

Understanding By Design Unit Template

Title of Unit	Family, Diversity & Traditions	Grade Level	1
Subject	Social Studies/ELA	Time Frame	6-8 weeks
Developed By	Carlie Rodomsky		

Stage 1 - Identify Desired Results

Broad Areas of Learning

How are the BAL incorporated into this unit?

Lifelong Learning Citizens explore the dynamics of change and seek information and skills for action. In this area of citizenship study, students develop skills, attitudes, and knowledge to assist them in understanding change and learn the processes for creating change.

Lifelong learning citizens learn to appreciate the need for on-going learning regardless of one's age. Students begin to realize that the world is constantly shifting and that everyone must continue to learn to adjust to new situations.

Cross curricular Competencies

How will this unit promote the CCC?

Developing Identity and Interdependence
Developing Social Responsibility

Learning Outcomes

What relevant goals will this unit address?

(must come from curriculum; include the designations e.g. IN2.1)

Social Studies

DR1.1 Relate family events and stories of the recent or distant past to the student's place.

Indicators:

- Provide oral examples of traditions and celebrations that connect people to the past, and consider why these traditions and celebrations are important today.
- Construct representations of the passage of time, as related to the family (e.g., I was born, my siblings were born, family member moves away from, or into, the family home).
- Relate events and stories in chronological order, using comparisons (e.g., old and new, younger and older, before and after) relative to student ages.

DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings)

Indicators:

- Retell family stories that identify how family structures have changed over time.
- Recognize the stages of life, and that some cultures associate the stages with the teachings of the Medicine Wheel (e.g., the four directions of the Medicine Wheel correspond with the stages of life: south – infancy and childhood, west – adolescence, north – adulthood, and east – old age/death).
- Describe the functions served by various family relationships by comparing family and kinship structures within the classroom (e.g., What makes all families special? What are the benefits of living in a family? What are the roles of family members? What contributions are made by each member of the family?).
- Identify people who are connected to the basic family group through hereditary or cultural family relationships (e.g., caregivers, grandparents, parents, aunts, uncles, other significant adults).

IN1.1 Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

Indicators:

- Generate questions about family traditions and celebrations (e.g., Are special clothes worn? Is there special food? Are there special dances, songs, music? Are there other special cultural traditions?).
- Describe behaviours, actions, or activities that are part of students' family traditions or celebrations.
- Gather information regarding traditions, celebrations, or stories of others by identifying and accessing various resources (e.g., family members, Elders, teachers, neighbours, library books, video clips).
- Re-tell stories about traditions and celebrations of members of the classroom (e.g., How do families spend free time? How are weddings, birthdays, anniversaries, or family reunions celebrated?).
- Compare how families recognize important family events (e.g., What is the same about how a student and a friend/classmate recognize family birthdays, weddings, deaths? What is different?).

IN1.2 Discuss cultural diversity in the family and classroom, including explorations of similarities and differences.

Indicators:

- Describe positive attributes of the individual students' families.
- Recognize that families are varied and diverse.
- Explore the diversity of ways of life for families (e.g., language, clothing, food, art, celebrations).
- Identify ways in which families are similar and ways in which families are different.
- Explore attributes common to cultural groups represented within the classroom and school (e.g., foods, arts, festivals, Treaties, leisure time activities, community celebrations).

DR1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.

Indicators:

- Compile a list of various types of models used as representations of real things (e.g., toys, dolls, action figures, figurines, pictures, diagrams, maps).
- Identify general characteristics of maps and globes as models of all or parts of the earth, including reasons why certain colours are used to depict particular physical features.
- Use a globe to identify the location of places of origin for items found in the classroom and school.

DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

Indicators:

- Identify Saskatchewan as our province and Canada as our country, and give examples of other provinces and other countries.
- Locate Canada, and the relative location of Saskatchewan, on a globe.
- Locate Saskatchewan and the relative location of the community of the school on a map of Canada.
- State the address or describe the relative location of students' homes in the community.
- Use relative terms to describe location (e.g., above, below, near, far, left, right, front, back, in, out).
- Describe the relative location of places in the classroom and school neighbourhood.
- Construct and use maps to represent familiar places, such as the location of the student's desk, part of the classroom or playground, incorporating the cardinal directions (i.e., north, south, east, and west).

