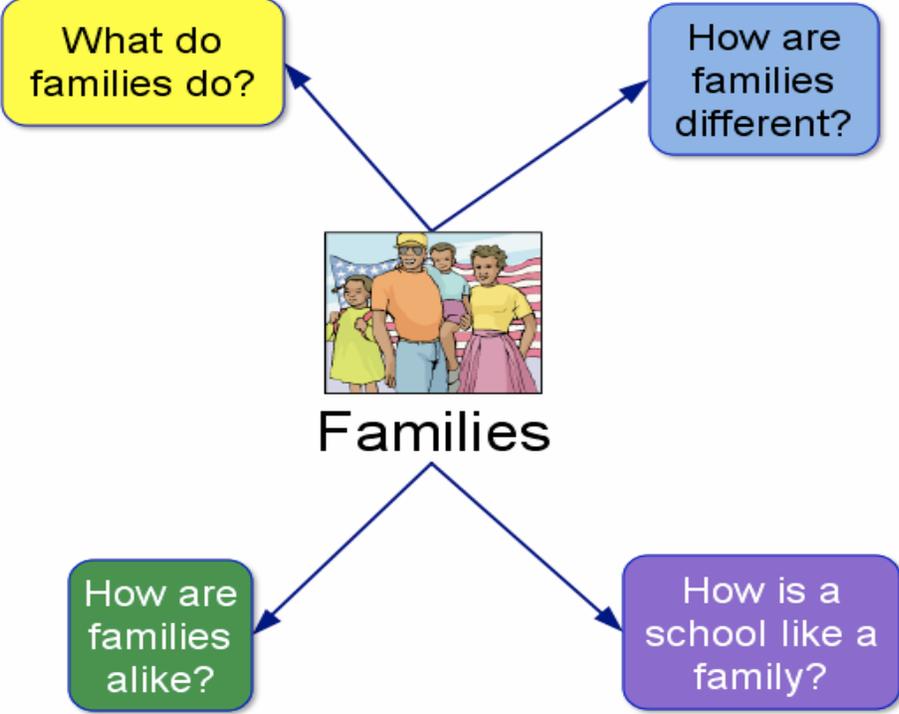


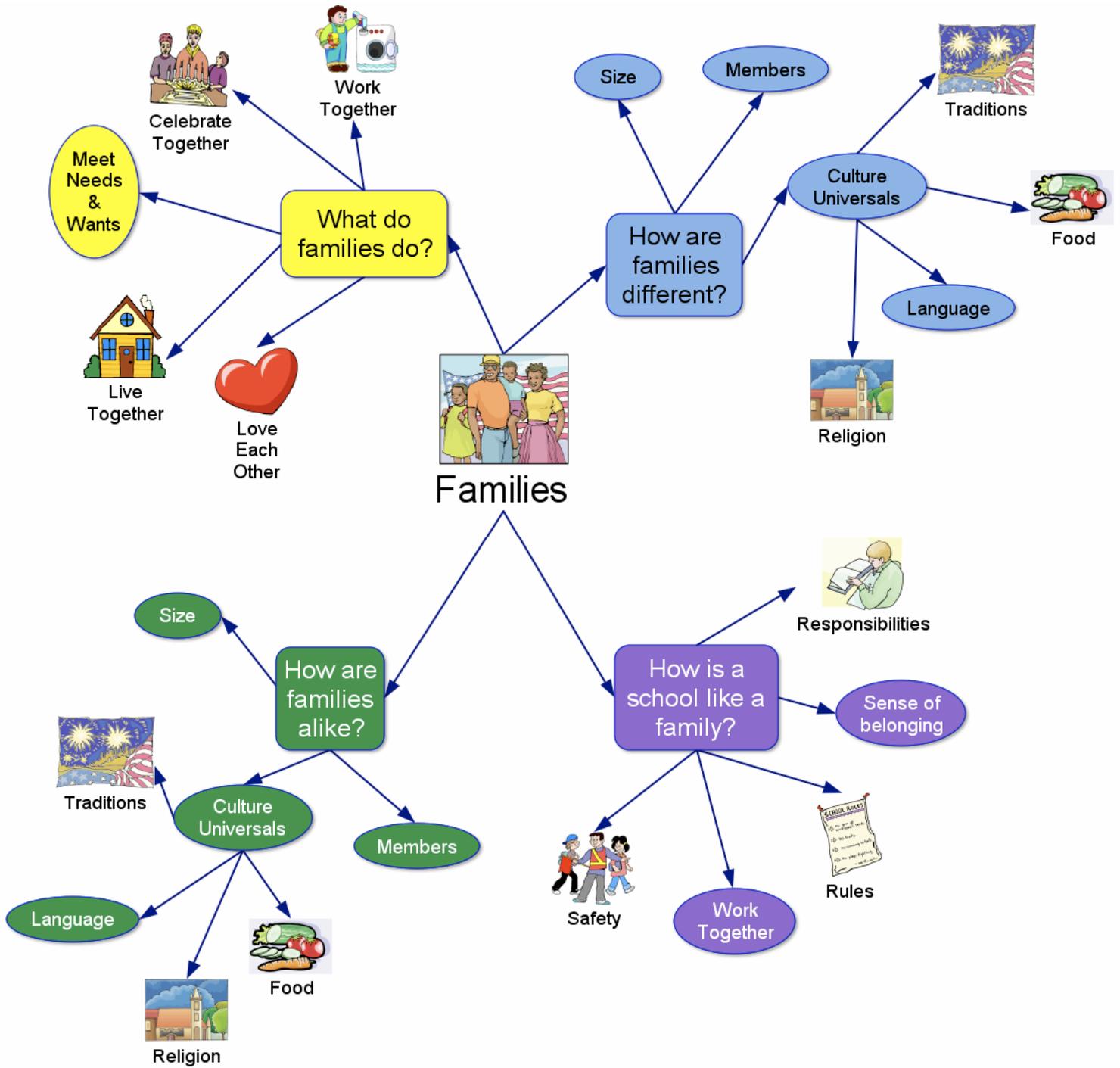
First Grade Social Studies: Families and Schools

Unit 1: What Is A Family?

Big Picture Graphic

Overarching Question: Why are families and schools important?		
Previous Unit: Kindergarten Myself And Others	This Unit: What Is A Family?	Next Unit: How Do We Get What We Need or Want?
 <p style="text-align: center; font-size: 24px; font-weight: bold;">Families</p>		
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none"> 1. What is a family? 2. How are families alike and different? 3. How is a school like a family? 		<u>Types of Thinking</u> Compare and Contrast Descriptive

Graphic Organizer



Unit Abstract:

In this integrated, foundational unit students begin an important transition as they expand from focusing on themselves to focusing on the social units of family and school. The unit introduces many important concepts such as rules, responsibilities, basic needs, wants, change and diversity. The unit begins with an activity in which students share information about themselves. Using the book *When I Was Five* students compare the past and present and identify examples of how they have changed from kindergarten to first grade. Students compare family characteristics based on their own family and those in several books such as: *Little Mama Forgets*, *Daddy Makes the Best Spaghetti* and *Jonathan and His Mommy*. Students explore how family rules and responsibilities ensure families live and work together safely and effectively. Using family photos and informational text such as *Families* or *Families Are Different*, students identify how families are alike and different. Finally, students explore similarities and differences between school and family.

Focus Questions

1. What is a family?
2. How are families alike and different?
3. How is a school like a family?

Content Expectations

- K - E1.0.1:* Describe economic wants they have experienced.
- 1 - H2.0.1:* Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- 1 - G4.0.1:* Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
- 1 - C1.0.1:* Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- 1 - C5.0.1:* Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- 1 - E1.0.2:* Describe ways in which families consume goods and services.

