Kindergarten Social Studies Unit 05 Exemplar Lesson 01: Families are Alike and Different

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Lesson one sets the foundation for the students to understand how their families are similar and different in respect to kinship, laws, and religion, as well as the music they enjoy, the clothing they wear, and the food they eat.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

<table>
<thead>
<tr>
<th>K.11</th>
<th>Culture. The student understands similarities and differences among people. The student is expected to:</th>
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<tbody>
<tr>
<td>K.11A</td>
<td>Identify similarities and differences among people such as kinship, laws, and religion.</td>
</tr>
<tr>
<td>K.11B</td>
<td>Identify similarities and differences among people such as music, clothing, and food.</td>
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Social Studies Skills TEKS

<table>
<thead>
<tr>
<th>K.14</th>
<th>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</th>
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<tr>
<td>K.14A</td>
<td>Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</td>
</tr>
<tr>
<td>K.14B</td>
<td>Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.</td>
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GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 05 PI 01

Draw a picture of family and tell three ways families are similar or different.

Standard(s): K.11A, K.11B, K.14A

ELPS ELPS.c.3B, ELPS.c.3D

Key Understandings

- Family communities are similar and different.
  - Who are the members of the family?
  - How are families alike and different regarding kinship, laws (rules), and religion?
  - How are families alike and different regarding the music they like, the clothes they wear and the food they eat?

Vocabulary of Instruction
Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

Teacher Resource: Sample Bubble Chart for Unit 5
Handout: Comparing Families

Resources

- None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview materials and websites according to district guidelines.
5. Gather books for use in the ENGAGE section of the lesson.
6. Copy student handouts and teacher resources needed for lesson.
7. Cut pieces of butcher paper long enough to fit a student. Cut one piece for each student.
8. Create an anchor chart of a bubble map with the center bubbles labeled with the word Family and create additional bubbles to be filled in throughout the lesson. Leave room for additional bubbles to be added throughout Unit 5.
9. Locate pictures of different families for students to use during the evaluative piece of the lesson.
10. Prepare materials and handouts as needed.

Background Information

Family – a group of people that live together and care for one another’s 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. (May include information on how learning in this lesson builds on past learning or lays foundation for later learning. Provide context, point of view, links to places to find more information, etc.)
Kinship – Having common characteristics or common origin.
Religion – an organized system of beliefs, ceremonies, and rules used to worship a god or a group of gods.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES
## Instructional Procedures

### ENGAGE – Introduce families

<table>
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<tr>
<th>Notes for Teacher</th>
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<td>NOTE: 1 Day = 30 minutes</td>
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<table>
<thead>
<tr>
<th>Suggested Day 1 – 10 minutes</th>
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<tr>
<td><strong>Materials:</strong></td>
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<tr>
<td>- Book(s) about families to read aloud.</td>
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<tr>
<td>- Photographs of families either printed or displayed in a Powerpoint.</td>
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| **Purpose:** |
| Focus on families and observe likenesses and differences in the families in the stories and photographs. |

| **TEKS:** |
| K.11AB; K.14A |

| **Instructional Note:** |
| To find photographs of families, conduct an internet search of images using “families”, “traditional families,” “blended families,” or “multicultural families” to find a wide variety of photos. Choose photographs that illustrate specific topics from TEKS K.11AB: clothing and food. |

### EXPLORE – Bubble Chart

1. Write the word **Family** in the center of a large chart paper. This will be the center of a class Bubble Chart that will be completed as the unit progresses. Read the word **family** aloud.

2. To focus students on the topic to be discussed, use words such as:
   - **Family** is another type of community. It is a group of people who join together for a common purpose. People in a family are alike and different just like the people in our classroom community are alike and different.

3. Facilitate a discussion using questions such as:
   - **Who are the people that make up your family?** Allow for responses from all students or provide time for students to share with another student near them. Create a link to the center circle on the Bubble Chart and write the words **People in Our Family**. List the members of the family that students recognize. (Examples: mother, sister, grandfather.)
   - **How are the people in your family the same or different?** (Examples: They have the same parents and grandparents. One child is older than the other.) We say the people in a family are kin to one another. That means they are related and might have the same grandfather (cousins) or the same mother (siblings). Cousins share a set of grandparents, but have different parents.
   - **What are some activities that a family might do together?** Create another arm of the Bubble Chart. (Examples: go to the zoo or park, go to church, eat dinner or celebrate specific holidays, go to movies, play games, visit relatives, travel, help one another, care for pets, work in the yard, do chores, etc.)