Other Curricular Outcomes:

English Language Arts

CR1.1: Comprehend and respond to a variety of visual, oral, print and multimedia text that address identity (exploring interests, community e.g., belonging), and social responsibility (e.g., contributing).

- Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.
- Relate a personal experience as a result of a picture, photograph, or model.
- Satisfy natural curiosity by engaging in inquiry:
 - wonder about new ideas and observations
 - discuss personal knowledge of a topic
 - ask questions to satisfy personal curiosity and information needs
 - identify self and others as sources of information
 - seek information from others including people at school, at home, and in the community including Elders and Knowledge Keepers
 - compare gathered ideas and information to personal knowledge
 - share learning and information-gathering experiences composed with a scribe
 - indicate whether or not information is useful for answering questions.

CC1.1: Compose and create various, visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.

CC1.2: Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.

*Language Arts connections are primarily developed through student responses to the essential questions as they demonstrate understanding of their citizenship responsibilities. (Concentus Gr. 1, pg. 39-40)

Health

USC 1.5: Explore the association between a health sense of “self” and one’s positive connection with others and the environment.

DM 1.1: Examine initial steps for making basic choices regarding healthy behaviours; healthy relationships; and a healthy sense of self.

AP 1.1: Apply the steps of Stop, Do, Think, Act to develop a healthy sense of self

(Concentus Gr. 1, pg. 40)

Enduring Understandings

What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)
What misunderstandings are predictable?

Students will use information to understand that:

- Events and ideas from the past influence the present.
- Lives of people in the past can serve as models of how to live as a contributing citizen.
- Actions and behaviours are learned.
- Past actions affect people and relationships in different ways.
- Diversity can have a variety of impacts.
- Background can impact points of view.
- Cultural practices that have their roots in history or another country are constantly changing and often have many similarities.
- how past family experiences and stories connect them to their place.
- Students will explore kinship/family relationships according to traditional teachings. (Concentus Gr. 1, pg. 32)

Related misconceptions...

- everyone should be the same and have the same point of view

Essential Questions

What provocative questions will foster inquiry into the content?
(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

Content specific....

- Are cultures more alike or different? (Concentus, Grade 1, pg. 29)
- Are families more alike or different? (Concentus, Grade 1, pg. 29)
- How are present events related to past events? (Concentus, Grade 1, pg. 30)
- How does the past influence:
 - your present behaviour, ideas? (Concentus, Grade 1, pg. 30)
 - Your future behaviour, ideas? (Concentus, Grade 1, pg. 30)
- How does my background/point of view influence my behaviour? (Concentus, Grade 1, pg. 30)
 - What do I think about the past?
- What story is my behaviour telling? (Concentus, Grade 1, pg. 30)
 - Is my behaviour thought about and planned or am I reacting?
 - How do I change my behaviour? Change my story?

FNMI, multicultural, cross-curricular...

- What traditions are present in other cultures that make us the same and different?
- How do traditions in families and cultures demonstrate diversity?
- What can we learn from other cultures?
- How does learning about other cultures help me to become an engaged citizen?

Knowledge: What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.	Skills What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.
<p><i>Students will know...</i></p> <p>Vocabulary</p> <p>Culture</p> <ul style="list-style-type: none"> ● knowledge ● shared beliefs and values of group ● people with shared beliefs and practices ● shared attitudes <p>Point of View</p> <ul style="list-style-type: none"> ● opinion ● viewpoint ● position <p>Tradition</p> <ul style="list-style-type: none"> ● custom or belief ● handing down of customs ● accepted unwritten guidelines/ideas <p>Diversity</p> <ul style="list-style-type: none"> ● social inclusiveness ● variety ● consisting of different things ● differing from one another <p>History</p> <ul style="list-style-type: none"> ● family history, background <p>(Concentus Gr. 1, pg. 30)</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Explore the similarities and differences that exist among different cultures; and, ● Look for connections between current practices and celebrations and past cultures and traditions. Every culture has similar customs or celebrations. Brainstorm family traditions or special events like marriages, births, birthdays, graduation, anniversaries, deaths, family reunions. (Concentus Gr. 1, pg. 33)

Stage 2 – Assessment Evidence

Performance Task

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in "story" form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)

By what criteria will performances of understanding be judged?

