8-2011

Our Families

Beth Morrow  
Trinity University

Anne Peppers  
Trinity University

Follow this and additional works at: http://digitalcommons.trinity.edu/educ_understandings

Repository Citation
http://digitalcommons.trinity.edu/educ_understandings/185

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. It has been accepted for inclusion in Understanding by Design: Complete Collection by an authorized administrator of Digital Commons @ Trinity. For more information, please contact jcostanz@trinity.edu.
简要概述单元

本单元介绍了德克萨斯州学前教育指南“儿童识别家庭的特点相似性和差异性。”在本单元的结论中，学生将了解家庭是什么，家庭可以有所不同，家庭会发生变化，并且能够识别家庭之间的差异，识别家庭之间的相似性，以及识别他们自己家庭的成员。
### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Meaning</th>
<th>Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will independently use their learning to...</strong></td>
<td><strong>Students will understand that...</strong></td>
<td><strong>Students will know...</strong></td>
</tr>
<tr>
<td>Draw an image of their family and then discuss the similarities and differences in the characteristics of the families (ie: number of family members, customs, traditions, etc.)</td>
<td>There are two family types: immediate and extended</td>
<td>What a family is</td>
</tr>
<tr>
<td></td>
<td>All families have a common function</td>
<td>Families can be different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes occur in families</td>
</tr>
</tbody>
</table>

**Established Goals (Texas Pre-Kindergarten Guidelines)**

SSVIIA2 Child identifies similarities and differences in characteristics of families

**Essential Questions**

1. Who are the members of my family?
2. How is my family special/different from others’?
3. How can a family change?
4. What is a family’s purpose?

**Acquisition Knowledge**

- What a family is
- Families can be different
- Changes occur in families

**Skills**

- Identify differences between families
- Identify similarities between families
- Identify members of their own families

### Stage 2 – Evidence

<table>
<thead>
<tr>
<th>CODE (M or T)</th>
<th>Evaluative Criteria (for rubric)</th>
<th>Performance Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>- Draws a pictures</td>
<td><strong>Students will demonstrate meaning-making and transfer by...</strong></td>
</tr>
<tr>
<td></td>
<td>- Participates in discussion</td>
<td>1. Drawing an image of their families and then discussing the similarities and differences in the characteristics of the families (ie: number of family members, customs, traditions, etc.) (Pacing Guide assessment)</td>
</tr>
</tbody>
</table>

**Other Evidence (e.g., formative)**

### Stage 3 – Learning Plan

**CODE (A, M, T)**

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students (whole group) “What is a family?” and write answers on a class list</td>
</tr>
</tbody>
</table>

**Learning Activities**

**Progress Monitoring**
### A/M
1. **Pre-assessment.** Introduce concept of ‘family’ by watching video “What is a family?” (Discovery Education), then discussing illustrations in book *Families* (Ann Morris). Links Family Count – students will connect plastic links (1 per family member, with teacher notes of dictation) to a name card (revisit on Thursday).

### A/M
2. Read *Me and My Family Tree* (Joan Sweeney), introduce family homework project, and share own family tree. Watch video “My Family Tree” (Discovery Education). Follow-up question: Who do you think will be on your family tree?” Ask students to share answer with a buddy. Teacher will listen as students discuss, join in discussions, and share ideas heard with whole group.

### A/M/T?
3. Immediate vs. extended family: Watch video “Two Kinds of Families” (Discovery Education). Discuss who we live with and who is in our immediate families. In small groups, students will use family member stencils to create an image of their immediate family.

### A/M
4. Families are different: Read *All Kinds of Families* (Mary Ann Hoberman) and watch “Families are Different” and “Families Change” (Discovery Education). Revisit Family Count in small groups, then introduce family flags. Show video “Celebration” and discuss various activities families may do together. Students will use a three-part flag template to show something their families do together for fun, something that has changed in their families, and write number of people in their immediate families.

### M/T
5. **Performance task:** Students will be asked to draw an image of their families, (ie: number of family members, customs, traditions, etc.), share their illustration with their small group, then discuss the similarities and differences in the characteristics of the families within their small group. (Pacing Guide assessment)

**Additional Books:**
- Who’s in a Family? (Robert Skutch)
- Does a Kangaroo Have a Mother, Too? (Eric Carle)

---

**Grading guidelines for performance task (from Pacing Guide):**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>draws a picture and participates in discussion</td>
</tr>
<tr>
<td>✔</td>
<td>draws a picture but does not participate in discussion or participates in discussion but does not draw a picture</td>
</tr>
<tr>
<td>-</td>
<td>does not draw a picture or participate in the discussion</td>
</tr>
</tbody>
</table>

**Family count**
- (Day 1 & Day 4)

**Verbal answers**
- (teacher listens to students discuss)

**Immediate family illustrations**

**Family flag/ explanation**