

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: Celebrating Our Families **Number of Lessons:** 5 **Time (in weeks):** 2
Name: Melissa Green **Subject(s):** Social Studies **Grade(s):** Kindergarten

Rationale

This unit is important because it is essential for students to have exposure to the diversity of families. By hearing stories about families they will have the opportunity to see the many different ways a family can look. They will have opportunity to (hopefully) see a family that reminds them of their family. Students will also learn about the families of their classmates while also sharing about their family. Being surrounded by images and stories that show diversity will empower students to be citizens of the world who are welcoming of all people and all family structures.

Overview:

This unit introduces students to the diversity of families and equips students to become open to families that do not look like their family. Questions such as, “do all families have moms?” and “do all families have a sister?” will be part of the unpacking of the stories that are read. Students will share about their family, hear about their classmate’s families, and see many diverse families and favourite family activities through the books being read in the class. The unit will explore the size of families, who is in a family, favourite family foods, and favourite family activities. Our classroom “big buddies” will join us for our final lesson as we celebrate our families together and hear from our buddy about their family!

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> • <i>Communicating</i> Students are connecting and engaging with others as they participate in guided brainstorming conversations as a class. Students will often share with a partner and also with the teacher or their “big buddy” to communicate what they have drawn at different parts of the unit. Some students will be invited to share their work with the whole class; learning “presenting skills” while the rest of the class is learning their “audience skills”. • <i>Collaborating</i> Students will have the opportunity to work as a class collectively to brainstorm and sing together. There will be analysis as a class of completed projects like the “family lines” and “family glyphs”. The final bulletin board project and classroom book will be a collaboration between all 	<ul style="list-style-type: none"> • <i>Creative Thinking</i> Students will have the opportunity to think creatively as they wonder about what families around them, and around the world, look like. They will be invited to be creative in their sharing/wondering about what they like to eat and do with their families. They will be encouraged to wonder and expand their thinking during classroom brainstorming. • <i>Critical and Reflective Thinking</i> Throughout this unit students will be guided in thinking both critically and reflectively. They will be reflecting on the diversity of families they see in the books we read and will think critically through classroom brainstorming and the final bulletin board activity. Through the unit students will analyze and critique what they know as their knowledge of 	<ul style="list-style-type: none"> • <i>Personal Awareness and Responsibility</i> Students will be expected to be aware of and regulate their behaviour during class discussions and during work periods. As this is Kindergarten, this will continue to be modeled and reviewed through the unit and indeed, through the school year. • <i>Positive Personal and Cultural Identity</i> Through this unit, students will be reflecting and sharing about their personal and cultural identity while also hearing from their classmates and seeing diversity through the books read. • <i>Social Awareness & Responsibility</i> This unit will encourage students to share and reflect on the relationships in their life while also

students... these pieces will not be complete without the contribution from each student.	families expands beyond what they already know. Reflecting and questioning will be part of classroom conversations after each book read.	inviting an expansion of their worldview. The books and activities in the unit work to create a classroom environment of welcome and inclusivity so that all students and their families will feel like they belong. Valuing diversity within the classroom and outside of the classroom is a key piece of this unit.
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BIG IDEAS

(multiple subject areas for integrated unit)

Social Studies	N/A	N/A
Stories and traditions about ourselves and our families reflect who we are and where we are from.		

LEARNING STANDARDS

Curricular Competencies	Content
CC1: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions CC2: Explain the significance of personal or local events, objects, people, or places CC3: Ask questions, make inferences, and draw conclusions about the content and features of different types of sources	C1: ways in which individuals and families differ and are the same C2: personal and family history and traditions C5: people, places, and events in the local community, and in local First Peoples communities

Prerequisite Concepts and Skills:

- Students know the expectations for classroom brainstorming and work periods.
- Students are familiar with classroom expectations around sharing with the partner; this has already been modeled and continues to be modeled.
- Students can “glue” independently.
- Students have met the “big buddy” class

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	<ul style="list-style-type: none"> • “A Family is a Family is a Family” by Sara O’Leary • Gather sentence strips • Copies of “family member images” already cut out. Extra rectangles for additional members.
Lesson 2	<ul style="list-style-type: none"> • “Fry Bread: A Native American Family Story” by Kevin Maillard • Copies of placemat activity sheet
Lesson 3	<ul style="list-style-type: none"> • “The Family Book” by Todd Parr • Prepare classroom graph • House cutouts for each student • Coloured paper squares with legend
Lesson 4	<ul style="list-style-type: none"> • “Shades of People” by Shelley Rotner • Words to “With my Family Song” printed on chart paper • Copies of “With My Family” activity sheet