GRASPS Elements of the Performance Task

G – Goal

What should students accomplish by completing this task?

R – Role

What role (perspective) will your students be taking?

A – Audience

Who is the relevant audience?

S – Situation

The context or challenge provided to the student.

P – Product, Performance

What product/performance will the student create?

S – Standards & Criteria for Success

Create the rubric for the Performance Task

Me Box - students will collect artifacts from their homes/lives to share with the class that represent their family and culture

- this box will include photos and special items that students can present and share/discuss the importance of and how it represents themselves, their culture or their family
- students may choose to bring family members to share with the class as an added way to represent their family and culture
- questions may be developed in advance for students to ask to help further display and clarify family and cultural diversity
- photos will be taken and each student will create a poster to be displayed with artifacts, photos and drawings to share with further audiences throughout the school

Optional: Family Night to help create family journal cover page where families can bring photos to contribute to scrapbook and create the page together

- a chance to meet other families, embrace diversity in the classroom and share/discuss family traditions

Goal - Students will create their own presentation of a 'me box' or 'me poster' to share with the class representations of who they are and who their family is

Role - Students will play the role of teacher or expert on their family and their culture, traditions, celebrations, etc.

Audience - The audience will be the rest of the class and all other parents or family members that wish to be present

Situation - The challenge is to create something that accurately shares a representation of who they are, their family and the diversity that each family represents

Product - 'Me Box/Poster' with artifacts that represent themselves, presentation to explain each artifact

Standards and Criteria will be co-constructed with the class.

- Presentations should include information on:
 - Special Events
 - What are they?
 - Names, times
 - How do they celebrate?
 - Ceremonies?
 - Foods?
 - Music?
- How are families involved?

	<ul style="list-style-type: none"> - What is the history of celebrations – link to place/country of origin - Why is the celebration important? What do families or celebrants believe about the celebration? • • Highlight differences, similarities <ul style="list-style-type: none"> ○ foods eaten, ○ songs sung, ○ prayers, verses, ○ leaders at celebrations, ○ special clothes worn • Has celebration or recognition of event changed over time? How? (Concentus Gr. 1, pg. 33)
Other Evidence Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	Student Self-Assessment How will students reflect upon or self-assess their learning?
<p>Students will create a family journal that will be used to create representations of their family throughout the unit as well as reflections about our learning as the unit progresses. Reflection questions will be given to have students begin to think deeper about essential questions and subject matter throughout the unit. Questions will be given as a large group at the end of each lesson. These questions will be discussed as a group and students will complete a selection in their journal that relates to the discussion (which may be a picture, a word, a sentence, etc.).</p> <p>Teachers will observe contributions to class and small group discussions as well as how well students work independently and within groups to demonstrate their understanding of the content.</p> <p>Revisit K-W-L chart as classroom to see if questions and 'want to knows' were addressed, observe contributions to discussion along with displays of understanding through action</p>	<p>Self assessment will be done through work in the student journal and reflection questions. Students will also reflect on their progress at the end of each week and make action plans to show their understanding through actions that display qualities of engaged citizens.</p>

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?

Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?

Learning will occur in a variety of flexible settings and groupings. This unit will utilize whole group discussion, small group work, independent reflective work and inquiry where students help develop questions and guide the learning. Discussions at the beginning of the unit will help establish previous knowledge of rights and responsibilities and essential questions will be developed to support previous knowledge.

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How will you engage students at the beginning of the unit? (motivational set)

Determine what the students know, understand, need to be able to do to master/answer the essential questions:

- What are the benefits of living as a family?
- What are the different roles in a family and what are the responsibilities of those roles?
- What makes families special?
- What would our community be like without families?
- Discuss why learning about the past is important to be a good citizen, and how it affects the future.
- Give examples of decision making in their families and community.
- Give examples of community/ family/ cultural heroes.
- Create Know, Want to Know, Learned chart to track learning throughout citizenship study.

