show to your students. See ideas in the materials below.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed
 - Menorah and Menorah Candles or printable/craft – some options:
 - <https://simpleplayideas.com/paper-plate-menorah> (paper plates and clothespins)
 - <https://nurturestore.co.uk/easy-paper-plate-menorah-craft-with-printable-template> (paper, scissors, glue and colors)
 - Books about Hanukkah (see the list of Picture Books in resources below).
 - Sources of Light Activity
 - Chart paper and marker
 - Paper and crayons/markers for writing and drawing
 - Sources of light:
 - Flashlight
 - Lamp
 - Overhead light
 - Candle (tea light, taper, menorah, birthday candle)
 - Pictures of the sun, moon, and stars
 - (Optional) Play Dreidel
 - Dreidels
 - "Dreidel Directions" (included – see page 26)
- **Watch**
 - The Hanukkah Shaboom! Special- Great Miracles (10:40)
<https://www.youtube.com/watch?v=lvUml5TOP74>

Lesson: HISTORY AND SCIENCE BEHIND HANUKKAH TRADITIONS

- Introduction: What is Hanukkah?
 - Ask the students some questions to activate their prior knowledge:
 - Have you ever heard of Hanukkah before?
 - What do you know about it?
 - Read one or more books about Hanukkah.
 - Discuss the story:



- Who were the people involved?
- What items or symbols show up in the story? (menorah, dreidel, oil, foods, etc)
- **Tell** the students that today they are going to **learn** more about the history of Hanukkah, **talk** about why it is called a Festival of Light, and **explore** the idea of where light is in their lives and why it is important.
- Information: The Menorah and its Importance at Hanukkah
 - **Bring** a menorah to the lesson.
 - Have students **observe, touch, count**, and be curious about the menorah.
 - **Share** the following information with your students:
 - A menorah also sometimes called a hanukkiyah is a special candelabra (candle holder).
 - It is used at this time of year to help remember the history of the Jewish people and the hard times that they have worked through.
 - A very long time ago, around 160 BCE, the Jewish people fought back against a king that was not letting them have their own beliefs and traditions.
 - The Jewish people's Temple was damaged during the fighting.
 - When they looked around they found only a tiny bit of *consecrated* (made special by prayer or good thoughts) oil.
 - This tiny bit of oil should only have lasted for one night. But amazingly it lasted instead for 8 nights!
 - **Count** the holes in the menorah and ask students why they think there are that many?
 - **Explain** that on each of the eight nights of Hanukkah, a candle is lit on the menorah. There is a special ninth candle called the *shammash*. This candle is the helper candle, which is used to light all of the others. It usually sits up a bit higher in the center of the menorah.
 - **Ask** students to point to this spot. Sometimes it is raised at one end.
 - On the first night, one candle is lit using the *shammash*. So how many would you see burning on the first night? On the second night, two candles are lit using the *shammash*. Until on the eighth night, the *shammash* is used to light 8 candles. How many candles would be burning then?
 - Traditionally, the candles are placed from the right to the left. Opposite from the direction that English is read in but the same direction that Hebrew, the Jewish language, is written in.
 - The candles are left to burn all the way down until they go out on their own.
 - **Why** do you think it is done this way?
 - A special prayer is said before lighting the candles. In Hebrew the payers sound like a song.



- Learn to light the Hanukkah Candles with Kids (2:20)
<https://www.youtube.com/watch?v=pDmwAhTn2c>
- The menorah is usually placed in the front window of the house so that people can see the lights and remember the miracle of the oil that burned for 8 nights!
- Optionally, **show** the following video
 - The Hanukkah Shaboom! Special- Great Miracles (10:40)
<https://www.youtube.com/watch?v=lvUmL5TOP74>
- Instructions for: Sources of Light Activity
 - **Gather** materials listed above.
 - Lower the lights in the room and **light** some candles on the menorah. **Remember** to use the *shammash* and go from right to left.
 - This is a good time to have a safety discussion about fire, matches etc.
 - **Ask** the students the following questions and **record** their answers:
 - What are the candles providing to us right now? Light
 - What other things give us light?
 - If students get stuck, simply point around the room or show the examples that you have collected.
 - **Discuss** why we might need light. **Record** these ideas as well.
 - **Provide** students with a piece of paper and have them write LIGHT on it.
 - **Ask** students to **draw or write** some sources of light on the paper.
 - **Provide** students with some safe sources of light and have them **explore** rooms with and without light.
 - **Ask:**
 - How did it feel to be in the dark?
 - Which light sources felt helpful?
 - Do you think there are times when a desk lamp is better than a flashlight? Candle instead of a phone screen? Etc.
 - What is special about the light we get from the sun?
 - Do you have a favorite light source?
 - How do the light sources differ? Brighter, wider, warmer (more yellowish) colder (more blueish)
 - **Challenge** students to **write/or dictate** the answer to this or a similar question on the LIGHT paper :
 - Light is important in my life because...
 - People need light so that they can...
 - **Display** the students' LIGHT paper and have them share the answers to their question.

