



All Kinds of Families

Lesson Synopsis:

Students will come to understand that families have similarities and differences. Members of families share the customs and traditions unique to their family. The next two lessons will help students learn the responsibilities of families and how families meet their wants and needs.

TEKS:

1.15 Culture. *The student understands the importance of family beliefs, customs, language, traditions. The student is expected to:*

1.15A Describe various beliefs, customs, and traditions of families and explain their importance; and

Process TEKS:

1.18 Social studies skills. *The student communicates in written, oral, and visual forms. The student is expected to:*

1.18A Express ideas orally based on knowledge and experiences; and

1.18B Create visuals and written material including pictures, maps, timelines, and graphs.

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- Create a quilt square telling about a family custom or tradition. Explain the custom's importance to the family. (1.15A)

ELPS 1E; 2C, 2I; 3D

Key Understandings and Guiding Questions:

- Families pass down important beliefs and values through their stories, customs, and traditions.
 - What customs and traditions are passed down in your family?
 - How do customs and traditions unite people in a family?
 - Why do families pass down customs and traditions?
- Families are similar and different.
 - What is a family and who belongs to my family?
 - How is my family different from other students' families?
- Customs and traditions unite families and strengthen communities and cultures.
 - What are family customs and traditions?
 - Why do families continue customs and traditions?

Vocabulary of Instruction:

- | | | |
|----------|--------------|----------|
| • family | • customs | • belief |
| • value | • traditions | |

Materials:

- | | | |
|---------------------------|-------------------------|--|
| • Family pictures | • Pocket chart | • personal items from teacher's family |
| • Manila or writing paper | • quilt squares pattern | traditions or customs |
| • Glue | • markers | • quilt backing |
| • Parent letter | • crayons | (or other material for quilt backing) |
| • Crayons | • computer | |
| • Books | • projection system | |

Resources:

- Teacher Resource: **Rubric**
- Handout: **Quilt Square Pattern**
- Handout: **Parent Letter**
- PowerPoint: **Lesson 1**

Advance Preparation:

1. Prepare and send home the attached letter PRIOR to teaching this lesson (information needed on Day 2).
2. Prepare a story about a custom or tradition in the teacher's life and gather related pictures of teacher's family for use in modeling.
3. Prepare a quilt backing on a bulletin board or butcher paper with room for one 7 x 7 square for each class member. If desired, use a marker to add "stitches" between the squares.
4. Copy quilt square pattern for students (attached) to complete – at least 2 per student.
5. Bring in personal items from teacher's family traditions or customs to share.
6. Create graph.
7. Obtain computer and projection system or make transparencies of PowerPoint: **Lesson 1**.

Background Information:

Family: a group of people that live together and care for each others needs.

Belief: something accepted as true or practiced by a group of people who share in that truth.


Custom: a practice of a particular group of people or specific region

Tradition: a practice of a particular group of people that continues for several generations.

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

Instructional Procedures	Notes for Teacher
<p>ENGAGE</p> <p>Day 1</p> <ul style="list-style-type: none"> • Show PowerPoint: Lesson 1 to students. Ask students what the pictures have in common. • After a brief discussion with their neighbors, students determine that the pictures are of families. • Ask for evidence in the pictures to support their ideas - "How did you know they were pictures of families?" 	<p>NOTE: 1 Day = 30 minutes Suggested time: 1/3 Day</p> <p>Other books or stories may be used that have a strong sense of family such as: the <i>Berenstain Bear</i> series, <i>Franklin</i> series, <i>Amazing Grace</i>, <i>Aunt Flossie's Hats</i>, <i>When I Was Young in the Mountains</i>.</p> <p>PowerPoint: Lesson 1</p>
<p>EXPLORE</p> <ul style="list-style-type: none"> • "What is a family?" • Allow time for student discussion. Record a student friendly definition of a family with a picture attached on a piece of chart paper as an anchor chart for this unit. Ask the students to brainstorm names of family members and record their terms on the anchor chart, include "family" words: <i>brother, sister, mother, father, grandmother, grandfather, aunt, uncle, cousin</i>. • Show students a picture of teacher's family and label your family members using words from the anchor chart web. 	<p>Suggested time: 1/3 Day</p> <p>Guard students' discussions. Depending on the teacher's class, he/she may have to explain the role of non-traditional family members such as a step-parent.</p> <p>Sample chart:</p>  <p># of family members</p>
<p>EXPLAIN</p> <ul style="list-style-type: none"> • How many people are in a family? • Give students ½ piece of paper (cut hamburger style so measures 8 ½ x 5 ½) Individually, students draw and label pictures of their family • When finished, students bring pictures to the front of the room and class will graph families by total number of people in family units. (<i>how ever you or they define it – number living in their house, people in their nuclear</i> 	<p>Suggested time: 1/3 Day</p>

