



STAR SPANGLED BANNER REBUS

K- 2

Learning Objectives: Students will:

1. Identify important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to our national identity.
2. Work cooperatively with classmates to complete a project
3. Create a visual representation of the Star Spangled Banner

TEKS:SS 1.13C, 2.14B


Materials Needed: example of rebus


Vocabulary: ramparts, banner, spangled, anthem

Teaching Strategy:



1. Introduce lesson by leading the class in singing our national anthem.
2. Ascertain if students understand all the lyrics of the anthem. If available, read *The Star Spangled Banner* by Peter Spier, or another children's book to the class.
3. All students will create a rebus of the first verse of "The Star Spangled Banner." Explain what a rebus is by displaying an example on the screen.
4. Students will complete the rebus on the attached sheet that contains the verse, with blanks where drawings should be added.
5. Students may share their rebus with each other, or they could be displayed in the classroom.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little 

How  wonder what are

 above the  so high

Like a  in the 

Twinkle, twinkle, little 

How I wonder what

The  Spangled Banner

Oh, say, can _____

By the _____ early _____

What so proudly we hailed at the _____ last
gleaming?

Whose broad _____ and bright _____

Thru the perilous _____,

O'er the ramparts we _____ were so gallantly
streaming?

And the _____ glare, the _____
bursting in air,

Gave proof through the _____ that our
_____ was still there.

Oh, say does that _____ spangled banner yet _____

O'er the _____ of the free and the _____ of the
brave.