Extension:

- Hanukkah Crafts <https://lifestyle.howstuffworks.com/crafts/holiday-crafts/hanukkah-crafts12.htm>



- **Challenge** students to figure out how many candles would be needed on the third night of Hanukkah? on the fifth night? How many needed all together?
- **Play** with dreidels! See “Dreidel Directions” (included – see page 26)



HISTORY AND SCIENCE BEHIND HANUKKAH TRADITIONS

OLDER STUDENTS

Notes for the Teacher:

- The idea of this lesson is to teach the history behind the story of Hanukkah with a focus on tradition over religion and with the idea that many cultures have celebrations at this time of year that center on the idea of light.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Play Dreidel
 - “Dreidel Directions” (included – see page 26)
 - Dreidel (available at some dollar stores or on amazon.com)
 - Coins, beans, tokens, etc. (15 for each player)
 - Dreidel Spinning Science
 - Paper and writing utensils
 - Stopwatch
 - Variety of spinning surfaces
- **Read**
 - The information section of the lesson plan to familiarise yourself with a brief history of Hanukkah.

Lesson:

- **Introduction: What do we know about Hanukkah?**
 - **Ask** the students some questions to activate their prior knowledge:
 - Have you ever heard of Hanukkah before?
 - What do you know about it?
 - Do you know what a dreidel is?
 - **Read** Runaway Dreidel! By Leslea Newman
 - Runaway Dreidel Read Aloud (3:05)
<https://www.youtube.com/watch?v=MLZ9VAh56fI>
 - **Discuss** the adventures that the dreidel has and how these adventures both distracted from and added to the family’s Hanukkah celebration.
 - **Tell** the students that today they will **use** this story, that takes place at Hanukkah and mentions many traditional Jewish items, to **learn** about the history of Hanukkah and to learn to **play** dreidel and **experiment** with the science of spinning.
- **Information: A Brief History of Hanukkah**
 - **Share** a brief history of Hanukkah:
 - Long ago, the land of Israel was ruled by a king named Antiochus Epiphanes. This king ruled over many Jewish people who lived their lives according to



Jewish traditions. They celebrated Passover, lit candles on Friday nights and read the Torah (holy book).

- King Antiochus did not want to rule over a nation of many religions and many cultures. He wanted all of the people of his land to live the way that he lived and to pray the way he prayed, according to Greek customs.
 - He abolished the practice of Judaism and forbade the Jews from celebrating their traditions, from reading or studying the Torah, and from worshipping in the ancient Temple in the city of Jerusalem. He turned this holy/special place into something that went against Jewish beliefs by placing statues and altars to Greek gods inside.
 - These new rules made many Jewish people afraid for their lives and they felt forced to follow the new rules.
 - One group of Jewish people, called the Maccabees, decided that they would not give in to the King's rules. They were determined to take back their Temple and defend their freedom to believe and celebrate the way they wanted to.
 - Compared with the King's Army the Maccabees were few but they fought hard and won!
 - They took the Temple back from King Antiochus, but they were sad to discover what the king had done to their special space. They got to work cleaning it and making it special for them again.
 - On the 25th day of Kislev -the Jewish calendar is lunar — that is, it is based on the cycles of the moon, Kislev occurs between late November and late December, the Maccabees had a celebration to rededicate the Temple.
 - Hanukkah means dedication in Hebrew.
 - The most famous story is that when the Maccabees walked into the Temple, they found only enough oil to light the menorah (lamp or candelabra) for one day, but amazingly, that small amount of oil lasted for eight days, which is exactly how long it took to get new oil!
 - Today, the celebration of Hanukkah lasts eight days, in honor of the miracle that took place around 160 BCE.
- At Hanukkah, Jewish people:
 - Light eight candles on the menorah or hanukkiah (one candle the first night, two the second, and so on) and let them burn until they go out.
 - Eat latkes (potato pancakes) and other foods fried in oil.
 - Spin the dreidel, whose letters remind them “nun, gimel, hey, shin” form an acronym for the Hebrew phrase “a great miracle happened there.”
 - Many Jewish people believe that with every Hanukkah candle they light, they illuminate the important messages to always find light in the darkness and work to keep the light of freedom of belief for all people.



