Title: Families- The Same or Different?

Grade Level: First Grade

Time Required: 10 days of about 40 minute class periods.

Rationale and Overview:
The purpose of this unit is to teach students what a family is. It will teach students that not all families are the same, even with in the classroom. Also, that there are families in different countries that are very different from their own family. This is important because students will learn that every family is unique and they will also learn about other cultures and ways of life.

National Standards: NCSS does not define standards for culture in first grade.

Goals:
Develop an understanding of family
Understand similarities and differences between families.

Objectives:
Identify what a family is.
Record routines, traditions, and characteristics of your family.
Identify your families routines for meals during the day.
Identify meal routines of families from around the world.
Represent meal routines in a picture.
Identify holidays that your family celebrates.
Represent holidays your family celebrates in a picture.
Identify holidays that families from around the world celebrates.
Represent these holidays in a picture.
Identify chores that your family does.
Represent these chores in a picture.
Identify chores of families from around the world.
Represent these chores in a picture.
Identify what your family does in their free time.
Represent what your family does in their free time in a picture.
Identify what families from around the world do in their free time.
Represent what families from around the world do in their free time in a picture.
Identify similarities and differences of families in the class and families around the world.

Inquiry/ Focus questions:
What makes a family a family?
How is your family the same or different from families in the class?
How is your family the same or different from families around the world?

Resources:
Books about families:
- Families, by Merideth Tax
- A Family in Thailand
- Hoang Ann: A Vietnamese American Boy
- Children Just Like Me

Internet:
- www.pbs.org
- atozteacherstuff.com – family booklet
**Student Assessment Plan:**

Checklist - to make sure that the students are completing all the pictures for the family quilt.

Rubric – for the final assessment of creating and discussing the family book. I will interview each student using the rubric as a guide. They will identify things in their book based on the questions.

**Big Question: Families- the same or different?**

**Day 1 and 2**

**Sub Question:** What makes a family a family?

**Time:** 1 hour

**Objectives:**

Students will identify a family by creating a picture representation of their family.

**Materials:** Pre cut paper dolls in different sizes to represent the different ages of family members, pre cut rectangular pieces of paper, hole punch, string, crayons, markers, etc.

**Procedure:**

Let students know that for the next couple of weeks we will be learning about families. Not only will they learn about their own family but other families in the class and families from around the world. They will compare other families to their own to see how they are the same and how they are different. First you will have them create a picture of their family. To do this you will need to distribute the pre cut paper dolls to the students according to the approximate ages of the members of their family. They will then color these dolls to look like the individual members of the family. Then have students write their last name on the rectangular piece of paper. Paper hole punch the top of each paper doll as well as the paper with their last name on it and attach the paper dolls to the rectangular last name piece of paper. After each family picture is done have students come to the front of the class and tell about their family. Display their picture somewhere in the classroom in a continuous line because they will be adding to the display underneath to create a quilt of family characteristics. If there is time briefly discuss the similarities and differences between the families in the class.

**Day 3**

**Sub Question:** How is your family the same or different from other families in the class?

**Time:** 40 min

**Objectives:**

Record routines, traditions, and characteristics of your family.

Identify your family’s routine for meals during the day.

**Materials:** Family Booklet, white paper, crayons, markers, etc.

**Procedures:**

Previous to this class the students will be given a Family Booklet to bring home and fill out with the help of their family. The booklet will ask questions such as: what is your families routine for eating breakfast, lunch, and dinner? What does your family typically eat for breakfast, lunch, and dinner? What does your family do for fun? What
kind of chores does you and your family do? What are some holidays that your family celebrates? You will then ask the students to turn to the page for breakfast, lunch, and dinner routines. Pass out blank pieces of paper and crayons or other drawing materials. Tell students that you want them to draw a picture of one of their family’s routine for a meal during the day. Include things like what are they eating, who is eating, and who makes the meal (20 min). After students are all done gather them around the display of their family pictures and have students tell about their meal picture and display this picture directly below the family picture. When the whole class has gone you should have two rows of pictures. The first two rows for your family quilt. Discuss briefly what the students notice as far as similarities and differences with the pictures.

Day 4

Sub Question: How is your family the same or different from families around the world?
Time: 40 min
Objectives:
- Identify meal routines of families from around the world.
- Represent these routines with a picture.
Materials: Book about diverse families, blank paper, crayons, markers.
Procedure:
- Read the book ……………… Discuss what is different or the same about these family’s meals. Write these things on the board. Then hand out the blank paper and drawing materials and tell students to draw a picture of a family from a different country eating dinner like the ones in the book. After they are complete bring the student with there drawings to the quilt display and put there new pictures up in the same order as the previous row. Discuss the similarities and differences between the dinner routines on the quilt squares.