Instructional Procedures

- How do customs, traditions, and beliefs help families relate to one another?

EVALUATE

Day 3

- **Create a quilt square telling about a family custom or tradition. Explain the custom's importance to the family.**
- Students use the information they gathered participating in the Day 2 activities and from conversing with/interviewing family members to create a quilt square representing a family custom or tradition in their family.
- Students share the information on their quilt squares with the class as they place it on the previously-prepared quilt backing

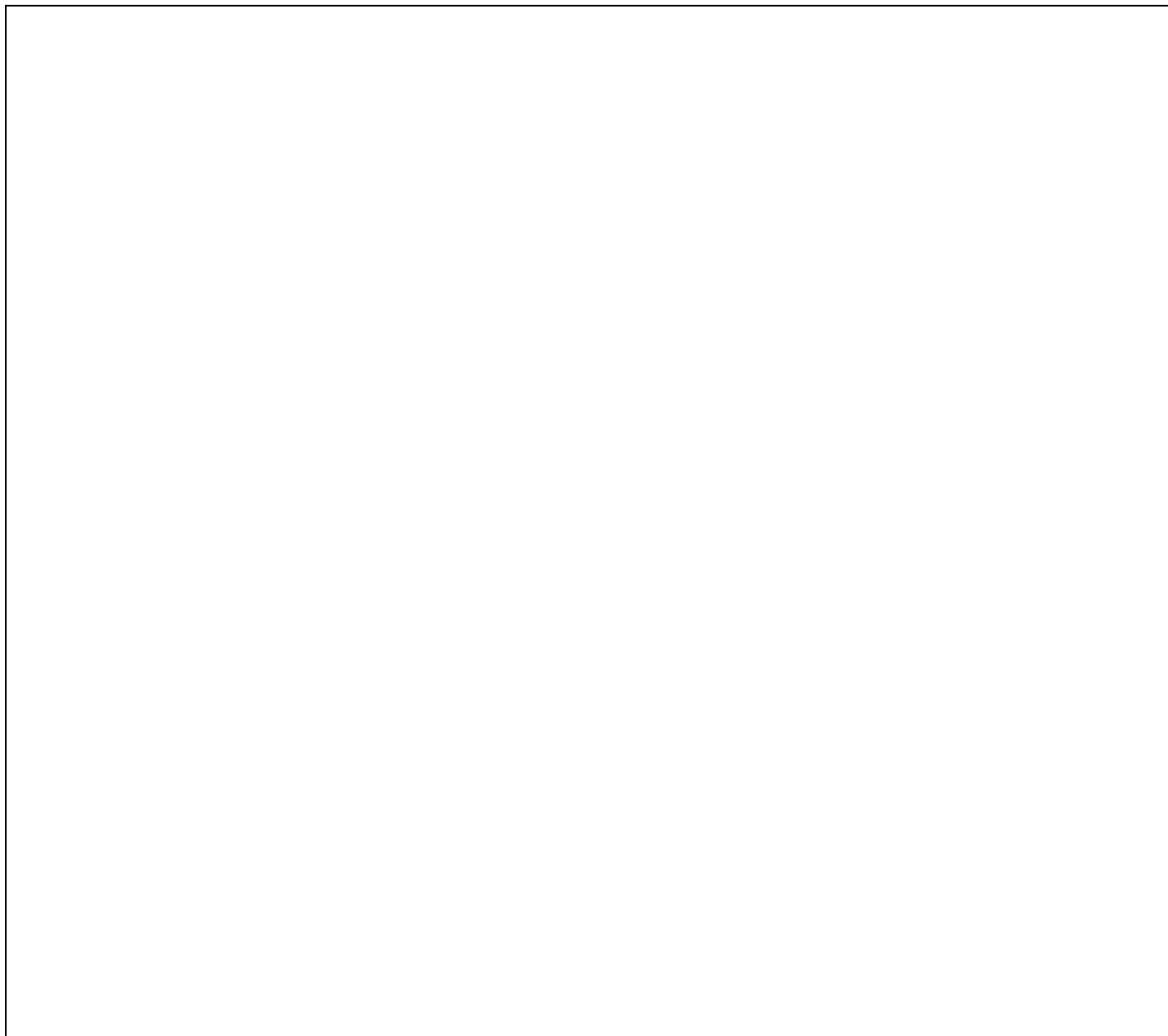
Notes for Teacher

Suggested time: 5/6 Day
Handout: **Quilt Square Pattern**
Teacher Resource: **Rubric**

Rubric

	1	2	3	4
Create a quilt square telling about a family custom or tradition. (1.15A; 1.18A B)	Student does not draw a picture.	Student draws a picture that is not appropriately related to the subject.	Student draws a picture that includes a family custom or tradition. Pictures show the family, activities, foods, clothes, decorations for the custom/tradition.	Pictures drawn by student were carefully conceived to indicate relationship to idea. Indication that the student purposefully chose the category and had the idea in mind from the beginning.
Explain the custom's importance to the family (1.15A; 1.18A B)	Student does not attempt to explain custom's importance to the family.	Explanation is incorrect, unrelated to task, or doesn't make sense.	Explanation appropriately connects the illustrations to a reason the custom/tradition is important to family	Explanation clearly indicates an understanding of the concept of family traditions. Makes connections and uses sophisticated reasoning with evidence to support clearly made statements.

Quilt Square Pattern



Bibliography

Books:

Amazing Grace, Mary Hoffman, Dial.
Aunt Flossie's Hats (and Crab Cakes Later), Elizabeth Fitzgerald Howard, Houghton Mifflin.
When I Was Young in the Mountains, Cynthia Rylant, The Penguin Group.
Family Pictures/Cuadros de Familia, Carmen Lomas Garza, Children's Book Press.