(Concentus Gr. 1, pg. 34)

What events will help students *experience and explore* the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?

#	Lesson Title	Lesson Activities	CCCs	Resources
1	What is a Family?	<p>Essential Question: What is a family? What makes a family?</p> <p>Activity: Know, Want to Know, Learned Chart</p> <ul style="list-style-type: none"> - present essential question and discuss what we are going to be exploring throughout this unit - create a Know, Want to Know, Learned chart and fill in the first 2 columns with students ideas - you will revisit this chart throughout the unit to reflect, add to it and make changes <p>Read Aloud: <i>The Things I love About Family</i> by Trace Moroney</p> <ul style="list-style-type: none"> - draw a picture to represent your own family (immediate or extended), don't give a lot of guideline for this, just allow students to draw the people who they feel are members of their family - think-pair-share - have students share with a partner or small group who they drew and explain why - as a large group make a list of the people we all drew (ie. mom, dad, sister, brother, grandma, grandpa, cousins, pets, etc.) - post pictures in classroom or on bulletin board to share how different all of our families look <p>Group Reflection and Journaling: What makes a family?</p>		<p>Chart paper and markers</p> <p><i>The Things I love About Family</i> by Trace Moroney</p> <p>paper pencils crayons</p>
2	Different Types of Families	<p>Essential Question: Are families more alike or different?</p> <p>Read Aloud: <i>The Family Book</i> by Todd Parr</p> <p>Activity: Colour-Symbol-Image</p> <p>**Optional: To help explain the CSI activity - Read Aloud: <i>My Many Coloured Days</i> by Dr. Seuss and discuss emotions connected to colours discuss what a symbol is compared to what an image is Explain the CSI activity: How can a colour represent a feeling? ***</p> <ul style="list-style-type: none"> - after reading the book aloud to the class, have students complete the Colour-Symbol-Image activity individually - students should choose a colour that represents how the book made them feel, then a symbol, then an image or illustration - have students then partner up and do a think-pair-share where they share their work with a partner - then have each group share with the class (*you could also have each partner share their partners work and discussion from the think-pair-share time. This would help to enhance their listening skills and their understanding of what their partner shared.) - refer back to the pictures of families students created in the previous lesson and talk about the families represented in the story and the families represented in the class <p>Group Reflection and Journaling: Are families more alike or different?</p>		<p><i>The Family Book</i> by Todd Parr</p> <p><i>My Many Coloured Days</i> by Dr. Seuss (optional)</p> <p>Colour-Symbol-Image graphic organizer</p>

3	Family Stories	<p>Essential Question: What makes families special?</p> <p>Read Aloud: <i>One Family</i> by George Shannon *complete activity before reading story aloud</p> <p>Activity: See-Think-Wonder</p> <ul style="list-style-type: none"> - select a variety of illustrations from the story and have small groups investigate the images - do see-think-wonder in small groups and then share with the class - students will work together to write what they see (specific details), then what they think it means or what the illustration is all about, then last they complete the wonders section where they write any thoughts, wonders or questions they have about the illustration - give each group a chance to share their image along with the discussion they had - read the story - discuss the various types of families represented - go back to the illustrations each group had and discuss how their thinking has stayed the same and how it has changed - What can this story teach us about family? <p>Revisit the KWL chart created in the first lesson, reflect and add any additional understandings.</p> <p>Group Reflection and Journaling: What makes a family?</p>	<p><i>One Family</i> by George Shannon</p> <p>See-Think-Wonder Graphic Organizer</p>
4	Cultures and Traditions	<p>Essential Question: Are cultures more alike or different?</p> <p>Read Aloud: <i>The Name Jar</i> by Yangsook Choi</p> <ul style="list-style-type: none"> - talk about names as a part of cultures and traditions within cultures and families - Surface what students know about their family history and cultural traditions. <ul style="list-style-type: none"> - What do their names mean? First name, Last name. - Why were they given their name? - If community buildings or streets have names of people important to the community ask students if they know, and find out the origin of the name of the building or street. - How is their community impacted by different cultures? - Look for similarities and themes in naming practices of people, buildings. Students are learning that differences among people or diversity creates a rich culture that is valued and respected by citizens and Canada. Students will explore the similarities and differences that exist among different cultures, beginning with similarities. (Concentus Gr. 1, pg. 31) - read the story aloud - discuss the page at the market and the different types of Korean food <ul style="list-style-type: none"> - share some traditional foods from their cultures and families - make a list <p>Activity: Colour-Symbol-Image</p> <ul style="list-style-type: none"> - read the page of the story where Unhei introduced herself using her Korean name 	<p><i>The Name Jar</i> by Yangsook Choi</p> <p>Colour-Symbol-Image graphic organizer</p> <p><i>Chrysanthemum</i> by Kevin Henkes (optional)</p> <p><i>The Invisible String</i> by Patrice Karst (optional)</p>