Lesson 5	<ul style="list-style-type: none"> • Invite “Big Buddy” Class • Leaf cut-outs • Prepare Bulletin Board • Give lots of notice to families regarding children bringing in a family photo
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Cross-Curricular Connections:

This unit makes connections into Arts Education through drawing and singing as a way of communicating their thoughts as well as English Language Arts as they share verbally with the teacher what they have drawn. The “Who’s in my Family” life, Family Glyph’s, and classroom graph make connections into the Mathematics curriculum

Aboriginal Connections/ 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.”

The learning within this unit will help students learn more about themselves and their families while also learning about the families of their classmates and the families represented through story. We will read “Fry Bread: A Native American Family Story” which shows one Indigenous family and how they gather around Fry Bread.

Whenever possible the language of the local Indigenous People will be woven in. For example, when naming different family members (sister, mother, father, etc) the firstvoices.com website will be used to learn how to say those words in the local language.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	“A Family is a Family is a Family” (45 min)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C1
Instructional Objectives	TSWBAT glue down images of “family members” to represent their family and describe their family to the teacher. TSWBAT share with a partner one thing that they notice about the “family lines” in the pocket chart.
Assessment:	Formative <i>for</i> learning What: “Who’s in my family” How: Teacher will observe the students working and review their completed activity while engaging in a conversation with the student. Formative <i>as</i> learning What: Partner Sharing How: Students are learning from one another as they listen to each other’s observations.
Teaching Strategies:	Story, brainstorming, partner sharing, cut and paste activity
Materials:	Book, copies of “family member” images plus some blank rectangles, glue, sentence strip paper, colouring supplies
Lesson Activities:	
Introduction/Hook:	Read: “A Family is a Family is a Family” by Sara O’Leary
Body:	Invite students to share what stood out to them from the story. Write ideas on a piece of flipchart paper. Ask students if all the families in the story were the same size. Students complete the “who’s in my family” line activity where they glue

	images to represent family members down on a piece of sentence strip paper to represent their families. As students finish they share their family line with the teacher. Completed “family lines” are put in the pocket chart.
Closure:	Students share with a partner what they notice about the “family lines” that have been added to the pocket chart.

Lesson 2

Name & Time (Minutes Allotted):	My family likes to eat... (45 min)
Learning Standards: Curricular Competencies	CC2, CC3
Learning Standards: Content	C1, C2, C5
Instructional Objectives	TSWBAT share with a partner about their favourite food. TSWBAT complete the placemat activity.
Assessment:	Formative <i>as</i> learning What: Partner Sharing How: Students are learning from one another’s sharing. Teacher observes student engagement and participation. Formative <i>for</i> learning What: “My Families Favourite Food” placemat activity sheet How: Teacher will review the students’ completed placemat sheet and listen to the student share about it while writing a sentence with them to describe their drawing. The teacher will circulate around the classroom while students are working.
Teaching Strategies:	Partner sharing, story, activity sheet, conversation with teacher, classroom sharing/listening
Materials:	Story, placemat activity sheet, colouring supplies
Lesson Activities:	
Introduction/Hook:	Partner Share: What is your favourite food to eat with your family?
Body:	Read: “Fry Bread: A Native American Family Story” by Kevin Maillard. Talk about how the story showed a family that spans many generations as they gather to cook and eat Fry Bread, a traditional Indigenous food. Students complete the “placemat activity” where they draw a picture of their favourite food to share with their family. Students share with this the teacher; the teacher writes a sentence from the student’s description.
Closure:	Classroom Sharing: Five students are invited to share about their family favourite food that they drew with the class.

Lesson 3

Name & Time (Minutes Allotted):	Family Glyph (45 min)
Learning Standards: Curricular Competencies	CC1
Learning Standards: Content	C1
Instructional Objectives	TSWBAT communicate about their siblings through contribution to the classroom chart. TSWBAT complete their family glyph, following directions. TSWBAT participate in the classroom conversation.
Assessment:	Formative <i>for</i> learning What: Classroom “sibling” chart How: Teacher observes the students’ contribution and their understanding of their family structure.