Integrated GLCE's

- R.CM.01.01* Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)
- R.NT.01.02* Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales. (English Language Arts)

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

Key Concepts

alike
basic needs
change
different
diversity
economic wants
family
past
present
responsibility
rules
school

Lesson Sequence

Lesson 1: All About Me!
Lesson 2: What is a Family?
Lesson 3: Working Together in a Family
Lesson 4: How are Families Alike and Different?
Lesson 5: How is a School Like a Family?

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Art Paper and Drawing Materials Such as Markers and Crayons
Chart Paper and Markers
Overhead Projector or Document Camera and Projector

Student Resource (Used in Lessons)

Cruise, Robin. *Little Mama Forgets*. New York: Farrar, Straus and Giroux, 2006.

Hines, Anna Grossnickle. *Daddy Makes the Best Spaghetti*. New York: Clarion Books, 1988.

Howard, Arthur. *When I Was Five*. New York: Voyager Books, 1998.

Katz, K. *The Colors of Us*. New York: Henry Holt and Company, 1999.

Kuklin, Susan. *How My Family Lives in America*. New York: Aladdin Picture Books, 1998.

Morris, Ann. *Families*. New York: Harper Collins, 2000.

Smalls, Irene. *Jonathan and His Mommy*. New York: Little, Brown Young Readers, 1994.

What Is a Family?. 100% Educational Videos. 1997. Discovery Education. 26 August 2009
<<http://streaming.discoveryeducation.com/>>.

Teacher Resource

Books For Teaching About Families. 26 August 2009
<<http://www2.scholastic.com/browse/article.jsp?id=3121>>.

Families Poster Pack. Carson, California: Lakeshore Learning Materials, 2000.

Families Thematic Unit E- Book. Teacher Created Resources, 26 August 2009
<<http://www.buyteachercreated.com/estore/product/2110>>.

Hoberman, Mary Ann. *Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems*. New York: Scholastic, 1991.

Pellegrini, Nina. *Families are Different: Big Book and Teaching Guide*. New York: Scholastic, 1992.

Teitler, Joanne. *Supplemental Materials (Unit 1, Lessons 1-5)*. Teacher-made material. Michigan Citizenship Collaborative, 2009.

Resources for Further Professional Knowledge

Banks, J. A. *An Introduction to Multicultural Education*. Boston: Allyn & Bacon, 2002.

Bisson, J. *Celebrate! An Anti-Bias Guide to Enjoying Holidays in early childhood programs*. St. Paul, MN: Redleaf Press. 1997.

Derman-Sparks, L. & the A. B. C. Task Force. *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: National Association for the Education of Young Children, 2001.

First Grade Social Studies Websites. 26 August 2009
<<http://www.ahisd.net/campuses/cambridge/grade1/1stsocstud.htm>>.

National Council for the Social Studies. 26 August 2009 <<http://www.ncss.org/>>.

Social Studies Lesson Plans and Resources. 26 August 2009 <<http://www.csun.edu/~hcedu013/>>.

Strategies for Teaching Social Studies. 26 August 2009
<<http://www.udel.edu/dssep/strategies.htm>>.

Teaching Social Studies. 26 August 2009
<http://www.proteacher.org/c/185_Teaching_Social_Studies.html>.

Teaching Tolerance Project. *Starting Small: Teaching Tolerance in Preschool and the Early Grades*. Montgomery, AL: Southern Poverty Law Center, 1997.

Vold, E. B. (ed.). *Multicultural Education in Early Childhood Classrooms*. Washington, DC: National Education Association, 1993.

Wardle, F. Proposal: An Anti-Bias and Ecological Model for Multicultural Education. *Childhood Education*, 72, 152-156, 1996.

York, S. *Roots and Wings: Affirming Culture in Early Childhood Programs*. St. Paul, MN: Redleaf Press, 1991.

Instructional Organization

Lesson 1: All About Me!

