

Subject/Grade: Social Studies, Gr. 1 **Lesson Title:** My Family **Teacher:** Miss. Kirsch

Stage 1: Identify Desired Results

Established Goals: (Learning outcomes)

Outcome:

IN1.2 Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.

Indicator(s):

- a. Describe positive attributes of the individual students' families.
- b. Recognize that families are varied and diverse.
- c. Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).
- d. Identify ways in which families are similar and ways in which families are different.
- e. Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).

Understandings: (can also be written as 'I Can' statements)

Students will understand that....

I can describe my family.

I can show respect for the diversity of my peer's families.

I can identify ways in which families are similar and different.

Essential Questions:

- What does my family look like?
- How are families similar?
How are families different?

Students will know....

Positive attributes of their family.
Families are varied and diverse.
There are similarities and differences between families.

Students will be able to....

Describe their family.
Respectfully recognize that families are varied and diverse.
Identify ways in which families are similar and ways in which families are different.

Instructional Strategies:

Group discussions
Direct Instruction (Book, Song)
Brainstorming
Graphic Organizer

Stage 2: Determine Evidence for Assessing Learning

- **Formative:**
 - Check in on students' understanding of the diversity of families through our whole class creation of the graphic organizer.
- **Summative:**
 - Students will create a family picture frame. During class, walk around and have discussions with students about who is in their family, what makes their family unique, and what their family likes to do.
 - After, collect the student's family picture frames for assessment.
 - They would be assessed on the fact that they wrote their name at the top, the amount of detail in their picture, and if it is clear they understand who is in their family / what makes a family.

Stage 3: Build Learning Plan

Set (Engagement):**Length of Time: 5 min**

- Say: Grade ones I need everyone to turn to the smartboard and put your listening ears on. We are going to watch a quick video! *Play Family [song](#) *
- Grade ones can someone raise their hand nice and quietly and tell me what the video was about?
- That's right! Today we are talking about families.
- All families are different, and all families are special.
- Families can live in different houses, and have different kinds of favourite foods. Some of our families live near us and some live far away. Some of our families have lots of people, some have a few people. Some of our friends have families similar to us, and some families are very different from ours. But no matter what, all of our families are special and all of our families are important.
- In my family I have my mom, my dad, and my brother. We all lived in Yorkton, Saskatchewan, in a house, but now my brother and I both moved away to go to school. I also have grandparents that live in a big city. My other grandparents live in a small town. I have lots of aunts, uncles, and cousins that live in many different places too.

Materials/Resources:

- Smartboard to view video on
- Device to play video from
- Family [song](#)
- *We Are Family* (Patricia Hegarty) [video](#) - look for physical copy incase wifi is not working
- Whiteboard and dry erase markers
- Family Frame [sheet](#)
- Pencil
- Pencil crayons
- Back-up [song](#)

Development:**Time: 25-30 min**

- *Families Graphic Organizer:*
 - Draw on the board using student input

Have...	Eat...	Are...
- sister	- fish	- loving
- brother	- bread	- caring
- mom	- hot dogs	- helpful
- dad	- cake	- important
- grandma		
- grandpa		
- pets		
- cousins		

- Brain break
- *Activity:* My family picture frame: Who's in your family?
 - Now we will draw our families in the picture frame.

Possible Adaptations/ Differentiation:

- Student choice of drawing many family members or just them and one close family member.
- If Covid was not a concern I could get students to create a picture of their family using playdough. They (or I) would then take a picture with an iPad so I have

- 1 [paper](#) for each student
- First, hold up a pencil. Once everyone is ready we will each write our name on our papers. Put pencils away once done.
- Then, have students pull out pencil crayons all together. Sit in bat mode once you have pencil crayons out on your table.
- Students will draw a picture of who is in their family. They are encouraged to chat with each other about who is in their family (respectful talk of similarities and differences).
- Have students put colouring materials away before moving on.

Closure:

Time: 10 min

- Brain break / stretch.
- Say: I loved seeing all the beautiful pictures you all drew! You all have some very special people in your lives.
- We are going to listen to a story today before we are done talking about families for the day. Looking at the front page, what do you predict this book will be about? [A prediction means you are guessing what will happen next]
- *We Are Family* (Patricia Hegarty) [video](#)

documentation of their work.

Management Strategies:

- Turtle mode / Bat mode
- Mac & Cheese (hands on knees)
- Tune in to my station
- Remind students of bucket challenge

Safety Considerations:

- Use respectful language when talking about families which recognize that each student comes from a different family situation.
- Make sure students are speaking respectfully to peers about families.

Stage 4: Reflection

Professional Development Goal is...

- Last week my cooperating teacher suggested an area to work on would be creating a more engaging set and closure for the lesson. I was able to accomplish this through the use of a video/song and story book.
- The set was engaging and invited students to actively participate in a discussion. Students knew right away what we would be focusing on for the lesson.
- The closure successfully brought the lesson to a logical conclusion by reinforcing what we had been talking about. In the closure I was also able to connect to another topic students had been working on with my cooperating teacher.
- This lesson allowed me to experiment with a variety of teaching methods such as a video, song, drawing, discussion, and story.
- Areas for improvement during today's lesson: speak more positive reinforcements with students ("Thank you ____ for being all ready to go!"), and have a clearer example of the activity (family portrait).