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<th>Suggested Day 1 (continued) – 15 minutes</th>
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| **Attachments:** |
| Teacher Resource: **Sample Bubble Chart for Unit 5** |

| **Purpose:** |
| Focus on members of families and kinship; use Bubble Chart to organize students’ knowledge about families. |

| **TEKS:** |
| K.11A, K.11B; K.14A |

| **Instructional Note:** |
| When asking questions, keep in mind how families are different in different communities. For example, it might be possible that no student mentions their grandparents or other extended relatives during the discussion. However, in many families these people might be included and may be living in the same home. The teacher might ask guiding questions to extend students’ thinking beyond their own experience if appropriate. Leave space on the Bubble Chart to add information in future lessons throughout the unit. |

### EXPLAIN – Students tell what they have learned

1. Distribute drawing paper on which students draw a picture of their family

| Suggested Day 1 (continued) – 5 minutes |

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<th><strong>Materials:</strong></th>
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doing something that they often do together. (It would be a good idea to
prepare a model drawing to share - perhaps of the teacher's family
going to the zoo or some other activity you do together.)

2. To help students get started, ask questions such as:
   - We have talked about the people in our family and some
     things families do together. Who are the people in your
     family?
   - What are some things you do together?
   - Did you do anything together last night?
   - Did you do anything together last weekend?
   - Did you do anything together over the summer?

3. Students draw a picture of their family doing something together.

4. At their tables, students take turns telling about their drawings and
   listening as other tablemates explain theirs.
   - On this paper, draw a picture of your family doing something
together. While you are drawing, tell your tablemates what
   you are drawing. Tell them about the last time you did this
   activity with your family. Then, listen as they tell you about
   their drawing.

ENGAGE – Sharing about families

Suggested Day 2 – 5 minutes

1. Students stand in a circle so they can see one another’s drawings. Go
around the circle so each person has an opportunity to speak and “tell
one thing.” In this case, students will use the name of a classmate and
say,
   - My family has (activity) like (student’s name)’s family.
     (Examples: My family has gone fishing together like Mark’s
     family. My family has eaten dinner together like Maria’s family.)

EXPLORE/EXPLAIN – Other aspects of families’ similarities and differences

Suggested Day 2 (continued) – 10 minutes

1. Play short clips of various kinds of music that students will recognize.
   Ask or say:
   - Does your family listen to music?
   - Do all families listen to the same music?
   - Why do people listen to music? *(We enjoy the sound, it makes us
     feel happy, it helps us celebrate.)*
   - The music we listen to tells about who we are and what we
     like. Families often enjoy music together.

2. Students turn and talk about the kind of music their family listens to.
   Then, add to Bubble Map by adding Customs and Traditions and list
   kinds of music that students share with the class.

3. Display examples of family rules.
   Ask or say:
   - Does your family have rules?
   - Do all families have the same rules?
   - Why do families have rules? *(It helps keep family members safe
     and maintains order.)*
   - Rules may differ from one family to another depending on
     what they feel is important. Some families have only a few
     rules and other families have many rules.
4. Students turn and talk about the rules they have in their family. Then, add to Bubble Chart by adding Family Rules and list rules that students share with the class.

5. Explain that families often have religious beliefs. Ask or say:
   - **What are religious beliefs?** *(Religion is an organized system of beliefs, ceremonies, and rules used to worship a god or a group of gods.)*
   - **How do families practice their religious beliefs?**
   - There are many different religions and in America families can freely choose which religion, if any, they practice.

6. Students turn and talk about the religious practices in which their family participates. Then, add to Bubble Chart by adding Customs and Traditions and list kinds of religious practices that students share with the class.

**ELABORATE – Bringing it all together**

1. Facilitate a discussion that brings students back to Guiding Questions and Key Understandings:
   - **Family communities are similar and different.**
     - Who are the members of the family?
     - How are families alike and different regarding kinship, laws (rules), and religion?
     - How are families alike and different regarding the music they like, the clothes they wear, and the food they eat?

**EVALUATE – How families are alike and different**

1. Students use a picture they have drawn and a picture of another family to compare their family to another family by telling three ways the families are alike or different.
2. Students use the picture they drew in the Explain piece above. Give students several pictures of families to study. Magazine pictures or internet pictures may be used. Each student needs access to several pictures from which to choose. Students choose one of the pictures to compare to their family. Students explain three ways their family is similar or different from the family in the picture.

**Materials:**
- Pictures of families from magazines, internet, or other sources.

**Attachments:**
- **Handout:** Comparing Families

**Purpose:**
Determine mastery of skills.

**TEKS:** K.11A, K.11B; K.14A

**Instructional Note:**
Students will tell three ways that their family or members in the family are the same or different to assess understanding of key concept: Families are similar and different in who makes up the family, the way they look and the things that they do, the music they like, the clothes they wear, the religion they practice.
Sample Bubble Chart for Unit 5

Family

- Things Family Members Do Together
- Customs and Traditions (including religion, music, & clothing)
- People in a Family (including kinship)
- Rules in Families
- Number of people in family
- Family Needs
Comparing Families