- Instructions for Dreidel Activity and Experiment
 - Play Dreidel
 - **Gather** materials as listed above.
 - **Explain** that the game of dreidel was originally invented as a way for Jewish children to hide that they were studying the Torah (holy book) during a time in history which doing so was severely punished. By playing dreidel during Hanukkah the players are reminded of the courage of the brave children.
 - **Show** the students a dreidel and have them observe it.
 - **Provide** them with “Dreidel Directions” (included – see page 26) and support them in **playing** the game.
 - Dreidel Spinning Science
 - **Gather** materials as listed above.
 - **Refer** back to the Runaway Dreidel:
 - The boy’s dreidel spun across floors, streets, grass, and lots of other terrain before spinning off into the sky.
 - **Ask:**
 - Do you think a dreidel can really spin easily on any surface? Why or why not?
 - **Tell** the students that they now have the opportunity to **create** a science experiment to test their ideas.
 - **Provide** the students with pencil, paper, rulers, stopwatch and dreidels.
 - Have the students **list** surfaces around them on which to test-spin their dreidel.
 - **Ask:**
 - What do you want to test? (question)
 - What do you think will happen? (hypothesis or prediction)
 - How will you measure the result? (time, distance, etc)
 - How will you record? (collect data- in a table, graph etc.)
 - **Support** students in **creating** their experiment.
 - **Suggest** to the students to spin the dreidel at least 3 times on each surface and record the result for each.
 - **Encourage** the students to work together to complete the experiment.
 - **Challenge** the students to create a **conclusion** and explain why.
 - For example, the dreidel spins best on the glass coffee table because it is smooth and flat.
 - Why does spinning stop?
 - The dreidel, like a spinning top teaches us some incredible physical principles.
 - Conservation of angular momentum is the law that dictates that, in the absence of external influences, something spinning must keep



spinning. Because a top balances upon a tiny point, it experiences a minimal amount of friction with the surface below it, and thus continues spinning for a long time, demonstrating the law. As friction eventually slows the top, it becomes unstable and starts to wobble, which leads to the demonstration of another principle.

- Precession: When the top wobbles, its axis of rotation (the invisible line running vertically through its center) tips sideways, making an angle with the table. This angle allows the force of gravity to exert a "torque" on the top, putting additional spin on it, and this causes it to swing (or precess) outward in an arc, still spinning as it does so. In an effort to conserve its total angular momentum, the top precesses faster the slower it spins; this explains why tops typically lurch outward just as friction brings their spinning to a stop
- Optionally, **watch**:
 - Bill Nye: Friction (3:05)
<https://www.youtube.com/watch?v=MAqrWvkBoHk>
 - Science is the Tops (4:03)
<https://www.youtube.com/watch?v=i9OmA0nNXco>

Extension:

- Use the format of the Runaway Dreidel! By Leslea Newman and ask the students to **think** of their own imaginary holiday related adventures. Have students **develop, write and illustrate** their story.
- The Runaway Dreidel makes reference to many traditional Jewish items, foods, and customs. Have the students **re-read** the story, **make note** of the items and **research** them and **teach** what they learn.
- Learn about centripetal force <http://sciencenetlinks.com/afterschool-resources/fun-forces/>
- Explore physics using classic toys like a slinky! <https://www.livescience.com/33614-the-cool-physics-of-7-toys.html>



COOKING CRISPY POTATO LATKES

Kitchen Prep

- Read the CRISPY POTATO LATKES recipe card together and read the Lots of Latkes History Fun Bite too!
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill – Using a Box Grater.**
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare CRISPY POTATO LATKES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to grate, crack, and scoop.
- When the CRISPY POTATO LATKES are ready, eat, taste and share!
- While your friends and family are eating, teach them about the story of Hanukkah, dazzle them with some science and perhaps light the menorah together.

