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Our Families

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Our Families

Grade Level: Pre-Kindergarten

Subject/Topic Area: Social Studies

Designed By: Beth Morrow and Anne Peppers

Time Frame: 1 week

School District: East Central Independent School District

School: East Central Development Center

School Address and Phone: 12271 Donop Rd.
San Antonio, TX 78223

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Brief Summary of Unit:

This unit addresses the Texas Pre-Kindergarten Guideline “Child identifies similarities and differences in characteristics of families.” At the conclusion of this unit, students will know what a family is, that families can be different, and that changes occur in families and will be able to identify differences between families, identify similarities between families, and identify members of their own families.

Stage 1 – Desired Results

<p>Established Goals (Texas Pre-Kindergarten Guidelines)</p> <p>SSVIA2 Child identifies similarities and differences in characteristics of families</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> - 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.) 	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> - There are two family types: immediate and extended - All families have a common function 	<p>Essential Questions</p> <ol style="list-style-type: none"> 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		
<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> - What a family is - Families can be different - Changes occur in families 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Identify differences between families - Identify similarities between families - Identify members of their own families 	

Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
T	<ul style="list-style-type: none"> - Draws a pictures - Participates in discussion 	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <ol style="list-style-type: none"> 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) <p>-----</p> <p>Other Evidence (e.g., formative)</p>

Stage 3 – Learning Plan

<p>CODE (A, M, T)</p>	<p>Pre-Assessment</p> <p>Ask students (whole group) “What is a family?” and write answers on a class list</p>
	<p>Learning Activities</p>
	<p>Progress Monitoring</p>

A/M	1. Pre-assessment. Introduce concept of ‘family’ by watching video “What is a family?” (Discovery Education), then discussing illustrations in book <u>Families</u> (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).	(e.g., formative data) Family count (Day 1 & Day 4)
A/M	2. Read <u>Me and My Family Tree</u> (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.	Verbal answers (teacher listens to students discuss)
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.	Immediate family illustrations
A/M	4. Families are different: Read <u>All Kinds of Families</u> (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.	Family flag/ explanation
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: <u>Who’s in a Family?</u> (Robert Skutch) <u>Does a Kangaroo Have a Mother, Too?</u> (Eric Carle)	

Grading guidelines for performance task (from Pacing Guide):

+ draws a picture and participates in discussion
√ draws a picture but does not participate in discussion <i>or</i> participates in discussion but does not draw a picture
- does not draw a picture or participate in the discussion