	Formative <i>for</i> learning What: Family Glyph How: Teacher reviews the students' completed family glyph
	Formative <i>as</i> learning What: Classroom Conversation How: Students are learning from one another's sharing and from seeing the variety of sizes of families represented through the glyph's.
Teaching Strategies:	Classroom graph, story, Glyph, classroom conversations/reflections
Materials:	Prepared chart, book, Glyph supplies (glue, house cutout, coloured squares)
Lesson Activities:	
Introduction/Hook:	Students are called one at a time to colour in the appropriate box on the "Do you have a brother or sister?" graph (brother/sister/both/neither).
Body:	Read: "The Family Book" by Todd Parr. Students complete their "Who's in my family" glyph. Completed glyph's are put on a bulletin board.
Closure:	Classroom conversation at the bulletin board: Are all our families the same? Do all families have pets? Do all families have grandparents? Which is the smallest family? Which is the largest family?

Lesson 4

Name & Time (Minutes Allotted):	With my Family (45 min)
Learning Standards: Curricular Competencies	CC2, CC3
Learning Standards: Content	C1, C2
Instructional Objectives	TSWBAT contribute, when called upon, to the "With my Family" song while also singing as part of the group. TSWBAT draw a picture of what they like to do with their family and verbally share a sentence to describe it to the teacher.
Assessment:	Formative <i>as/for</i> learning What: "With my Family" song How: Students will learn from one another's contribution to the song about what families enjoy doing together (as learning). The teacher will observe the engagement of communication from students as they are called upon. Formative <i>for</i> learning What: "With my family" drawing How: Students will draw a picture showing what they like to do with their family and then verbally share a sentence describing their drawing to the teacher who will write it down for them.
Teaching Strategies:	Singing, story, drawing and sentence, zip around
Materials:	Book, paper, colouring supplies
Lesson Activities:	
Introduction/Hook:	Sing "With my family"
Body:	Read: "Shades of People" by Shelley Rotner. Invite students to consider what the families in the story are doing together. Students draw a picture of what they like to do with their family. Teacher to write a sentence. Tell students that the pages we create will be created into a classroom book.
Closure:	Zip Around: go around the classroom and share one word that describes their

	family.
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Lesson 5

Name & Time (Minutes Allotted):	Celebrating our Families! (60 min)
Learning Standards: Curricular Competencies	CC1, CC2
Learning Standards: Content	C1
Instructional Objectives	TSWBAT contribute to the classroom brainstorm. TSWBAT draw and describe a way they can welcome all people and families.
Assessment:	Formative <i>as/for</i> learning What: Classroom brainstorm How: Students will learn from one another's contribution to the classroom brainstorm about what a family is. The teacher will observe the engagement and communication from students as they are called upon. Summative <i>of</i> learning What: "Welcoming all People and Families" leaf How: Students complete a drawing on a leaf to represent how they will welcome all people and families that they meet and describe this to their big buddy. The teacher will circulate the classroom and review the completed activity. This will be a representative of the diversity and welcome explored and learned about through the unit.
Teaching Strategies:	Classroom book, brainstorm, photos from home, bulletin board engagement, big buddies, sharing
Materials:	Paper leaves, students bring a photo of their family, tree on bulletin board
Lesson Activities:	
Introduction/Hook:	Read classroom book that was created in Lesson 5.
Body:	Brainstorm as a class to the question, "What is a family?" (love, safety, people you love, people you care for, etc). Write each idea on a leaf. With the students, add the leaves and photos that students brought to the tree on the bulletin board. Big Buddies arrive! Students draw a picture on a leaf of how one way they can welcome all people and families that they meet. The big buddy, or teacher, will write a sentence about their picture on a small piece of paper and help the student add it to the classroom tree.
Closure:	Students share with their "big buddy" about the photo they brought of their family and together have a conversation. "Big Buddies" share with their "Little Buddy" about their family.

Resources:

<https://teaching2and3yearolds.com/how-to-create-simple-family-theme-book/>
<https://www.totschooling.net/2016/08/all-about-me-free-printable-pack.html>

Extensions to Unit:

This unit could be made cross-curricular as one way of being extended:

- Extensions could be made in the area of mathematics, various units could be developed in mathematics to connect directly to the theme of this social studies unit.
- Extensions could be made in English Language Arts and/or Arts Education to make connections to a larger unit into both those subjects. (Ultimately, you could use the theme of "families/diversity" and connect it into units that could be taught in most subject areas for a period of one or two weeks.)
- The school Aboriginal Worker, or members from the local community, could be invited in to make bannock

with the class in connection to lesson two.

- Some lessons could be adapted to be taught outside.
- Families could be invited for an end of unit celebration!

Reflections and Revisions

N/A