RESOURCES

- Books
 - Picture Books
 - [The Best Hanukkah Ever](#) by Barbara Diamond Goldin and Avi Katz.
 - [Light the Candles: A Hanukkah Lift-the-Flap Book](#) by Joan Holub and Lynne Avril Cravath.
 - [Runaway Dreidel!](#) By Leslea Newman
 - [Festival of Lights: the Story of Hanukkah](#) by Maida Silverman and Carolyn Ewing
 - [Latkes, Latkes, Good to Eat: A Chanukah Story](#) by Naomi Howard
 - [The Magic Dreidels](#) by Eric Kimmel
 - [Moishe's Miracle: A Hanukkah Story](#) by Laura Krauss Melmed
 - [The Runaway Latkes](#) by Leslie Kimmelman
 - [The Trees of the Dancing Goats](#) by Patricia Polacco
 - [Hershel and the Hanukkah Goblins](#) by Eric Kimmel
 - [Eight Wild Nights: A Family Hanukkah Tale](#) by Brain P. Cleary
 - Chapter Books
 - [The Magic Menorah: A Modern Chanukah Tale](#) by Jane Breskin Zalben
 - [How I Saved Hanukkah](#) by Amy Goldman Koss
 - [Like a Maccabee](#) by Barbara Bietz
 - [Penina Levine is a Potato Pancake](#) by Rebecca O'Connell
- Websites



- <https://lifestyle.howstuffworks.com/crafts/holiday-crafts/hanukkah-crafts12.htm>
- <https://nurturestore.co.uk/easy-paper-plate-menorah-craft-with-printable-template>
- <https://reformjudaism.org/jewish-holidays/hanukkah/kid-friendly-version-hanukkah-story>

- Videos
 - Learn to light the Hanukkah Candles with Kids (2:20) <https://www.youtube.com/watch?v=pDmwAhTn2c>
 - The Hanukkah Shaboom! Special- Great Miracles (10:40) <https://www.youtube.com/watch?v=lvUml5TOP74>
 - Bill Nye: Friction (3:05) <https://www.youtube.com/watch?v=MAgrWvkBoHk>
 - Science is the Tops (4:03) <https://www.youtube.com/watch?v=i9OmA0nNXco>



Lesson #3: GINGERBREAD COOKIES
& POETRY TRADITIONS
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **read/listen** to 'T'was the Night Before Christmas by Clement Clarke Moore.
- Students will **examine** the story for rhyming words and the poem's rhyming structure.
- Student's will **discuss** the story to highlight the story arc.
- Students will **create** a list of holiday rhyming words for a holiday of their choice.
- Students will **compose** a verse or more of their own traditional holiday poem.
- Students will **read** and **practice** with **Featured Culinary Skill** - Piping Icing.
- Students will **make** and **share** Gingerbread Cookies.



POETRY TRADITIONS

Notes for the Teacher:

- Why is Rhyming Important?
 - Rhyming teaches children how language works. It helps them notice and work with the sounds within words.
 - Rhymes help children experience the rhythm of language. It teaches reading with expression.
 - When children are familiar with a rhyming book, they learn to anticipate rhymes. This prepares them to make predictions when they read.
 - Rhyming is important for writing and spelling. It can help children understand that words that share common sounds often share common letters. For example, the rhyming words fun and sun both end with -un.
 - When listening to rhyming songs and poems children create mental pictures, expanding their imagination.
 - Rhyming is fun! This can lighten the difficult task of learning to read!
- How you can use rhyming to help students learn to read:
 - <https://www.verywellfamily.com/the-importance-of-rhyming-in-learning-to-read-2162727>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - 'Twas the Night Before Christmas - book, video, or song
 - Video
 - Twas the Night Before Christmas as told by Perry Como (4:05) https://www.youtube.com/watch?v=p46XbyC_5ao
 - Twas the Night Before Christmas- Full Video (5:57) <https://www.youtube.com/watch?v=vZfSoJmSlug>
 - Optional- Video of song
 - Twas the Night Before Christmas- university of Utah Combined Choirs (8:35) https://www.youtube.com/watch?time_continue=13&v=oAGCBZh2UKY
 - Many versions of the story in books (see list in resources)
 - Zooming in on the Poem
 - Copy of Twas the Night Before Christmas. Printable version here:
 - <http://www.honkingdonkey.com/kids-stories/500-Holiday-Stories/503-Twas-the-Night-Before-Christmas/Twas-the-Night-Before-Christmas.htm>



