

KIPP: ELEMENTARY SCHOOL

School Lesson Plan Template

Thematic Unit: Welcome to PEACE	Subject Area: Global Studies Through Writing	Week and Date: <i>(Week of instructional learning and calendar date)</i> Week 3, August 29-September 2, 2011
TEKS: <ul style="list-style-type: none"> • ELA: 13.A Plan a first draft by generating ideas for writing through class discussion • Social Studies: 9.A Identify authority figures in the home, school, and community. • Social Studies: 12.A Describe and compare the importance of family customs and traditions. 		
Objective: <i>(What students know and should be able to do at the end of the lesson in kid-friendly language ☺)</i> Social Studies: (9.A) I can identify the people in my family and what they do. Social Studies: (12.A) I can describe the special things my family does together. Social Studies: (12.A) I can compare my home family and my school family. Writing: (13.A) I can come up with many ideas to write about. Duration: <i>(Amount of time/days to focus on objective)</i> 5 days [Global Studies Through Writing breakdown: Social Studies lesson (30 minutes), Shared Writing (15 minutes), Journals (20 minutes)]		
Vocabulary: <ul style="list-style-type: none"> • Family • Mother/Mom • Father/Dad • Brother • Sister • Aunt • Uncle • Cousin • Grandmother • Grandfather • Teacher • Team • Classmates 		

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Assessment: *(How students will display mastery of the objective?)*

9.A: Students will create a web identifying their family members (e.g., family in the middle, mom, dad, sister, etc. on the outside with words and/or pictures).

9.A: anecdotally—students will answer questions whole group/small group/one on one such as, “Who are the people in your family? What do they do?”

12.A: shared writing: t-chart or Venn Diagram comparing school family and home family (e.g., we have rules at home AND we have rules at school)

Mastery Checklist

- **What do we hear when students are mastering the objective?**

The people in my family love me. In my family I have (a mom, etc). Students will share activities/traditions in their family (e.g., my family likes to go to the park together). Students will relay similarities between their home and school families (e.g., in my family we play together; at school we play together at recess).

- **What do we see when students are mastering the objective?**

Students are discussing their families using their vocabulary terms. Students will be active participants in shared writing/guided practice and be engaged in sharing their personal experiences. Students will use their journals to share their own feelings/thoughts/opinions about their school and home families.

Recalculate: *(What are we doing when students are not showing mastery? What misunderstandings might occur?)*

Some students might need Spanish/English translation

Primary Exit Slip: *(Strategy to check for student understanding at the end of the lesson)*

Students’ understanding will be assessed through journal checks as well as anecdotally through their participation in shared writing/guided practice.

Home Learning Connection: *(What can families do to support mastery and retention of knowledge at home):*

Families should talk about their families with their child (e.g., Grandpa lives in Louisiana. Mom makes sure you are ready for school.)
Students will complete a family tree that will label their family members.

Differentiation Strategies *(For assessment and Independent Practice)*

English Language Proficiency Standards (ELPS): *(Effective strategies for students’ English development)*

Enrichment:

On Level:

Novice:

Student Engagement: *(How will you foster student engagement?)*

Students will be engaged in hands-on activities, read alouds, and sharing activities.

Monday, August 29, 2011:

- Activate Prior Knowledge:

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- Ask the students, “what does it mean to be a team and a family?”
- I do:
 - We are a team. Did you know that you have a team at home too? Your team at home is your family! Your family takes care of you and helps you meet your goals—just like your team and family at school.
 - We all have families and all our families are special.
 - Raise your hand if you have (sisters, brothers, pets, grandma, etc..)
 - See, all of our families are different and they are all so special!
 - Today we are going to create pictures of our families and share what makes them so special. Here is my family!
- We do:
 - Students will create a picture together on chart paper/easel and label it using family vocabulary.
- You do:
 - Students will create their own family portrait.
 - Students will create their portraits with the class by saying, “My name is _____. My family is special because _____.”).

Tuesday, August 30, 2011:

- APK:
 - Ask the students, “what is a family?”—a family is people who love us.
- I do:
 - We have been growing as a team and family for the past couple of weeks. We have a family at school (our team) and a family at home.
 - A family is a group of people who loves us.
 - This is a picture of my family (show students a hand drawn or real picture of your family). We all have families. They are all different, but they are all people who love us.
 - Read The Family Book by Todd Parr (see Amy to use!)—while reading, highlight the idea that all families are different, but they all love each other.
- We do:
 - Create a spider web (family in the middle—family words on the outside)
 - Encourage students to share family vocabulary of their own as well as from the book.
- You Do:
 - Journals: Students will create their own family web and picture, using vocabulary that is specific to their own family.

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Wednesday, August 31, 2011:

- APK:
 - Who are some of the people in our families? What makes families so special?
- I do:
 - In our families, we have lots of people who love us, care about us, and want to help us meet our big goals.
 - Today we are going to read Harriet, You'll Drive Me Wild by Mem Fox.
 - Harriet's mom cares about her and wants to keep her safe. She wants her to be happy and healthy and sometimes Harriet has to get in trouble because she's not following the family rules.
 - Compare Harriet's rules/Harriet's mom to rules that are already familiar (such as school rules, own family's rules).
- We do:
 - As a class, generate a list of family rules (e.g., no tv until homework is done, etc.)
- You Do:
 - Journals: Students will write a short list of rules that they have in their family. Students will be pushed to think about why these rules are important and how these rules keep them safe, help them work hard, and be nice.

September 1, 2011:

- APK:
 - What is family? Who are some people in your family?
- I do:
 - There are so many special people I love in my family. I really want to let them know how much I love them and care about all that they do to keep me safe and help me meet my goals.
 - Refer back to my family drawing: I love all of these people so much & I know they love me too! Hmmm...I am going to write about my mom.
 - Draw a picture of my mom. Model writing (e.g., My mom is nice. My mom cares a lot about me. She makes sure that I always do my best.)
- We do:
 - As a class, pick a family member (e.g., uncle) using family vocabulary.
 - Quick sketch and as a class write about this family member, with each student contributing their own experience.
- You Do:
 - Journals: Students will draw their family member and write about what they do. Students will give this picture to their

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family member.

Friday, August 26, 2011:

- APK:
 - Who are some of the people in our families that are not grown ups? (brothers, sisters, cousins...)
- I do:
 - Give me a thumbs up if you have a brother/sister/cousin/etc.. Today we are going to talk about the other kids in our family and how special they are to us.
 - Read Peter's Chair by Ezra Jack Keats (Amy has it---or use another book highlighting sibling relationships). Discuss Peter's feelings about having a new sister.
- We do:
 - Shared Writing: Create a web about the other children in families with students sharing their opinions.
- You do:
 - Journals: Students will write about brothers/sisters/cousins [or pets if they're an only child! ☺]
 -

Checks for Understanding: *(Mini-assessments during lesson):*

- Who are the people in your family?
- What do they do to keep you safe and help you meet your goals?
- Check in with students on left to right progression and name writing

Materials:

journals, pencils, paper, crayons, books: *The Family Book*, *Harriet*, *You'll Drive Me Wild*, and *Peter's Chair*