How My Parents Learned to Eat, Ina R. Friedman, Houghton Mifflin.
How My Family Lives in America, Susan Kuklin, Simon and Schuster Children's Publishing.
Cherry Pies and Lullabies, Lynn Reiser, Greenwillow Books.
The Patchwork Quilt, Valerie Flourney, The Penguin Group.
The Rough-Faced Girl, Rafe Martin, Penguin Young Readers Group.
Sewing Quilts, Ann Turner, Simon and Schuster Children's Publishing.
The Keeping Quilt, Patricia Polacco, Simon and Schuster Children's Publishing.
Josefina Story Quilt, Eleanor Coerr, HarperCollins Publishers.
The Quilt Story, Tomie DePaolo, Penguin Young Readers Group.

Parent Letter

Dear Parents,

This week we will be learning about customs and traditions that unite families.

Please spend time with your child in the next few days discussing a family tradition or custom that you and your family celebrates. Try to find something that is not part of a city or national celebration, but something that your family does in the ordinary course of enjoying one another, such as first day of school ritual, family customs related to celebrating a birthday, a special religious or cultural holiday, special days in the family, Include in your discussion the special food, clothing, activities and decorations related to the celebration of the custom. In discussing this tradition, please try to answer the following questions:

- Do we have any customs or traditions in our family?
- Why do you think this is important for our family?
- How do you feel when you participate in one of these customs?
- How do you think participating in these customs or traditions strengthens families or cultures?
- What do these customs and traditions say about what is important to our family?

We will each be making a paper quilt square *in class* on _____ to illustrate our family traditions. Please make sure you have had your discussion BEFORE this date. You might also help your child think about what might be included on the square.

Thank you so much for supporting our study of family customs and traditions!

Sincerely,

Your child's teacher

Please return the following:

Child's Name _____ Parent Name _____

Family tradition we discussed: _____