- Optionally, **choose** one or two stanzas and **copy** on chart paper or **make** a power point slide for examining rhyming structure.
- Colored pens, crayons for marking rhyme scheme

Lesson: Poetry Traditions

- Introduction: 'Twas the Night Before Christmas
 - Read 'Twas the Night Before Christmas'.
 - **Provide** students with a copy of the poem.
 - **Support** students in understanding the vocabulary of the poem. Some possible unfamiliar words:
 - St. Nicholas a Bishop who lived in the fourth century in a place called Myra in Asia Minor (modern day Turkey). He was kind, rich man with a reputation for helping the poor and giving secret gifts to people in need.
 - nestled
 - snug
 - sash
 - prancing
 - peddler
 - shutters
 - lustre
 - **Ask:**
 - Have you heard this poem before?
 - What do you think it is about?
 - Why do you think the poet wrote about the night before Christmas instead of Christmas day?
 - Do you think it was written recently or a long time ago? What evidence is there in the poem to support your opinion?
 - How does this poem describe Santa Clause? What words does the poet use?
 - **Tell** the students that today they will **investigate** this poem more closely; **look at** both the story and the rhymes. They will also have the opportunity to **write** a rhyming poem about an exciting traditional holiday time or event in their own family.
- Information: Zooming in on the Poem
 - **Print** copies of the poem (<http://www.honkingdonkey.com/kids-stories/500-Holiday-Stories/503-Twas-the-Night-Before-Christmas/Twas-the-Night-Before-Christmas.htm>)
 - **Optionally, write** out one or two stanzas on chart paper or make a power point slide for examining rhyming structure.
 - **Collect** materials as listed above.



- Poem as a Story
 - **Read or listen** to 'Twas the Night Before Christmas as a whole and listen or read again, this time noting not only the rhyming but also how the poem tells a story with a beginning a middle and an end.
 - **Ask:**
 - Where does the poem take place? What is the setting? How do we know? What words in the poem tell us?
 - Who are the characters in the poem? List them.
 - What is the action that happens to start the story? How does it get your attention?
 - What happens in the middle of the story? Who is involved? How are they described?
 - What happens to wrap the story up? Solve the problem? Resolve the action?
 - How does the poem close? Are they famous last words? What would a modern day Santa Claus say?
- Story as a Poem
 - **Read aloud** the first stanza of the poem while students follow along.
 - Make sure to read with expression and rhythm.
 - **Echo read** the first stanza with you reading one line and then the students repeating after you.
 - **Ask** if any students want to try reading the stanza on their own.
 - **Ask** students if they notice any rhyming in the poem?
 - Simple definition “rhyming words sound the same at the end.”
 - Most common example cat and hat- both end with the -at sound.
 - **Provide** two colors of pen and model how to mark (circle, highlight, underline) rhyming words at the end of each line. Repeat for the same thing for the second stanza.
 - **Ask** students if they see a pattern.
 - The rhyming pattern in this poem is called AABB because the words at the end of lines 1 and 2 rhyme and the words at the end of lines 3 and 4 rhyme.
 - **Write** pairs of rhyming words on chart paper for student reference.
- Activity Instructions: Write Your Own Holiday Tradition in Poetic Form
 - Have students **choose** a holiday (Kwanzaa, Hanukkah, Diwali) **or** family holiday tradition (opening stockings in bed, cutting down your own Christmas tree, cooking a Kwanzaa Feast or Karamu, lighting the Menorah, etc.).
 - **Provide** students with writing materials and have students **list** words in one column that are associated with their tradition. In the second column, write any words that rhyme. For example:

bed	head, red, instead, dread
stocking	rocking, talking
light	bright, fight, sight, ignite, good night
feast	beast
tree	free, be, knee
sleigh	play, yay, grey, tray
snow	blow, show, know, below, bow, stow

