

Grade 1
My Family Unit 1
Lesson A: My Family Order

<p>Lesson Overview: -Students will talk about people and family using key comparison vocabulary such as “older, younger” and chronological vocabulary such as “first, then”</p>	
<p>Outcomes/Indicators:</p> <p>Social Studies: Outcome: DR1.1 Relate family events and stories of the recent or distant past to the student’s place in present day family life. b. 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). c. Relate events and stories in chronological order, using comparisons (e.g., old and new, younger and older, before and after) relative to student ages.</p>	
<p>Equipment/materials: -Pictures of people at various stages of life (baby, child, youth, adult, senior), coloring materials and paper, “4-step order page” (you can alter the page to include as many steps as is needed)</p>	
<p>Assessment: -Observe students to determine if they are utilizing the key vocabulary: “first, then, next” and “old and new, younger and older, before and after”. -Observe student drawings/representations to determine if they understand how to represent the passage of time and/or chronological order moving from left to right across the page.</p>	
<p>Lesson notes:</p> <p>Set:</p> <p><i>10 minutes</i> -Display pictures of a person in various stages of life from left to right on the board. -Discuss as a class what we observe. (there is a baby, a girl, a woman etc) -Ask questions to further the investigation (What does this mean? What does this show?) -Brain storm words to use to talk about the differences between the pictures (smaller & bigger, older & younger) -Relate the pictures to the passage of time (What happened first? And then what? What comes last?)</p> <p>Development:</p> <p><i>Discussion 10-15 minutes</i> -Form a circle.</p>	<p>Student Adaptions:</p>

-Lead discussion: Up on the board we looked at how people go through different stages of life and how we can understand that when time goes on people get older. Now lets think about our own families. Lets talk about who came first in our family, and what happened next. We can also use the kinds of words we used at the board like 'younger' and 'older' to talk about our brothers and sisters or other people in our family.

-Mediate and allow students to share information about their families, encourage and give positive reinforcement for use of the key vocabulary.

Activity 10-20 minutes

-On the "4 step page" students will draw pictures of the members of their family in order from left to right of who came first, who came next etc. Encourage students to use text relating to the pictures in each box such as "First my older brother" (keeping the key vocabulary in mind).

Closure:

5-10 minutes

-Students will share and verbalize their drawings with the class using key vocabulary.

**Share student work on your classroom blog. Scan or take pictures of student "My Family Order" representations and upload to the student's individual pages on your class blog.