Day 5

Sub Question: How is your family the same or different from other families in the class?
Time: 40 min
Objectives:
- Identify Holidays that your family celebrates.
- Represent these routines with a picture.
Materials: Book about celebrating holidays, Family Booklet, blank paper, crayons, markers.
Procedure:
- Read the book about families celebrating different holidays. Have a discussion of what holidays that their families might celebrate. Write these ideas on the board. Then hand out a blank sheet of paper and tell students to draw a picture of two holidays that their family celebrates based on the family booklet. After students are done with the pictures bring them to the family quilt and display them after each student explains their picture. Have a discussion of the similarities and differences in the pictures.

Day 6
Sub Question: How is your family the same or different from families around the world?
Time: 40 min
Objectives:
- Identify Holidays families from around the world celebrates.
- Represent these routines with a picture.
Materials: Book about holidays celebrated around the world, blank paper, crayons, and markers.
Procedure:
Read the book about families from around the world celebrating holidays. Have a discussion about what holidays that were read about and any other holidays that they know. Write their ideas on the board. Hand out the blank paper and tell the students to draw a holiday that is celebrated in a different country. They must draw a picture of something different than they celebrate in their family. After they are done display the picture on the family quilt after each student explains what they drew. Have a discussion about the similarities and differences they see in the pictures.

Day 7

Sub Question: How is your family the same or different from families in the class and around the world?
Time: 40 min
Objectives:
- Identify what your family does for fun in their free time.
- Represent what your family does for fun in a picture.
Materials: Family Booklet, blank paper, crayons, markers.
Procedures:
Start by asking students what they like to do for fun, write their ideas on the board. Ask the students what they like to do with their families for fun. Hand out the blank paper. Tell students to draw a picture of 2 or 3 of their favorite things to do with their family. After they are done display the picture on the family quilt after each student explains what they drew. Read a book about what families from other countries do in their free time. Have students draw a picture of one of the things that they read about. Display the pictures and discuss the similarities and differences.

Day 8

Sub Question: How is your family the same or different from other families in the class?
Time: 40 min
Objectives:
- Identify chores that you and your family have to do.
- Represent these chores with a picture
Procedures:
Read the book about chores. Discuss what they read in the book compared to what their family does. Pass out the blank paper and tell students to draw a picture 2 or 3 chores that their family has to do based on what is written in their Family Booklet. After they are done display the pictures after each student explains what they drew. Discuss what similarities and differences they see.

Day 9

**Sub Question:** How is your family the same or different from families around the world?

**Time:** 40 min

**Objectives:**
- Identify chores that other families from around the world have to do.
- Represent these chores in a picture.

**Materials:** Book about what kind of chores families from around the world have to do, blank paper, crayons, markers.

**Procedure:**
- Read the book about chores. Discuss what you read about. Make a list on the board of the chores that the students identify. Hand out the paper and tell students to draw a picture of a chore from around the world that they read about. After they are done display the pictures on the family quilt after each student explains what they drew. Then discuss the similarities and differences that they see.

Day 10

**Sub Question:** How is your family the same or different from others in the class and from families around the world?

**Time:** 40 min

**Objectives:**
- Identify similarities and differences between your family and other families in the class.
- Identify similarities and differences between your family and families around the world.

**Materials:** Family Quilt

**Procedure:**
- Have students sit in front of the family quilt. Ask the students questions such as: Are all families the same? What kinds of things do families do differently? What kinds of things do families do the same? Are the families in the classroom a lot different or a little different? Are the families from other countries a lot more different from your family or a little different from your family? Review the similarities and differences that were discussed in previous lessons. Have students each create a book using the pictures that the students drew of the families as the pages. The pictures should be aligned in order on the quilt so all you have to do is take them down and staple them together. The students one by one with there family book and ask them to identify the things in the rubric.
## Rubric

**Families**

Name: ________________________  Teacher: **Liz Jahnke**

Date : ___________________  Title of Work: ___________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>1</strong>&lt;br&gt;Identify similarities and differences between your family and other families in the class.&lt;br&gt;Identifies 1 similarity or difference.</td>
<td>1</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;Identifies 2 similarities and differences.</td>
<td>2</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;Identifies 3 similarities and differences.</td>
<td>3</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;Identifies 4 or more similarities and differences.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Identify similarities and differences between your family and families around the world.</strong>&lt;br&gt;Identifies 1 similarity or difference</td>
<td>1</td>
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<tr>
<td><strong>Items included in the book.</strong>&lt;br&gt;Only 1-2 pictures are included.</td>
<td>1</td>
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**Teacher Comments:**

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