		<ul style="list-style-type: none"> - complete the CSI activity where students choose a colour, a symbol and an image to represent how that section of the book make them feel - share with a partner and then select a few students to share with the class - students must be able to explain why they choose each selection - Do a second CSI reading aloud from the last page of the story where Joey returns the name jar to Unhei - share again with a partner and then have a few students share with the class - discuss why Unhei decided to keep her Korean name <p>Other optional read alouds: <i>Chrysanthemum</i> by Kevin Henkes, <i>The Invisible String</i> by Patrice Karst</p> <p>Group Reflection and Journaling: Why is it important to teach others about different cultures? Did Unhei help her classmates to learn something and become more engaged citizens? How did the classmates change throughout the story?</p>		
5	Past, Present and Future	<p>Essential Question: Why is learning about the past important to being a good citizen?</p> <p>Read Aloud: <i>Stolen Words</i> by Melanie Florence **complete activity before reading the book aloud</p> <p>Activity: See-Think-Wonder</p> <ul style="list-style-type: none"> - choose a selection of powerful images from the story and copy them to hand out to small groups - have students look carefully at the illustrations and do the See-Think-Wonder activity, taking time on each step to fill in a graphic organizer (1 per group) - first students must write what they see (specific details), then they must write what it makes them think or what they think is happening, last they write any wonders that they have about the illustration - have each group share their reflections - read the book aloud - go back to each illustration that was shared previously and discuss how their thinking has changed or stayed the same - Discuss: <ul style="list-style-type: none"> - Why are traditions, such as language important to culture and to family? - What lessons can we learn? - How can these lessons affect our behaviour and how we treat others? - How do we become engaged citizens by learning about others, diversity and the past? 		<p><i>Stolen Words</i> by Melanie Florence</p> <p>See-Think-Wonder graphic organizer</p>

		Group Reflection and Journaling: How can hearing stories from family help us learn about the past, how can this affect the future?		
6	Diverse & Similar	<p>Essential Question: Are families more alike or different?</p> <p>Read Aloud: <i>Last Stop on Market Street</i> by Matt De La Pena</p> <p>Activity: Colour - Symbol - Image</p> <ul style="list-style-type: none"> • Read the story aloud. Stop throughout the illustrations on the bus and point out all the different types of people illustrated on the bus. Have students make predictions throughout the story about where the boy and his nana are going. Discuss diversity of the people and diversity of family. • After reading the book, go back to the page where the boy was listening to guitar music and talk about how it made him feel. How did the music help him to feel differently? Was it a positive experience? • Play a few different selections of music for students with different beats, tones, etc. (ie. happy, fast, slow, sad, etc.). • complete the Colour - Symbol - Image activity (do one song as a class and one or two with students individually) • discuss how music can help to change feelings, make you feel more comfortable, help you remember • have students share their CSI reflections and discuss how we all interpret things differently • talk about the importance of music in cultures and families and emphasize that each family is different and have different traditions around music but many value it for different reasons • also talk about family composition and variations of families referring back to the story (ie. the boy with his nana at church and then the soup kitchen) <p>Day 2</p> <p>Read Aloud: <i>Everybody Bakes Bread</i> by Norah Dooley. This book talks about the many different kinds of bread there are in a child's community, including chapatis, challah, and papusaa. This book gets students thinking about the similarities between cultures regarding food.</p> <ul style="list-style-type: none"> ○ Create lists for many different kinds of breads ○ Create lists for many different kinds of similar foods <p>Every culture has a way of saying hello. Brainstorm and have students research the many different ways of saying hello. Hello, Tansi, Bonjour, Hola, Aloha, etc.</p> <p>Discuss again family traditions and family diversity</p> <p>Revisit KWL chart, discuss and add anything necessary</p> <p>Group Reflection and Journaling: How are families different? How are families the same?</p>		<p><i>Last Stop on Market Street</i> by Matt De La Pena</p> <p>Colour -Symbol - Image graphic organizer</p> <p><i>Everybody Bakes Bread</i> by Norah Dooley</p> <p>chart paper</p> <p>markers</p> <p>KWL chart</p>