Content Expectations

- 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future and family or school events.
- 1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- 1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

Integrated GLCE's

- R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)
- R.NT.01.02 Identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales. (English Language Arts)

Key Concepts: change, future, past, present

Abstract: This first lesson serves as an introduction to Unit 1: What Is a Family? Students listen to the teacher read the book and discuss ways the boy in the story, as well as themselves, have changed over time. Students then consider the question, “What do you want to be when you grow up?” They listen to and discuss the book, *We Are All Alike... We Are All Different*. Concepts of physical differences, families, homes, foods, and interests are addressed. With teacher assistance, students fill in an “All About Me” web and share them with the class. The students begin individual picture dictionaries for the words and add to it throughout the year.

Lesson 2: What is a Family?

Content Expectations:

- K - E1.0.1 Describe economic wants they have experienced

This lesson serves as a foundational lesson that helps to set the context of 1st grade, and builds background knowledge for the remainder of the year.

Integrated GLCE's

- R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)

R.NT.01.02 Identify and describe the basic forms and purposes of a variety of narrative genre including realistic fiction, fantasy, and folktales. (English Language Arts)

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

Key Concepts: basic needs, economic wants, family

Abstract: In this lesson students explore characteristics and purposes of families through literature and their own experiences. The lesson begins with the teacher guiding students in developing a class definition of family such as “a family is a group of people who live together and take care of each other.” Using two diverse stories about families such as *Little Mamá Forgets*, *Daddy Makes the Best Spaghetti*, or *Jonathan and his Mommy*, students collect information about what families do. In doing so, students consider how families play together, work together, eat together, keep each other safe, take care of each other, and love each other. Students are introduced to basic needs, things people need to live and explore how families help them meet their basic needs of food, shelter, clothing, and love. Students expand the list sharing examples about their own families, creating their own books entitled “What My Family Does.” In an optional activity, the students add pages to their social studies vocabulary notebooks.

Lesson 3: Working Together in a Family

Content Expectations

1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).

Integrated GLCE’s

R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)

Key Concepts: family, responsibilities, rules

Abstract:

In this lesson students explore family rules and responsibilities. The teacher shares a short scenario describing a chaotic morning in a family without rules and responsibilities. Students consider why the family is having problems and the importance of rules and responsibility. After suggesting rules and responsibilities that might help the family, students explore the rules and responsibilities they have in their own families. Students compile of class list of rules and responsibilities to further their understanding of these social studies concepts.

Lesson 4: How Are Families Alike and Different?

Content Expectations

1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

Integrated GLCE's

R.CM.01.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses. (English Language Arts)

R.NT.01.02 Identify and describe the basic forms and purposes of a variety of narrative genre including realistic fiction, fantasy, and folktales. (English Language Arts)

R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. (English Language Arts)

Key Concepts: alike, different, diversity, family

Abstract: In this lesson, students explore the ways in which families can be alike and different. Students begin by comparing similarities and differences in the families of their classmates. They then read a book to examine ways in which families may differ such as size, family members, skin color, etc. Using literature, the concept of diversity is introduced as students examine cultural differences among three families in the story. Student then consider how families are similar. The teacher guides students to an understanding that all families share cultural universals such as food, language, religion, and traditions although the type of food, language, religion or traditions may differ.

Lesson 5: How is a School Like a Family?

Content Expectations:

1 - C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).

1 - C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others.)

Key Concepts: family, responsibilities, rules, school

Abstract: In this final lesson students apply what they have learned about families by identifying ways in which schools are like families. The lesson begins with a video entitled “What Is a Family.” Following the video, students discuss important points. The teacher briefly reviews of all the charts created in the unit. Then, students are placed in cooperative groups and given the challenge of coming up with a way in which a school is like a family by using “evidence” from one of the charts.

Students begin to understand that rules keep us safe at school and focus on responsibilities they have as a student in school. Students then consider how families and schools are different. Students are introduced to a Venn diagram and learn how to use the graphic organizer to show similarities and differences between families and schools.

DRAFT