Emily Hanson UNIT PLANNING TEMPLATE

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|  | **Unit Topic / Guiding Question: Families and Traditions (Social Studies)** | | | | | | |
|  | **Rationale: Students have begun learning about their last names in class. When they have been the V.I.P. they have started to share information about their families. This unit will progress with them learning more about their own family. Each student is an individual and is part of a family. Each family is different and therefore it is important that students understand and learn about all the different ways to make up a family. Students will also learn about what makes their family different from other people’s family. Students will then learn about their own traditions, each other’s traditions and traditions around the world. This is important for understand that each person is an individual and has different views and culture.** | | | | | | |
|  | **STAGE 1: Desired Results** | | | | | | |
|  | **UNDERSTAND** | **Big Ideas** | | | **Essential Questions** | | |
| 1. Stories and traditions about ourselves and our families reflect who we are and where we are from. | | | *What is a family?*  *How is my family different than other families?*  *What traditions does my family take part in?* | | |
|  | **DO** | **Core Competencies:** | | | | | |
| **Communication** | **Thinking** | | | **Personal & Social** | |
| * Communicating * Collaborating   **In familiar settings, I communicate with peers and adults.**  -Students will be communicating with the teacher as well as their peers for this unit. They will be sharing their ideas with the class and their partners, as well as participating in class discussions around the learning intentions. | * Creative Thinking * Critical & Reflective Thinking | | | * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility   **I am aware of different aspects of myself. I can identity people, places, and things that are important to me.**  -This unit is all about family, more specifically their own families (identity). Students will be thinking and being aware about themselves and their families. Students will be contributing aspects the of their lives and family that are important to them. | |
|  | **Learning Standards – Curricular Competencies:**  [Explain the significance of personal or local events, objects, people, or places](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core).  [Acknowledge different perspectives on people, places, issues, or events in their lives](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core). | | | | | |
|  | **KNOW** | **Learning Standards - Content:**  [ways in which individuals and families differ and are the same](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core)  [personal and family history and traditions](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core)  [rights, roles, and responsibilities of individuals and groups](https://curriculum.gov.bc.ca/curriculum/social-studies/k/core) | | | | | |
|  | **First Peoples Principles of Learning** | * *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.* * *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).* * *Learning involves recognizing the consequences of one’s actions.* * *Learning involves generational roles and responsibilities.* * *Learning recognizes the role of indigenous knowledge.* * *Learning is embedded in memory, history, and story.* * *Learning involves patience and time.* * ***Learning requires exploration of one’s identity.*** * *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.* | | | | | **Comments on how you will address the FPPL:**  **I think that this unit focuses on the FPPL that learning requires exploration of one’s identity because family and traditions are part of the individual’s identity. Being able to look at your family, who they are, what that means, what your familial traditions are allows you to learn and explore your family’s identity and your own identity. It also allows the children to learn about other people’s families and traditions and how they identify with that as well.** |
|  | **STAGE 2: Assessment Plan** | | | | | | |
|  | **Formative Assessment (Assessment as Learning and Assessment for Learning):** | | | | | | |
|  | *Class discussion/participation/sharing*  *Drawing a picture of their family*  *Circle the jobs that you do at home worksheet*  *Teacher asks what activities students do with their family – students move to the right (yes) or left (no)*  *Journal Entries – see below in instructional activities* | | | | | | |
|  | **Summative Assessment (Assessment of Learning):** | | | | | | |
|  | *One on one talk with the student– asking questions about their own family (who is in their family, what kind of home they live in, what activity do they like to do as a family, what job you do for you parents at home (chore), what is a family tradition in their family)*  *Show the student a few pictures of different families and have them tell differences and similarities between the families.* | | | | | | |
|  | **Stage 3: Learning Plan** | | | | | | |
| **Date/Lesson** | **Learning Intentions** | | | **Instructional Activities**  **(brief description here – lesson plans will be used to flesh out each lesson)** | | | |