7	Symbols and Cultures	<p>Essential Question: How do cultures shape who we are?</p> <p>Read Aloud: <i>Sweetest Kulu</i> by Celina Kalluk & <i>Sometimes I Feel Like a Fox</i> by Danielle Daniel</p> <p>**read one of the selections and begin making an anchor chart and discussing, take a break and then come back and read the second story and continue the anchor chart and discussion</p> <ul style="list-style-type: none"> - create an anchor chart displaying some animals represented in the stories and the values and objectives that are associated with them - traditions within families, storytelling, animals represent totems or character traits - FNIM traditions - animals can act as symbols and represent values in FNIM culture - what are other ways cultures and families represent values? - are these values important in other cultures? <p>Activity: Animal Art and Sharing</p> <ul style="list-style-type: none"> - have each student choose an animal that they feel represents themselves - using a photo of themselves, have them add features of the animal that they choose (using the illustrations from <i>Sometimes I Feel Like a Fox</i> by Danielle Daniel as inspiration) - student they must include words and adjectives that represent that animal and themselves (ie. shy, strong, brave, etc.) - Think-Pair-Share - have students share their creation with a partner explaining why they choose that animal and what values it represents within themselves. Then have each partner share with the class what their partner shared with them. This will encourage active listening during sharing time and will create a deeper understanding of who each student is and the values and adjectives that describe them <p>Group Reflection and Journaling: What makes people the same? What makes people different?</p>	<p><i>Sweetest Kulu</i> by Celina Kalluk</p> <p><i>Sometimes I Feel Like a Fox</i> by Danielle Daniel</p> <p>paper</p> <p>art supplies (crayons, markers, glue, paint, etc.)</p>
8	My Behaviour and Action as a reflection of my Family and Culture	<p>Essential Question: How do families affect how we treat others?</p> <p>Read Aloud: <i>Spaghetti in a Hotdog Bun</i> by Maria Dismondy</p> <p>Activity: Think-Feel-Care</p> <ul style="list-style-type: none"> - read the story aloud - after reading the story, introduce the Think-Feel-Care routine - students will be asked to think about one character from the story (Start with Lucy) and complete the graphic organizer. They will work independently and the teacher will support them by reading the questions aloud and having them complete each question - Think: What does this person do in the situation? How do you know? - Feel: If you were this person, how would you feel? Why would you feel that way? - Care: If you were this person, what would you care about? What would be important to you? - have students complete graphic organizer and then Think-Pair-Share with a partner - To help children think about different perspectives, choose a different person from the system and ask the questions again (have them think about Ralph). <p>Optional read aloud: <i>Its Okay to be Different</i> by Todd Parr</p> <p>Group Reflection and Journaling: How do families affect how we treat others?</p>	<p><i>Spaghetti in a Hotdog Bun</i> by Maria Dismondy</p> <p><i>Its Okay to be Different</i> by Todd Parr (optional)</p> <p>Think-Feel-Care graphic organizer</p>