- **Tell** student poets that it is now their turn to turn their family stories or traditions into an AABB rhyming poem to share with friends and family.
- **Challenge** students as appropriate for their level and age. For example:
 - Young students may **start** with the original opening of the poem and only **create** the next two lines as fits with their holiday traditions.
 - 'Twas the first night of Chanukah, when from across the table
Mother began to speak the lines of the Rededication fable.
The candles were counted and fitted in tight,
Just waiting for the prayers and matches to light
 - Older students may **write** a fuller poem:
 - start with **retelling** a holiday tradition with a beginning, action in the middle, and an ending.
 - **refer back** to their rhyming words
 - **create** as many stanzas as they would like to tell their story
- Have students **share** their traditional holiday poetry.
 - Optionally, students can **illustrate, sing, or act out** their poems.

Extension:

- **Read** other poems or rhyming books and **discover** the rhyming patterns used.
- **Act out** 'Twas the Night Before Christmas for family and friends.
- **Find** poems about other Traditional Holidays.
- **Play** I Spy the Rhymes <https://www.poolnoodlesandpixiedust.com/spy-rhymes-twas-night-christmas/>
- **Compare** the Saint Nick described in 'Twas the Night Before Christmas with modern day Santa Claus. How are they similar and how are they different?
- **Watch** an adaptation of 'Twas the Night Before Christmas into a song
 - https://www.youtube.com/watch?time_continue=13&v=oAGCBZh2UKY



COOKING GINGERBREAD COOKIES

Kitchen Prep

- Read the GINGERBREAD COOKIES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Piping Icing**.
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare GINGERBREAD COOKIES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to beat, cut cookies, and pipe icing.
- When the GINGERBREAD COOKIES are ready, eat, taste and share!
- While your friends and family are eating, recite your Traditional Holiday Poem.

RESOURCES

- **Books**
 - One or more versions of 'Twas the Night Before Christmas
 - Clement C. Moore
 - Usborne Pop-Up
 - Edited by Santa Claus for the Benefit of Children of the 21st Century
 - Thomas Nelson
- **Websites**
 - <https://www.poolnoodlesandpixiedust.com/spy-rhymes-twas-night-christmas/>
 - <https://www.teachingideas.co.uk/library/books/the-night-before-christmas>
 - <https://study.com/academy/lesson/twas-the-night-before-christmas-lesson-for-kids.html>
 - <https://www.tes.com/teaching-resource/t-was-the-night-before-christmas-poetry-writing-6306896>
- **Videos**
 - Twas the Night Before Christmas- university of Utah Combined Choirs (8:35)
https://www.youtube.com/watch?time_continue=13&v=oAGCBZh2UkY
 - Twas the Night Before Christmas as told by Perry Como (4:05)
https://www.youtube.com/watch?v=p46XbyC_5ao
 - Twas the Night Before Christmas- Full Video (5:57)
<https://www.youtube.com/watch?v=vZfSoJmSlug>

How to Play Dreidel

You need:

- 1 dreidel per team
- 15 tokens (pennies, counters, or other small objects) per player
- 2-6 players



How to play:

All players sit in a circle on the floor.

At the beginning, each player puts two tokens into the center of the circle, the “pot.”





Starting with the youngest player and then proceeding clockwise, each player takes a turn spinning the dreidel like a top. The letter that is facing up when the dreidel stops spinning tells the player what to do. See the key below.

When a player loses all of his tokens, he is “out” of the game.

The last player remaining in the game is the winner.

For another variation, set a timer for ten minutes at the beginning of the game. After ten minutes, all players count their tokens and the player with the most tokens wins.

Dreidel Symbol Key

	Gimmel – “Get” - Take everything from the pot in the center. Each player places two more tokens in the pot to replace the pot loot.		Hay – “Half” – Take half of the tokens from the pot. What will you do if there are an odd number of tokens? Decide on a solution, and use this rule throughout the game.
	Shin – “Share” – Put two of your tokens into the pot in the middle.		Nune – “Nothing” – You do not give or receive any tokens. You simply lose this turn, and the dreidel moves to the next player.