| *Feb 2, 2021*  *Lesson 1: All about families* | *I can share my thoughts and ideas about different families*  *I can learn about who makes up a family*  *I can understand that not all families are the same* | | | **Teacher will read the story A Family is a Family is a Family to the students. Teacher will have students partake in a class discussion/brainstorm about how families are different (different ways to make up a family). Teacher will record all of the different ways to make up a family on chart paper. Formative assessment for this will involve class participation, discussion and sharing. Send home homework to be completed with a member of the family. (my name is, my mom’s name is, etc.)** | | | |
| *Feb 3, 2021*  *Lesson 2: Members of my family* | *I can share about my own family and who makes up my family* | | | **Teacher will have students share about their own family – who Is in their family/makes up their family. Students will then proceed to draw a picture of their family in their journal and write “My Family” The formative assessment for this lesson will focus on the journal entry where the students write “my family” and draw a picture of the people in their family.** | | | |
| *Feb 8, 2021*  *Lesson 3: Where my family lives* | *I can help brainstorm ideas of where families might live*  *I can share about where my family lives* | | | **Teacher will read the story My Home, Your Home. Class will then discuss the different places to live suggested in the story and add some more ideas. Teacher will have some flashcards and show the flashcards to the students. Students will say what they think the flashcard is and then then the teacher will put the cards on the board. Each student will come up and put a check mark next to the type of home they live in. Formative assessment in this lesson will partake when the students add their suggestions/ideas to different places to live. As well, when the students put a check mark next to the type of home they live in.** | | | |
| *Feb 10, 2021*  *Lesson 4: Jobs/Chores I do to help my family to show them I care. (Close to V-day… Caring and love focus)* | *I can brainstorm ideas of jobs and chores to help my family*  *I can share ideas about how I help my family* | | | **Teacher will introduce the idea of being helpful/ caring by doing chores/jobs around the house. Teacher will ask students to think about jobs/chores that they do around the house to help their family. Teacher will arrange students using an A-B partner sheet and do a demo of A-B pair, talk, share with the V.I.P. Students will share their ideas with a partner. Teacher will ask students to share 1 idea that their partner told them. Students will then do a worksheet that will have pictures of different jobs, students will circle the jobs that they do at home to be helpful to their family.**  **The formative assessment for this lesson is when the students share their partners idea out loud, as well as when they complete the circling worksheet.** | | | |
| *Feb 15, 2021*  *Lesson 5: What my family likes to do together* | *I can share about things my family likes to do together* | | | **Teacher will read a story about spending time together with family. (The Bunnies Picnic by Lezlie Adams?)**  **Teacher will get the students to stand up. Teacher will then tell students different things that families like to do together. Students will move to the right if they like to do that activity with their family or to the left if they don’t do that activity with their family.**  **The formative assessment for this activity is when the students will move from side to side depending on the activities they like to do with their family.** | | | |
| *Feb 17, 2021 and Feb 22, 2021*  *Lesson 6 and 7: Traditions* | *I can share my family’s traditions*  *I can learn about other traditions from other families that I may not have known about before* | | | **Teacher will introduce the idea of traditions by reading Celebrations Around the World. Teacher will have students think about other traditions that they can think of. Teacher will have students raise their hand if they participate in that tradition.**  **Teacher will talk about how traditions don’t have to be holiday’s or celebrations – could be Friday night family games or movie night, Sunday night dinner, etc. – Teacher will read a book called Around the Table that Grandad Built. Teacher will get the students to do a journal entry about a tradition that they have in their family and draw a picture to represent it.**  **The formative assessment for this lesson will be having students share their ideas with the class, as well as putting up their hand to share that they also partake in that tradition. Students will do a journal entry for a tradition that their family has.** | | | |
|  | **Resources needed:** | | | | | | |
|  | **A Family is a Family is a Family by Sara O’Leary**  **My Home, Your Home by Lisa Bullard**  **Celebrations Around the World by Katie Halford**  **Flashcards of different homes**  **Around the table that grandad built by Melanie Heuiser Hill**  **The Bunnies Picnic by Lezlie Adams**  **Journals**  **Homework Sheet**  **Worksheets of ways they help**  **A-B Partner Chart**  **Chartpaper** | | | | | | |
|  | **Interdisciplinary connections:**  (e.g. How did you weave ELA, Social Studies, Science, Math, Fine Arts, and/or ADST together in this instructional sequence?) | | | | | | |
|  | **ELA is weaved into this unit through the use of story, as well as listening, sharing with partners and class, writing, etc.**  **Careers is weaved into this unit with our lesson on jobs and chores we do at home to help our family.**  **Maybe weave in ASL (Second Language) into one of the lesson’s somehow. (i.e. signs for mom, dad, brother, sister)** | | | | | | |
|  | **Reflection** | | | | | | |
|  | **How did the unit go? How do I know?** | | | | | | |
|  | **Where to next?** | | | | | | |