9	Reflection: Family & Cultural Diversity	<p>Essential Question: How does diversity make our world better?</p> <p>Read Aloud: <i>On the Playground: Our First Talk About Prejudice</i> by Dr. Jillian Roberts</p> <ul style="list-style-type: none"> - read aloud the first 5 pages of the book - use the questions from the book to help guide discussion - choose questions from the book to discuss with students - Question examples: <ul style="list-style-type: none"> - Why would someone pick on a person just for being different? - How does it feel when someone is being mean to you? - What can I do to help? - as you read through the book, be sure to stop at the questions and discuss thoughts - it may take more than one period to make it through the book depending on level of discussion and questions asked <p>Activity: Colour-Symbol-Image</p> <ul style="list-style-type: none"> - have each student complete the colour-symbol-image graphic organizer with respect to how they felt after discussion and reading the book - share results with the large group <p>Group Reflection and Journaling: How does diversity make our world better?</p>		<p><i>On the Playground: Our First Talk About Prejudice</i> by Dr. Jillian Roberts</p> <p>Colour-symbol-image graphic organizer</p>
10	Reflection	<p>Essential Question: How are families alike and different?</p> <p>Read Aloud: <i>The Family Book</i> by Todd Parr *revisit from an earlier lesson</p> <ul style="list-style-type: none"> - discuss and reflect - use 'I used to think... now I think...' strategy to help reflect on what we learned <p>Activity: Know - Want to know -Learned Chart (KWL chart)</p> <ul style="list-style-type: none"> - revisit KWL chart from earlier in the unit - discuss changes in learning and thinking <p>Develop criteria and question list for the final unit task: Me Boxes</p> <ul style="list-style-type: none"> - Criteria might include: representations of students family (ie. photos or artifacts), items that reflect family culture, diversity or traditions, drawings or illustrations of things students and family do together, etc. - Questions to ask following presentations can be developed in advance to ensure that they are applicable and help students to develop deeper understanding of the diversity of the class and each students' family - Presentations should include information on: <ul style="list-style-type: none"> - Special Events <ul style="list-style-type: none"> - What are they? - Names, times - How do they celebrate? - Ceremonies? - Foods? - Music? ● How are families involved? 		<p><i>The Family Book</i> by Todd Parr</p> <p>KWL Chart</p> <p>Chart Paper</p> <p>markers</p>

		<ul style="list-style-type: none"> - What is the history of celebrations – link to place/country of origin - Why is the celebration important? What do families or celebrants believe about the celebration? • • Highlight differences, similarities <ul style="list-style-type: none"> ○ foods eaten, ○ songs sung, ○ prayers, verses, ○ leaders at celebrations, ○ special clothes worn • Has celebration or recognition of event changed over time? How? (Concentus Gr. 1, pg. 33) <p>Group Reflection and Journaling: How are families and cultures alike and different?</p>		
11	Me Box Presentations	<p>Essential Question: How are families alike and different?</p> <p>Activity: Students present their me boxes and share about their family and culture *this may take several periods</p> <ul style="list-style-type: none"> - invited to bring family members to help share - present photos and artifacts - presentations only need to be a couple of minutes - students ask predeveloped questions <p>Group Reflection and Journaling: What can we learn from diversity?</p>		<p>Question list</p> <p>Criteria list</p> <p>Me Boxes</p>
12	Final Reflection	<p>Essential Question: How has this learning helped to engage us as citizens? How can we practice empathy?</p> <p>Discussion and Reflection</p> <ul style="list-style-type: none"> - Journal or make a web chart as a class - Revisit KWL Chart and discuss how our understanding has changed or stayed the same - make any changes necessary - Use the 'I used to think... now I think...' strategy to discuss the learning throughout the unit <p>Group Reflection: How can this learning help us to be more engaged citizens?</p>		<p>KWL chart</p> <p>Journals and/or chart paper</p>

Assess and Reflect (Stage 4)

Considerations	Comments
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<u>Color</u>	<u>Symbol</u>	<u>Image</u>

By: _____

See Think Wonder



SEE

What do you see?



THINK

What do you think is going on?

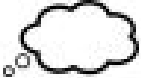




WONDER

What does it make you wonder?

Name: _____

Date: _____

Think 	Feel 	Care 
<p>Draw</p>	<p>Draw</p>	<p>Draw</p>
<p>Explain:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Explain:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Explain:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>